



Snape Wood Primary and Nursery School

Curriculum Intent

Subject Progression 2025-2026



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Our Curriculum

Our Inclusive curriculum is based on the National Curriculum. We are continually improving our curriculum to ensure we not only meet the needs of all pupils, but exceed the requirements of the national curriculum in providing our pupils with a knowledge-rich education to ensure their success as they move into KS3. The National Curriculum document shows the statutory objectives for the knowledge, skills and understanding that we teach at Snape Wood from Year 1 to Year 6.

Our curriculum is designed with knowledge at its heart to ensure that children develop a strong vocabulary base and understanding of the world. The curriculum promotes long-term learning and we believe that progress means knowing more and remembering more. We are developing a curriculum built on current research regarding how memory works to ensure that children not only have access to 'the best that has been thought and said' but are taught this in a way that ensures children can remember the curriculum content in future years.

At Snape Wood we recognise that knowledge alone is not enough to equip children with what they need to thrive and achieve their potential. Therefore, weaved and threaded in each subject are opportunities to develop their skills by applying the knowledge that is taught, with respect to each subject discipline.

One of the central aims of our curriculum is to ensure that our pupils develop their character through Snape Wood's PRIDE values: Positive, Respect, Inquisitive, Determination and Empathy. These are weaved into our curriculum so that the children are taught the values we wish them to have in later life.

For example, we want the children to be inquisitive and want to learn a great deal about the world both at school and at home. Therefore, in History, each year group will study local history as well as historical periods from around the world.

We understand that knowledge is 'sticky', in other words, the more pupils know the easier it is for them to know more. This is why we are placing particular emphasis on children knowing by heart and building rich webs of knowledge as they progress through the curriculum. Parents can support this work through completing the topic homework and by looking at each topic overview. These are sent out at the beginning of each half term.



Science Curriculum Intent Progression Document

Science Vision Statement

We know that children learn best through an exciting and engaging curriculum that both supports and stretches every child and gives them the potential to build on their learning over time. Every child's learning journey begins in the Early Years Foundation Stage where we Plant new ideas and concepts; these ideas then Grow over their time with us, giving all children the chance to Flourish and love learning. The values of a PRIDE are woven throughout the Curriculum; children are well-rounded individuals who take greater responsibility for their learning.

Intent

We teach Science to inspire curiosity, fascination and understanding of the world in which we live. Our pupils are given many opportunities to work scientifically. We support them to ask questions and find answers through predictions, investigation, observation and discussion. They learn to record their findings in a range of different ways (using diagrams, tables, charts and graphs) and they draw conclusions based on their own practical experiences. At Snape Wood, we want our pupils to view themselves as scientists and potentially be inspired to pursue an interest in STEM careers in the future. As part of our Science provision, our pupils enjoy working outdoors and in the local environment to observe and record life around them. Cross-curricular links are used whenever possible to make their learning interesting and relevant.

Implementation

'It is important to view knowledge as sort of a semantic tree - make sure you understand the fundamental principles, i.e. the trunk and big branches, before you get into the leaves/details or there is nothing for them to hang on to.' Elon Musk

Teachers create a positive attitude to science learning within their classrooms and reinforce an expectation that all children are capable of achieving high standards in science. At Snape Wood Primary and Nursery School, Science is taught every half-term as all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science in a consistent and thorough unit. Science at Snape Wood follows the objectives of the national curriculum (Understanding of the World - EYFS) and the units taught are carefully designed to build on curriculum knowledge throughout the year, the whole school science progression map is used to support this. For each unit, the key knowledge, skills and vocabulary have been identified to ensure



a progression of learning and to help lay the foundations for more abstract concepts.

In the planning of science, problem solving opportunities are used in investigative enquiries that allow children to use the working scientifically skills outlined in the national curriculum. Children are encouraged to develop their own questions and this curiosity is valued and celebrated. Planning involves teachers creating engaging lessons, making use of resources to aid knowledge and provide hooks in learning. Teachers use precise questioning in lessons to assess understanding and to stretch and challenge.

Science Day is also a chance for children to expand on their working scientifically skills and to help them see themselves as a Scientist.

Impact

Our high-quality Science curriculum provides our children with the foundations for understanding the world through the specific disciplines of biology, chemistry and physics, which they are able to build upon in their secondary education. The progressive nature of the Science curriculum allows them to make links between new knowledge and their existing scientific understanding. The work in the children's Science books provides evidence of the engaging Science curriculum we offer and showcases their developing knowledge and skills.



Foundation F2

Topic areas:

Autumn 1 -

Autumn 2 - Autumn

Spring 1 - Winter

Spring 2 - Spring

Summer 1 - Plants

Summer 2 - Farm and Summer

To explore the natural world around them, making observations and drawing pictures of animals and plants. (UTW-TNW)

To know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (UTW-TNW)

To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (UTW-TNW)



Year 1/2 YEAR A

Knowledge

Plants (Biology)

To identify and name some common wild and garden plants, including deciduous and evergreen trees.

To identify and describe the structure of a variety of flowering plants, including trees.

Animals including humans (Biology)

To identify and name some common animals including fish, amphibians, reptiles, birds and mammals.

To identify and name a variety of common animals that are carnivores, herbivores and omnivores.

To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).

To identify, name, draw and label the basic parts of the human body and say which

part of the body is associated with each sense.

Materials (Chemistry)

To distinguish between an object and the material from which it is made.

To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.

To describe the simple physical properties of a variety of everyday materials.

To compare and group together a variety of everyday materials on the basis of their simple physical properties.

The seasons (Biology)

To observe changes across the four seasons.

To observe and describe weather associated with the seasons and how day length varies.

Working Scientifically

Asking simple questions and recognising they can be answered in different ways

Talk about what they can see and do. Does a tree always look the same?

What material should we build a model house with? What is the weather like?

Observing closely and using simple equipment

Magnifying glasses, QR codes, iPads.



Performing simple tests

Test ideas suggested to them. Grow cress, tests related to the 5 senses–feely bag, smelly socks, tasting different flavours, testing materials–strength, waterproof, absorbency.

Identifying and Classifying

Plants (Wollaton Park Plant Hunt), Animals, Materials.

Begin to compare some living things.

Make simple comparisons and groupings.

Using observations and ideas to suggest answers to questions

What is the weather like? Which animals make good pets? Why?

Cinderella needs a mop. Which material would be best? How could we find out?

Gathering and recording data to help answer questions

Use simple charts/ICT/simple writing/labelling to communicate findings.

Weather chart.

Writing *What I did...* and *what happened?*

Drawing ideas and simple pictures.

Recording classification of animals for display/in a chart.



Year 1/2 YEAR B

Knowledge

Plants (Biology)

**To observe and describe how seeds and bulbs grow into mature plants.
To experiment and describe how plants need water, light and a suitable temperature to grow and stay healthy.**

Animals including humans (Biology)

To know that animals, including humans, have offspring which grow into adults.

To describe the basic needs of animals, including humans, for survival (water, food and air).

To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Living things and their habitats–chicks/the pond and the farm (Biology)

To explore and compare the differences between things that are living, dead, and things that have never been alive.

To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.

To identify and name a variety of plants and animals in their habitats, including micro-habitats.

To describe how animals, obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Materials (Chemistry)

To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Working Scientifically

Asking simple questions and recognising that they can be answered in different ways

Describe observations using some scientific vocabulary. What does a plant need to grow? How could we make a test to find out? I wonder where a frog



lives? Why is that a good place for a frog to live? What do animals need to survive?

Observing closely and using simple equipment

Timer, ruler (cms).

To perform simple tests

Grow a bean/Testing materials—changes including twist, bend and stretch.

Begin to recognise when a test is fair.

Identifying and Classifying

Plants (grown from bulbs and seed). Animals (matched to their habitats).

Materials (matched to particular uses).

Using observations and ideas to suggest answers to questions

What happens to these seeds if we leave them in the dark?

What happens to my body when I exercise? Why is that important?

What is a food chain? Can we describe one?

Gathering and recording data to help answer questions

Writing ' *What I did...*' in more detail.

Suggesting ' *What might happen...?*' Writing ' *What happened?*'

Experiments which require measurement/observations over time including growing experiment.



Year 3/4 YEAR A

Knowledge

Plants (Biology)

To know about the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.

To investigate the way in which water is transported within plants.

To know the part that flowers play in the life cycle of flowering plants– pollination, seed formation and dispersal.

Animals, including humans (Biology)

To know that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

To know that humans and some other animals have skeletons and muscles for support, protection and movement.

Rocks (Chemistry)

To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

To describe in simple terms how fossils are formed when things that have lived are trapped within rock.

To know that soils are made from rocks and organic matter.

Light (Physics)

To know light is needed in order to see things and that dark is the absence of light.

To know that light is reflected from surfaces.

To know that light from the sun can be dangerous and that there are ways to protect our eyes.

To know that shadows are formed when the light from a light source is blocked by an opaque object.

To find patterns in the way that the size of shadows change.

Forces and magnets (Physics)

To compare how things move on different surfaces.

To know that some forces need contact between two objects, but magnetic forces can act at a distance.



To observe how magnets attract or repel each other and attract some materials and not others.

To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.

To describe magnets as having two poles.

To predict whether two magnets will attract or repel each other, depending on which ways the poles are facing.

Working Scientifically

Asking relevant questions/use different types of science enquiries to answer them.

What do you know about magnets? How do things move on different surfaces?

Setting up simple practical enquiries, comparative and fair tests.

Carry out a fair test with support. Friction investigation (same ramp height etc).

Making systematic and careful observations/accurate measurements using standard units/equipment.

Measure shadows (metre rulers/cms). How does friction affect distance of travel?

Gathering, recording, classifying and presenting data in a variety of ways to help answer questions

Body measurements and ability investigation. Permeability and strength of rocks.

Recording findings using simple language, drawings, labelled diagrams, keys, bar charts and tables.

Keys to classify leaves/create a bar chart from findings. Conditions for seed growth.

Reporting on findings–oral and written, displays or presentations of results and conclusions.

Oral and written presentation on rock findings. Record investigations in charts and graphs.

Using results to draw simple conclusions, making predictions for new values, suggesting improvements and raising further questions

Bigger/smaller magnet investigation. Shadow investigation.

Identifying differences/similarities/changes related to simple scientific ideas and processes



Animals including humans—compare teeth of carnivores, herbivores and omnivores.

Using straightforward scientific evidence to answer questions or to support findings

Shadow investigation/Light investigation.

Vocabulary:

Year 3/4 YEAR B

Knowledge

Living things and their habitats (Biology)

To recognise that living things can be grouped in a variety of ways.

To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

To recognise that environments can change and that this can sometimes pose dangers to living things.

Animals, including humans (Biology)

To describe the simple functions of the basic parts of the digestive system in humans.

To identify the different types of teeth in humans and their simple functions.

To construct and interpret a variety of food chains, identifying producers, predators and prey.

States of Matter (Chemistry)

To compare and group materials together, according to whether they are solids, liquids or gases.

To observe some materials that change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).

To understand the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Electricity (Physics)

To identify common appliances that run on electricity.

To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.

To know whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.

To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.



To recognise some common conductors and insulators, and associate metals with being good conductors.

Sound (Physics)

To identify how sounds are made, associating some of them with something vibrating.

To recognise that vibrations from sounds travel through a medium to the ear.

To find patterns between the pitch of a sound and features of the object that produced it.

To find patterns between the volume of a sound and the strength of the vibrations that produced it.

To recognise that sounds get fainter as the distance from the sound source increases.

Working Scientifically

Asking relevant questions/using different types of science enquiries to answer them

Why and how does the volume and pitch change when playing different lengths of tube?

Setting up simple practical enquiries, comparative and fair tests

Plan and carry out fair tests e.g. which insulator works best for ear protection?

Making systematic and careful observations/accurate measurements using standard units/equipment

How does volume decrease as you move further from the source? Data loggers.

Gathering, recording, classifying and presenting data in a variety of ways to help answer questions

How quickly does a material melt, and at what temperature. Charts, graphs.

Recording findings using simple language, drawings, labelled diagrams, keys, bar charts and tables

Which organs make up the human digestive system? Labelled and annotated diagrams.

Reporting on findings—oral and written, displays or presentations of results and conclusions

Demonstrate how the water cycle works by creating a ‘water cycle bag’.

Using results to draw simple conclusions, making predictions for new values, suggest improvements and raise further questions

How can we make wet clothes dry faster? How can we improve our findings?



Identifying differences/similarities/changes related to simple scientific ideas and processes

When have you seen this in real life? Condensation. Make it rain investigation.

Using straightforward scientific evidence to answer questions or to support findings.

Solids, liquids, gases investigations.

Year 5

Knowledge

Living things and their habitats (Biology)

To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

To describe the life process of reproduction in some plants and animals.

Animals including humans (Biology)

To describe the changes as humans develop to old age.

Properties and changes of materials (Chemistry)

To compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.

To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.

To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

To demonstrate that dissolving, mixing and changes of state are reversible changes

To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Earth and Space (Physics)

To describe the movement of the Earth and other planets relative to the sun in the solar system.

To describe the movement of the moon relative to the Earth.

To describe the sun, Earth and moon as approximately spherical bodies.



To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Forces (Physics)

To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

To identify the effects of air resistance, water resistance and friction, that act between moving surfaces.

To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

Working Scientifically

Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

Materials investigation/dissolving in a liquid to create a solution/recover a substance.

Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

Materials investigation (mms) indentation into plasticine, timers linked to air resistance, measuring with a Newton Metre (linked to work on forces)

Recording data and results of increasing complexity using scientific diagrams and labels, tables, scatter graphs and bar graphs.

Testing strength of materials (bar graph). Analysis of babies' growth (comparing pie/bar/line graph).

Using test results to make predictions to set up further comparative and fair tests.

Predicting which materials dissolve/separate, air resistance/water resistance.

Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

Writing up experiments, feedback to class, diagrams/models.

Investigating scientific evidence that has been used to support or refute ideas or arguments.

Discussions/presentation e.g. Geocentric and heliocentric solar systems.



Year 6 **Knowledge**

Living things and their habitats (Biology)

To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.

To give reasons for classifying plants and animals based on specific characteristics.

Animals Including Humans (Biology)

To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.

To recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function.

To describe the ways in which nutrients and water are transported within animals, including humans.

Evolution and Inheritance (Biology)

To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Light (Physics)

To recognise that light appears to travel in straight lines.

To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.

To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.



To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Electricity (Physics)

To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.

To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.

To use recognised symbols when representing a simple circuit in a diagram.

Working Scientifically

Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

Investigating what can affect the brightness of a bulb, shapes of shadows

Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

Rulers, data logger to measure light levels, investigating body measurements, stopwatches to measure heart rate.

Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

Heart rate, circuits (tables) bar chart (shadow) classification key (evolution)

Using test results to make predictions to set up further comparative and fair tests.

Child led investigation linked to body knowledge.

Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

Conclusions when writing experiments (bulb brightness) 'Light' oral presentation, presenting own conclusions following inherited characteristics, evolution theories.

Identifying scientific evidence that has been used to support or refute ideas or arguments.

Discussion and presentations on different evolutionary theories



History Curriculum Intent Progression Document

History Vision Statement

We know that children learn best through an exciting and engaging curriculum that both supports and stretches every child and gives them the potential to build on their learning over time. Every child's learning journey begins in the Early Years Foundation Stage where we Plant new ideas and concepts; these ideas then Grow over their time with us, giving all children the chance to Flourish and love learning. The values of a PRIDE are woven throughout the Curriculum; children are well-rounded individuals who take greater responsibility for their learning.

Intent

At Snape Wood Primary and Nursery School, we believe history provokes and answers questions about British history and history around the world. It is a focus within the curriculum for developing cultural awareness, understanding historical periods and recognising the impact these periods have on us today. Through the history taught at Snape Wood Primary, we seek to inspire pupils' curiosity about the past to inform their understanding of the present.

Implementation

History at Snape Wood Primary and Nursery School follows the National Curriculum objectives and is taught in units throughout the year, so that children can achieve depth in their learning. For each unit, teachers have identified the key knowledge, skills and vocabulary which will be covered. Units have been carefully planned using the whole school history progression map to ensure children build on prior learning and make links between units. A short narrative of how each unit builds on prior learning is shown in the



whole school history overview. History at Snape Wood Primary and Nursery School is organised under four main categories known as substantive knowledge. These include: Society and Community, Exploration and Invasion, Power and Conflict and Disaster. Within each topic, our lessons link to one of the second order concepts which inform the skills and knowledge covered. These include: Cause and Consequence, Change and Continuity, Similarity and Difference, Historical Significance, Evidence and Interpretation and Chronology. These threads of knowledge run throughout our curriculum and allow children to make links and recognise the implications of history with increasing sophistication.

As a school, we value the importance of developing children’s chronological knowledge. Each class has visual learning aids to refer to throughout the year to embed children’s understanding of chronology. At EYFS and KS1, children can order events and artefacts using the terms ‘past’ and ‘present’ and ‘old’ and ‘modern’. In KS2, children embed their understanding of chronology by referring to a timeline which sequences the historical periods taught in this key stage. They can apply their knowledge of chronology to create their own timelines identifying key events. Children have access to a wide range of artefacts as well as primary and secondary sources to develop their enquiry skills. Children are encouraged to examine and ask questions about these artefacts to deepen their knowledge of the past and the people of that time.

At Snape Wood Primary and Nursery School, we endeavour to make links in learning across the National Curriculum subjects. Where possible, history units are taught alongside high-quality texts. For example, in Year 1, when studying the history of Nottingham, children will read ‘Robin Hood and the Silver Arrow’ by Tony Bradman and in Year 6, when studying Crime and Punishment, children will read ‘Black Powder’ by Ally Sherrick. This enables children to make connections both in their historical learning and in the wider curriculum.

Impact

Through the history curriculum, children develop the historical knowledge and skills to help them explore, enquire and understand the past and present. Children’s knowledge and skills develop intrinsically as they progress through the school, not only enabling them to meet the requirements of the National Curriculum but to prepare them to become competent historians in secondary education. The work in children’s history books evidences the broad and balanced history curriculum we deliver and demonstrates their acquisition of key knowledge and skills.



Foundation F2

Topic areas:

Autumn 1 - Jobs in the community

Autumn 2 - Past through settings, events and people

Spring 1 -

Spring 2 -

Summer 1 - Old and New

Summer 2 -

**To talk about the lives of the people around them and their roles in society.
(jobs)**

**To know some similarities and differences between things in the past and
now, drawing on their experiences and what has been read in class.**

(vehicles) (UTW-P&P)

**To understand the past through settings, characters and events encountered
in books read in class and storytelling. (UTW-P&P)**

Skills

Chronology

To talk about past and present.

Causality and Interpretation

To decide whether objects are from the past or present.

Vocabulary: same, different, job, now, then, the past, remember, old, new



Year 1/2 YEAR A
Knowledge

How things have changed

To know about changes within living memory (my life).

To know about changes within living memory (last 70 years).

Transport (bikes and trains)

To know about changes within living memory.

To know about events beyond living memory that are significant nationally (George Stephenson and the Rocket Locomotive).

To know about the lives of significant individuals in the past who have contributed to national achievements (George Stephenson)

Famous People from Nottingham

To know some facts about significant historical events, people and places in Nottingham (Robin Hood).

To know about events beyond living memory.

Skills

Chronology

To sort objects into old and modern.

To use vocabulary—old, new, modern, a long time ago.

To know about my changes since birth.

Causality and Interpretation

To talk about why Robin Hood is famous.

To identify some similarities and differences between old/modern objects.



**To identify some objects from the past (household objects).
To make observations about old/modern objects using artefacts.**

Enquiry

To ask and answer questions using artefact/photograph provided.

Vocabulary: same, different, old, modern (new), years, timeline, invention, artefact, technology, influence

Year 1/2 YEAR B

Knowledge

Black History

To know about the lives of significant individuals in the past who have contributed to international achievements.

To compare aspects of life in different periods (Martin Luther King and another famous black achiever such as Rosa Parks, Barak Obama or Nelson Mandela.)

The Great Fire of London

To know about events beyond living memory that are significant nationally.

History of the School and Willoughby Family

To know about significant historical events, people and places in Wollaton.

Skills

Chronology

To use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'.

To sequence a set of events in chronological order and give reasons for the order.

Causality and Interpretation

To recount some interesting facts from an historical event (Great Fire of London).



To explain how a historical figure shaped the world we live in (Nelson Mandela, Rosa Parks).

To identify similarities and differences between Wollaton in the past and present.

Enquiry

To ask historical questions using a source of evidence (eg MLK speech, digimaps)

To research the life of a historical figure (eg Willoughby family, Rosa Parks, etc).

Vocabulary: resistance, laws, similarity, difference, achievements, disaster, black history, significant, past, present, legacy, architecture

Year 3/4 YEAR A

Knowledge

The Stone Age to Iron Age

To use artefacts to ask questions about what happened in the past.

To compare similarities and differences from the stone age and now.

To order events chronologically from the stone age to iron age using dates on a timeline.

To know about the changes from the stone age to iron age.

To know why there were changes from the stone age to the iron age.

To investigate why historians believe the stone, bronze and iron ages are significant to us.

The Ancient Egyptians

To know about where and when the first civilisations appeared.

To order events chronologically using dates on a timeline and explain changes.

To compare the similarities and differences between ancient Egypt and today using a secondary resource.

To know why the pyramids are an achievement for Ancient Egyptians.

To understand what Ancient Egyptians know about life and after death.



Ancient Greece

- To know who the Ancient Greeks were using evidence.**
- To arrange events from Ancient Greece in chronological order.**
- To investigate Greek inventions and compare to them to today.**
- To explain why the first Olympic games are significant.**
- To research Greek gods and goddesses.**
- To know what impact ancient Greece has on the world.**

Skills

Chronology

- To order events chronologically from the Stone Age to Iron Age using dates on a timeline.**

Causality and Interpretation

- To explain why things changed within a period of time.**
- To identify a similarity and difference between a historical period and Britain today.**
- To explain how an event from the past is significant to us now.**

Enquiry

- To ask questions to understand more about what happened in the past.**
- To use primary and secondary sources of evidence to answer questions.**
- To research a specific event from the past.**

Vocabulary: civilisation, settlement, religion, government, democracy, influence, architecture, legacy, technology, art, travel, trade

Year 3/4 YEAR B

Knowledge

Roman Empire

- To understand the chronological position of the Romans on a timeline.**
- To know the extent of the Roman Empire and the people that lived there (diversity)**
- To compare and contrast the Romans to the Ancient Greeks (eg gods and goddesses)**
- To know why the Romans invaded Britain (Caesar and Claudius)**
- To investigate Leicester as a Roman town, comparing similarities and differences (digimaps)**
- To analyse the impact of the Romans on Celtic life**
- To explain the significance of Boudicca and reasons for her revolt.**
- To ask questions about Roman life using artefacts**
- To understand how the Romans were significant to us today**
- To know why the Romans left Britain and the fall of the Roman Empire.**



Britain's settlement by the Anglo-Saxons and Scots

To review the Roman withdrawal from England and the fall of the Roman Empire

To ask questions about why the Anglo Saxons invaded and where they settled

To understand the significance of Sutton Hoo using primary and secondary resources

To compare daily life of an Anglo Saxon to my own

Skills

Chronology

To order events chronologically across periods of time.

Causality and Interpretation

To explain why things changed within a period of time and the consequences for it.

To identify a similarity and difference between 2 historical periods.

To explain how events from the past have helped shape our lives.

Enquiry

To ask historically valid questions to understand more about what happened in the past.

To compare the validity of primary and secondary sources of evidence.

To research a specific event from the past, selecting and organising relevant information

Vocabulary: civilisation, empire, conflict, power, government, democracy, invasion, influence, technology, religion, resistance, legacy

Year 5

Knowledge

The Vikings

To know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

To understand the power of the Vikings and the significance their raids and invasions (Lindisfarne)

To compare Anglo Saxon rulers

To know about Anglo-Saxon laws and justice.

A Local History Study

To study an aspect of local history dating from a period beyond 1066 that is significant and reflected in the locality.

To study a site (Nottingham Castle) dating from a period beyond 1066 that is significant in the locality.

To link Nottingham Castle to significant historical events, people and places



in Nottingham (links to Year 2)

The Mayans

To conduct a study on a non-European society/civilisation that provides contrasts with British history.

To understand the significance of the Maya civilisation

To compare aspects of Maya civilisation to others in the world (Anglo Saxons)

Skills

Chronology

To identify and articulate the chronology of world history.

Causality and Interpretation

To make comparisons within and between historical periods.

To explain how people or events from the past have positively or negatively shaped our lives.

Enquiry

To ask historically valid questions and investigate the outcome to understand more about what happened in the past.

To decide which type of primary or secondary source of evidence will help in answering our questions.

To select and organise relevant information to share what you know.

Vocabulary: civilisation, power, resistance, government, democracy, invasion, influence, religion, conflict, trade, inventions, settlement, empire, crime and punishment, legacy, monarchy

Year 6

Knowledge

Crime and Punishment

To study a theme in British history that extends pupils' chronological knowledge beyond 1066.

To understand the chronology of crime and punishment in Britain.

To compare crime and punishment in Britain across different periods (Tudors, Stuarts, Victorians)

To analyse the causes and consequences of the Gunpowder Plot.

World War One

To study and have an in-depth knowledge about an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

To analyse the causes of significant events in British history: World War One and the Battle of Britain.

To understand the impact of these events on people's lives.



World War Two

To study and have an in-depth knowledge about an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

To analyse the causes of significant events in British history: World War Two and the Battle of Britain.

To understand the impact of these events on people's lives.

Skills

Chronology

To identify and articulate the chronology of British history.

To say where a period of history fits on a timeline in decades (WWI and WW2).

To understand the chronology of some British monarchs.

Causality and Interpretation

To make informed connections between a specific time in history and its impact on wider history.

To make connections between famous people and historical events.

To explain with evidence how people and events from the past have positively or negatively shaped our lives.

Enquiry

To devise historically valid questions to obtain and challenge historical data.

To analyse and challenge historical sources while using them to argue or support ideas.

Vocabulary: resistance, government, democracy, invasion, influence, technology, religion, conflict, inventions, settlement, empire, crime and punishment, monarchy, legacy

Geography Curriculum Intent Progression Document

Geography Vision Statement

We know that children learn best through an exciting and engaging curriculum that both supports and stretches every child and gives them the potential to build on their learning over time. Every child's learning journey begins in the Early Years Foundation Stage where we introduce new ideas and concepts; these ideas then develop over their time with us, giving all children the chance to foster a love of learning. The values of a PRIDE are woven throughout the Curriculum; children are well-rounded individuals who take greater responsibility for their learning.

Intent

At Snape Wood Primary and Nursery School, we strongly believe that geography provokes and answers questions about both the natural and human worlds. It is a focus within the curriculum for developing cultural



awareness, understanding and resolving issues about the environment and recognising the importance of sustainable development. Through the geography taught at Snape Wood Primary, we seek to inspire children to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

Implementation

Geography at Snape Wood Primary and Nursery School follows the National Curriculum objectives and is taught in units throughout the year, so that children can achieve depth in their learning. For each unit, teachers have identified the key knowledge, skills and vocabulary which will be covered. Units have been carefully planned using the whole school geography progression map, to ensure children build on prior learning and make links between units.

As a school, we value the importance of developing children's locational knowledge. Each class has a map area and uses this throughout the year to embed children's locational knowledge. At KS1 and Year 3, locational knowledge is taught through the specific units. From Year 4 onwards, locational knowledge is the focus for a unit at the beginning of the year and then developed through the year.

Children experience a range of fieldtrips to develop their geographical skills and fieldwork. Children use the digital mapping programme *digimaps* for schools, to develop their map work skills and to engage them in map work. We use the teaching of geography to develop place knowledge through carefully chosen contrasting localities for study.

At Snape Wood Primary and Nursery School, we endeavour to make links in learning across the National Curriculum subjects. Where possible, geography units are taught alongside high-quality texts. For example, in Year 4, when studying South America, the children will read 'Charlie and the chocolate factory.' By Roald Dahl.

Also, whilst studying India in year 1, the children read 'Pattan's Pumpkin Patch.' By Chitra Soundar. This enables children to make connections both in their geographical learning and in the wider curriculum.

Impact

Through the geography curriculum, children develop the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children's knowledge and skills develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent geographers in secondary education. The work in children's topic books evidences the broad and balanced geography



curriculum we deliver and demonstrates their acquisition of key knowledge and skills.

Foundation F2

Topic areas:

Autumn 1 - Our immediate environment

Autumn 2 - Autumn

Spring 1 - Winter and cold places

Spring 2 - Local area/vehicles

Summer 1 -

Summer 2 - Maps and Summer and hot places

To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UTW-PCC)

To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts



and when appropriate–maps. (UTW-PCC)

Vocabulary:

The highlighted words are National Curriculum requirements

F2		
house	farm	tree
Road	Wollaton	street
Snape Wood Primary and Nursery School		bungalow
church	zebra crossing	bridge
forwards	backwards	map

Year 1/2 YEAR A

Knowledge

The UK - Capitals and Seas

To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

To understand and begin to use basic geographical vocabulary–physical features (beach, cliff, coast, forest, hill, mountain, sea, river, soil, season and weather) and human features (city, house, harbour and shop)

London and New Delhi

To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom



(London), and of a small area in a contrasting non-European country (Delhi) (landmarks, rivers, transport, flag, currency).

To locate the hot and cold areas of the world in relation to the Equator and the North and South Poles.

Weather Reporters!

To identify seasonal and daily weather patterns in the United Kingdom.

Skills

Geographical Enquiry

To answer teacher led enquiry/simple questions: ‘What is it like to live in this place?’

To use NF books/pictures and sources of information.

To communicate in different ways e.g. pictures/simple maps/sketches/labelled diagrams

Fieldwork

To explore and talk about the school and its grounds.

To experience walks within the local area including St Leonard’s and Wollaton Park.

Map work

To follow directions (up down, left right).

To draw/make imaginary map (from stories).

To create symbols for an imaginary map.

Look at atlas/globe and with support to locate 4 countries and capital cities of the UK, London, France, Paris, India, New Delhi Arctic and Antarctic.

Vocabulary:

Year 1-build on F2 plus,		
weather	seasons	village
valley	aerial view	plan view
side view	building	globe
Nottingham	London	Edinburgh
Cardiff	Belfast	Dublin
capital city	country	England
Scotland	Wales	Northern Ireland
The South Pole	The North Pole	equator
Irish Sea	North Sea	English Channel
Atlantic Ocean		



Year 1/2 YEAR B

Knowledge

Aliens Arrive

To name and locate the worlds 7 continents and 5 oceans and to use globes, atlases and maps to locate these places.

To understand and use basic geographical vocabulary–physical features (consolidate Y1 vocabulary and valley, vegetation and ocean) and human features (consolidate Y1 vocabulary and town, village, factory, farm, office and port,)

Nottingham

To understand geographical similarities and differences through studying the



human and physical geography of a small area of the UK

Around the World

To name and locate the worlds 7 continents and 5 oceans. To use globes, atlases and maps to locate these places.

To look at atlas/globe and with support locate different places (continents, seas, revise UK, capitals and Nottingham).

Skills

Geographical Enquiry

To ask simple questions.

To use NF books/pictures/internet as sources of information.

To investigate surroundings e.g. the school and its grounds and the key human and physical features of its surrounding environment.

To make simple comparisons between features of different places.

Fieldwork

To use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.

To make labelled field sketches (add colour and detail, observed in environment).

Map work

To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

To devise a simple map.

To use and construct basic symbols in a key.

To use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map

To draw a map of a real place.

To begin to create a simple key.

To look at atlas/globe and with support locate different places (continents, seas, revise UK, capitals and Nottingham, China and Beijing).

To continue to identify countries by their shape.

Vocabulary:

Year 2 - build on F2 & Year1 plus,		
city	beach	sea
soil	port	forest
shop	cliff	hill
river	vegetation	harbour
ocean	coast	mountain
factory	forest	shop
town	office	North



South compass	East Europe	West South America
North America	Africa	Asia
Oceania/Australasia	Antarctica	Pacific Ocean
Indian Ocean	Arctic Ocean	Atlantic Ocean
Southern Ocean		

Year 3 /4 YEAR A

Knowledge

Europe (UK and Greece)

To locate the world’s countries, using maps to focus on Europe–their environmental regions, key physical and human characteristics.

To understand geographical similarities and differences through the study of human and physical geography of *a region in a European country (Greece).*

To understand the four points of a compass.

Wollaton and Wollaton Park (Local Study)

To build on geographical knowledge from KS1 to recognise human and physical characteristics of the local area.

To use maps to identify and discuss land use/geographical changes over time



**in the local environment (Martins Pond/Wollaton Park).
To map land use and identify human features on Arleston Drive.**

Volcanoes and Earthquakes

To describe and understand key aspects of Volcanoes and earthquakes

Skills

Geographical Enquiry

**To use NF books/pictures/internet /atlases as sources of information.
To analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.**

Fieldwork

To make labelled field sketches (Add colour, texture and detail to own field sketches/Add title and descriptive labels with help) - Wollaton Park.

To take a photo.

To use fieldwork to observe, measure, record and present the human and physical features of Wollaton Park/Arleston Drive.

Map work

To use maps, atlases, globes and digital computer mapping to locate countries and begin to describe features studied.

To use 4 compass points to follow/give directions.

To use letter/no. co-ordinates to find features on a map.

To begin to identify places on maps.

To use maps, globes and digital mapping to identify and name cities and countries of places studied: Greece (Athens/other cities).

Further identify countries by their shape including Italy (the boot), Norway, Sweden, Finland (3 fingers).

Vocabulary:

Human features, physical features, points of interest, land use, settlement, mountain, compass (North, East, South, West), crater, volcano, magma, larva, mantle, core, crust, earthquake, epicentre, population, Greece, currency,

Year 3/4 YEAR B

Knowledge

South America

To know the location of South America.

To know the environmental regions of North and South America.

To know the key human and physical characteristics of a region in North and South America (Brazil).

To locate some countries and major cities in North and South America.

York

Through a detailed study on the River Ouse, deepen understanding of human and physical characteristics of a region in the UK (York)



The UK–Counties and Cities

To know the location of major rivers in the UK including the River Trent, Ouse, Avon and Thames.

To name and locate some counties and cities of the United Kingdom and begin to be familiar with geographical regions and their identifying human and physical characteristics.

To locate some key topographical features (including hills, mountains, coasts and rivers), and land-use patterns and begin to understand how some of these aspects have changed over time.

Skills

Geographical Enquiry

To ask and respond to questions and offer their own ideas, e.g. What is this landscape like? What will it be like in the future? (Rainforests).

To use satellite images and aerial photographs as sources of information.

To collect and record evidence (questionnaires/charts/colour coded maps).

To identify explain different views of people including themselves (farmers/conservationists/tribes).

To analyse evidence and draw conclusions

Fieldwork

To pick out the key lines/features of a view in the field using a view finder to help.

To annotate sketches with descriptive and explanatory labels.

Map work

To use 8 compass points to follow/give directions.

To use letter/no. co-ordinates to locate features on a map confidently.

To confidently identify places and environments identified in KS2 so far.

Vocabulary:

Cocoa farming, intensive farming, arable farming, hydroponics, import, export grid reference, sustainability, weathering/erosion, ox bow lake, meander, source, river mouth, river features, trade, grid reference, coastal, compass points, topographical features,



Year 5

Knowledge

Biomes

To locate many of the world's countries and major cities

To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

To understand key aspects of climate zones, biomes and vegetation belts.

Eastern Europe focus (Russia)

To continue to locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on environmental regions,



key physical and human characteristics, countries, and major cities.

North America

To know the location of North America.

To know the environmental regions of North America.

To know the key human and physical characteristics of a region in North America.

To locate some countries and major cities in North America.

Skills

Geographical Enquiry

To collect and record evidence unaided.

To analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life.

Fieldwork

To evaluate own sketch against criteria and improve it.

To use sketches as evidence in an investigation.

To select and use a range of measuring instruments in investigations.

To include contour lines on own field map.

Map work

To use four-figure co-ordinates to locate features on a map.

To use/recognise OS map symbols.

To confidently identify places and environments identified in KS2 so far.

To have a confident knowledge of many countries in the world.

To locate regions linked to knowledge learned in Year 5.

To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

To build on map reading skills—continuing to use four-figure grid references, symbols and key (including the use of Ordnance Survey maps) including contour lines.

Vocabulary:

climate/ weather, grid reference, grid reference, continent, landscape, population, time zones, latitude, longitude, hemisphere, tropics, Cancer/Capricorn, GMT (Greenwich Meridian time), biomes, North America, Human feature, physical feature, computer mapping, state, province



Year 6

Knowledge

Environment

To know how our species is affecting the planet and what we can personally do to help (global warming, pollution, recycling, deforestation, population).

Conwy

To explain different types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.

To describe and understand key aspects of physical geography, including mountains (and their location).



Our World

To know the geographical features of countries studied using digital mapping, maps, atlases and globes.

To build knowledge of the UK and the wider world.

Skills

Geographical Enquiry

To use primary and secondary sources of evidence in investigations.

To identify & explain different viewpoints e.g. *Do the people of North Wales always welcome tourists?*

Fieldwork

To select field sketching from a range of techniques

To annotate sketches to describe and explain geographical processes and patterns.

To select and use a range of measuring instruments in investigations.

To design own census, pilot and evaluate it.

To use fieldwork to observe, measure, record and present the human features in the local area using a range of methods, including sketch maps, plans and graphs, (Martins Reach) and digital technologies.

Map work

To confidently use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

To confidently use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to locate features.

To begin to draw a variety of thematic maps.

To confidently identify places and environments identified in KS2 so far.

To have confident OS knowledge of Conwy and surrounding geographical features,

Vocabulary:

Thematic map, global warming, plastic pollution, deforestation, global warming, sustainability, renewable, natural resources, geographical features, plains, plateaus, mountain ranges, Ordnance Survey map, grid reference, urban, rural, map symbols, key, settlement, land use



RE Curriculum Intent

Progression Document

Religious Education Vision Statement

We know that children learn best through an exciting and engaging curriculum that both supports and stretches every child and gives them the potential to build on their learning over time. Every child's learning journey begins in the Early Years Foundation Stage where we plant new ideas and concepts; these ideas then grow over their time with us, giving all children the chance to flourish and love learning. The personal knowledge of pupils is key in giving context to their RE learning. The values of PRIDE are woven



throughout the Curriculum; children are well-rounded individuals who take greater responsibility for their learning.

Intent

At Snape Wood Primary and Nursery School, we believe RE provokes interesting questions and answers about the world we live in today. It is a focus within the curriculum for developing cultural awareness, understanding different religious and non-religious world views and the impact these have on us. Through the RE taught at Snape Wood Primary, we seek to inspire children to think about their own place in the world, their beliefs and values, and their rights and responsibilities to other people and environments.

Implementation

RE at Snape Wood Primary and Nursery School follows the Nottinghamshire and Nottingham City Agreed Syllabus for RE and is taught in units throughout the year, so that children can achieve depth in their learning. For each unit, the key knowledge, skills and vocabulary to be covered has been identified. Units have been carefully planned using the Agreed Syllabus to ensure children build on prior learning and make links between units. A short narrative of each unit can be seen in the whole school RE curriculum map.

As a school, we value the importance of developing children’s understanding of religious and non-religious world views. We aim to represent our school community and local community. In KS1, children will focus on learning about Christianity and Islam, with Humanism threaded throughout the curriculum at all points. In KS2, children will build upon this knowledge and expand their learning to focus on Christianity, Islam and Sikhism. Again, Humanism will be a featuring thread throughout the curriculum.

Children experience a wide range of visits to religious places of worship to develop their understanding and knowledge of different religious world views. We have strong links with the local Mosque, Church and Gurdwara, which children will visit multiple times throughout their journey at Snape Wood. There is also the inclusion of the use of artefacts to engage them in their learning and development of substantive knowledge and their ways of knowing.

At Snape Wood Primary and Nursery School, we endeavour to expose the children to all of the main religions of the world through our assemblies and Faith and Culture Day. This will allow children to explore various cultural celebrations and faith celebrations.

Impact

Through the RE curriculum, children develop the RE knowledge and skills to help them explore, navigate and understand the world around them and



their place in it. Children’s knowledge and skills develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum and Agreed Syllabus but to prepare them to become competent in the further study of RE throughout secondary education. The work in children’s topic, humanities and floor books evidences the broad and balanced RE curriculum we deliver and demonstrates their acquisition of key knowledge and skills.

Foundation F2

Topic areas:

Autumn 1 - What makes me special?

Autumn 2 - Diwali and Christmas

Spring 1 - Lunar New Year

Spring 2 - Easter

Summer 1 - How can we care for the planet?

Summer 2 - Noah’s Ark

Knowledge

To know some similarities and differences between different religious and



cultural communities in this country, drawing on their experiences and what has been read in class (UTW-PCC)

Skills

To respect and show interest in cultures and beliefs of other people.

Vocabulary:

Year 1/2 YEAR A



	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p>Year 1 Unit Number 1.1 Theme Celebrations and festivals:</p> <p>Enquiry Question</p> <p>Who celebrates what and why?</p> <p>Religions: Christians and Jewish people</p>	<p>Knowledge: Pupils will learn simply about annual or weekly celebrations for Christians and Jewish people, including Christmas, Easter, Hanukkah and Shabbat. They will learn about the songs, worship, celebrations, stories, artefacts and food. Festivals from other faiths can be introduced e.g. Diwali, Eid al Fitr.</p> <p>Skills: Pupils will practice the skills of suggesting a meaning in an artefact, symbol or religious practice.</p> <p>Key concepts and words Celebration, festival, religion, Christian, Jewish, Christmas, Hanukkah, synagogue, church, Jesus.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • explore and talk about stories and celebrations of, for example, Christmas, Easter, Hanukkah, Pesach, finding out about what the stories told at the festivals mean, e.g. through hearing stories, talking about 'big days', learning from festive food, enacting celebrations, learning from artefacts or welcoming visitors to talk about their festivals (A1); • select examples of religious artefacts from Christianity and Judaism that interest them, and name these, raising lists of questions about them and finding out what they mean and how they are used in festivals and for example in prayer and worship at the synagogue and church (A3); • find out about what different religions and worldviews do to celebrate the fruitfulness of the earth (e.g. in Harvest Festivals). They respond to questions about being generous and being thankful (B1); • notice and talk about the fact that people come from different religions. How can we tell? How can we live together kindly when we are all so different? (C2). • remember the names of the artefacts, religions and stories they have learned • write or retell (e.g. by sequencing) a simple version of the stories they have learned as appropriate to their age group. BBC Teach's stories 'Religions of the World' for 4-7s are a good source. 	<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> • Recall and name religious festivals, objects and symbols • Retell a story that lies behind a festival • Suggest a meaning for an object used in the worship of the festival • Ask questions about the meaning of the festival and listen to answers • Respond to some of the experiences and emotions of festivals: e.g. joy, memory, community • Express an idea of their own about why festivals and celebrations matter • Give an example of a big day in their own lives and talk about what made it special

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p>Year 1 Unit Number 1.2 Theme Myself and Caring for Others.</p> <p>Enquiry Question</p> <p>How do we show we care for others? Why does it matter?</p> <p>Religions: Christians and Jewish people Non-religious worldviews such as Humanism can also be considered</p>	<p>Knowledge: Pupils will learn about their uniqueness as a person in a family and community. They will be taught about examples of caring for others and exploring characteristics such as goodness, kindness, generosity, sharing.</p> <p>They will hear and consider religious stories and teachings, e.g. Jesus' story of the Lost Sheep, the Jewish Psalm 23 and infer ideas about care from these texts.</p> <p>Skills: Literacy skills, simple discussion, sharing and expressing their own ideas.</p> <p>Key concepts and words Religion, Christian, Jewish, Humanist, synagogue, church, symbol, God.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • listen to and think about three moral stories, for example from Christians, Jewish people and Humanists. They think and talk about whether they are saying the same things about how we should behave (A3); • learn from songs from religious communities which express the importance of caring and kindness or other age-appropriate values words • express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? Who cares for me? Who do I care for? How does it show? [www.natre.org.uk/spiritedarts is a useful website] (B2); • notice and talk about the fact that people come from different religions. How can we tell? How can we live together kindly when we are all so different? (C2); • linking to English, pupils ask questions about goodness, and create simple sentences that say what happens when people are cheerful, honest, kind, thankful, fair or generous, and what happens when people are unkind, ungrateful, untruthful, unfair or mean (C3). 	<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> • Recall and name the main character in a story they have heard • Retell a story about caring simply • Suggest a meaning for a symbol, song or artefact from Judaism and Christianity • Ask questions about how we show we care for others • Respond to ideas and values such as care, kindness and generosity with simple ideas of their own • Express an idea of their own about a religious story of caring • Give an example of how a person can show their values



	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p>Year 1 Unit Number 1.3 Theme: Beliefs and teachings</p> <p>Enquiry Question Stories of Jesus: What can we learn from them? How do religious stories make a difference to people's lives?</p> <p>Religion: Christianity</p>	<p>Knowledge: Pupils will learn about some stories of Jesus, e.g. the Shepherds coming to the Manger, Healing the Ten Lepers, Calming the Storm on Lake Galilee, Feeding the 5000. They hear and learn about some stories Jesus told, e.g. The Lost Coin, the Lost Son. They learn that these stories matter to Christians because of who they believe Jesus was: God came to earth, with the power to help people in many ways.</p> <p>Skills: Literacy skills including the ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories.</p> <p>Key concepts and words Religion, Christian, church, Bible, symbol, thankful, faith, belief, Easter, God</p>	<p>Pupils:</p> <ul style="list-style-type: none"> retell stories (for example through drama or in pictures), using a range of different stories about Jesus, considering what they mean. These should include stories Jesus told and stories about His miracles. Good examples: The Lost Coin, Jesus and the Ten Lepers. They compare the stories and think about what Christians today learn from the stories (A2); linking to English, pupils respond to the parables Jesus told, for example, such as the Lost Son, considering and talking about what they mean. They recognise Christianity as the religion from which the stories come (A2); use songs, art, drama, video and children's Bible retellings of key stories to learn more information about who Jesus was and why he matters so much to Christian people. linking to English, pupils retell stories about Jesus, such as the miracle story of the healing of a blind person or a part of the Easter stories. They identify and talk about the values which different characters in the stories showed, and recognise Christianity as the religion from which the stories come (A2); respond to stories about Jesus, talking about thankfulness as a result of miracles (C3); ask and answer 'who', 'where', 'how', 'what' 'why' questions about religious stories (A2); linking to 'Philosophy for Children', pupils think about and respond to 'big questions' in a classroom enquiry using, for example, a story from the New Testament: should Jesus have gone to the house of the tax collector Zacchaeus? Why did he? Why do Christians feel sad on 'Good Friday'? What happened after Jesus died, at Easter? (C1). 	<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> Recall and name key figures in the stories of Jesus Retell a story themselves, joining in with a song, a drama or a picture-book making activity Suggest the 'hidden meanings' in stories Jesus told Ask questions about Jesus' 'special powers' Respond to the Christian belief that Jesus was God come to earth with a question or idea of their own Give an example of a belief about Jesus Find out more about Jesus, inferring a simple idea from a story.

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p>Year 1 Unit Number 1.4 Theme Symbols in religious worship and practice</p> <p>Enquiry Question In what ways are churches / synagogues important to believers?</p> <p>Religions: Christians and Jewish people</p>	<p>Knowledge: Pupils will learn from visiting and studying churches and synagogues about the use of a place of worship. They will know about worship at a church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there. They will learn about weddings in Jewish and Christian holy buildings.</p> <p>Skills: Pupils will use and develop their observation and thinking skills, applied to holy buildings. Other holy buildings – mosque or mandir – can be considered too.</p> <p>Key concepts and words Religion, Christian, Jewish, synagogue, church, symbol, ark, Torah, bimah, church, altar, font, Bible, worship, holiness, sacred, God.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> learn from visiting sacred places. Linking to English and computing, pupils recount a visit to a local church and a synagogue using digital photographs. They find out about the symbols and artefacts that they saw there and suggest meanings for them. (A1); learn about and remember what happens at a church or a synagogue, including special events such as weddings (A1); discuss reasons why some people go to synagogues or churches often, but other people never go to holy buildings. (B1); choose to find out about the symbols of two different communities, looking for similarities between the ways they use common symbols such as light, water. (A3); use a set of photos and a list of religious items they have encountered in Key Stage 1 RE to sort and order, saying which items are connected to a particular religion and which are connected to more than one religion. Good examples from Judaism might include Jewish artefacts - Torah, yad, head covering (Kippah), Hanukiah, Challah bread, mezuzah, a prayer shawl (tallit) and photographs from a local synagogue. (B3). recognise that some people prefer to be spiritual but not go to a holy building – e.g. people who are non-religious, or who sense the spiritual in the open air. This could link to some work in the style of 'Forest Schools' and is a n opportunity for outdoor 'natural world' reflection in RE. talk about and remember key items from the worship of Christians and Jews and the main things they have learned about what happens in holy buildings, suggesting meanings for the symbols they have noticed. 	<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> Recall and name key objects from a church and a synagogue Suggest a meaning for some Jewish and Christian symbols Recognise that holy buildings are connected to beliefs about worshipping God, and talk about the se connections Ask questions about what happens and why in holy buildings Recount their visit to a holy building, e.g. by talking about photographs taken there. Express an idea of their own about why some people go to holy buildings Give an example of a sacred space that is out of doors and talk about their own ideas of sacred spaces.

Advent
To know the signs that Christmas is coming
To know how Christian families, prepare for Christmas



Year 1/2 YEAR B

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p>Year 2</p> <p>Unit Number 2.1</p> <p>Theme: Leaders</p> <p>Enquiry Question</p> <p>What makes some people inspiring to others? Moses and Saint Peter</p> <p>Religions: Christians and Jewish people</p> <p>Non-religious worldviews such as Humanism can also be considered.</p> <p>Key concepts and words</p> <p>Religion, Christian, Jewish, Torah, Bible, wise sayings, rules for living, co-operation.</p>	<p>Knowledge:</p> <p>Pupils will learn some stories of Moses (the baby in the bulrushes, the prince who ran away, the burning bush, the ten plagues, the parting of the red sea, the Ten Commandments). They will find out about Moses as a great leader for Jewish people.</p> <p>They will learn some stories about Jesus and Saint Peter (e.g. Jesus calls Peter to follow him, Peter recognises Jesus as the Messiah, Jesus washes Peter's feet, Peter denies Jesus, Peter becomes the first leader of the Christians). They will find out about Saint Peter as a Christian leader</p> <p>They will consider what makes a leader: their behaviour, examples of their wisdom and rules for living harmoniously; the difference they have made.</p> <p>A non-religious leader makes a good point of comparison.</p> <p>Skills:</p> <p>Thinking and discussion skills, information gathering skills.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • retell stories of key leaders from Christianity and Judaism, for example Moses, Jesus and Peter. They talk about how these leaders made a difference and how leaders today make a difference to our lives. (A2) • think about the behaviour shown by these leaders e.g. being kind, valuing and respecting others, being trustworthy, courageous, and consider questions about being good, kind, and forgiving (C1); • encounter many examples of simple 'wise sayings' (e.g. from Moses, Jesus or Saint Peter or an appropriate non-religious example) or 'rules for living' harmoniously (e.g. The 10 Commandments). They choose their favourite 'wise sayings' or 'rules for living' from different key leaders and talk about what makes these sayings wise, and what difference it would make if people followed them (A2); • ask and find out how to answer a range of 'how' and 'why' questions about how people practise their religion, including how they follow their leaders by remembering, telling stories, celebrating, praying or making music. Pupils might use exciting photographs or works of art to stimulate their questions (C2). • discuss stories of co-operation from Judaism, Christianity and from different traditions and sources and make a 'Recipe for living together happily' or a 'Class charter for more kindness and less fighting' (C2). • remember, ask questions about and write about their own favourite parts of the stories they have learned, connecting them to ideas about what makes a good leader. 	<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> • Recall and name key figures in the stories they studied, saying what they did • Recognise what is meant by describing Moses as a great leader, or Peter as a Saint, giving examples of their leadership. • Ask questions about leadership and suggest answers • Respond to the idea that Moses and Saint Peter were guided by God or given wisdom by God. • Express an idea of their own about leadership, linking it to the stories they learned • Give an example of what makes a great leader

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p>Year 2</p> <p>Unit Number 2.2</p> <p>Theme Believing:</p> <p>Enquiry Question</p> <p>What do Jewish people believe about God, creation, humanity, and the natural world?</p> <p>What are some ways Jewish people show their beliefs and how they belong?</p> <p>Religions: Jewish people</p>	<p>Knowledge:</p> <p>Pupils will learn some Jewish peoples' ideas about God and the story of creation. They will find out about the importance of Shabbat, a way of belonging, including the link between creation and Shabbat. They will learn about some ways a Rabbi teaches the community about God.</p> <p>Skills:</p> <p>Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to suggest meanings in Jewish practice.</p> <p>Key concepts and words</p> <p>Religion, Jewish, Judaism, synagogue, symbol, ark, Torah, bimah, shabbat, creation story, worship, holiness, sacred.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • learn these words, which Jewish people use to speak of God: Almighty / Eternal / the G-d of Abraham, Isaac and Jacob. [NB: Jewish people often write 'G-d' to avoid any disrespect to the Almighty.] Note that Jewish people say G-d is invisible, and they make no pictures of G-d (A1) • retell the Jewish story of God's creation of the Earth from Genesis 1, considering ways in which people care for the earth and making links with the Environment and Science (C3). • explore how different people, including Jewish people, have expressed their ideas about God and think and talk about their own ideas about God, linking to enquiry methods from Philosophy for Children (C3). • explore the ways of belonging and beliefs of Jewish people, for example through the Jewish celebration of Shabbat, noticing links to the creation story through the 7th day of rest (A1). • work individually using images and / or symbols to express their views about God or in groups, using art, music and poetry to express creatively different viewpoints (C1). • linking to English, pupils use key words (e.g. holy, sacred, scripture, festival, symbol,) to present ideas or write about the Jewish religion (B3); • ask questions about the different ways of speaking of G-d, recognizing that the idea of God is open to different views, and is a mysterious idea – but of huge importance to many people, including Jewish people. 	<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> • Recall and name some key words about Jewish beliefs (e.g. God the Creator, Almighty, Eternal) • Retell the story of Genesis 1 • Suggest a meaning for the story • Recognise that different people see different meanings in the story • Ask questions about God for themselves – the bigger the better • Express an idea of their own about God • Find out more about Jewish beliefs and ways of talking about God.



	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p>Year 2 Unit Number 2.3 Theme: Belonging</p> <p>Enquiry Question What does it mean to belong?</p> <p>What is it like to belong to the Christian religion in Nottingham City and Nottinghamshire today?</p> <p>Religions: Christians</p>	<p>Knowledge: Pupils will learn about belonging in a family, to a school and in the community. They will gain knowledge about ways of belonging in Christianity e.g. Christenings and Believers' Baptisms. Jesus' Baptism. The Golden Rule ('do to others what you would like them to do to you') and belonging to humanity.</p> <p>Skills: Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to suggest what it means to belong in various ways.</p> <p>Key concepts and words Religion, Christian, church, symbol, Bible, Golden Rule ('do to others as you would like them to do to you'), belonging, worship, holiness, sacred.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> learn that being a part of the Christian religion includes some symbols and rituals of belonging, for a baby (Christening) or for a young adult (e.g. Believer's Baptism). (A2) learn that the story of Jesus getting baptised in the river Jordan is an important story of Christians and carries some messages about belonging. (A2) linking to PSHE and RSE pupils make lists of the different groups to which they belong, e.g. in school, in the community, and consider the ways these contribute to human happiness. Why does belonging matter, and how can we be good members of different groups? (B1) learn that there are over 400 churches in Nottinghamshire, and visit one to learn more; ask and think about the question: who belongs here? Does the building belong to God? (B2) express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? (B2) explore ways in which Christians belong, for example, Christenings and Believers' Baptisms, showing why these are important to some Christians and relating them to Jesus' Baptism described in the Gospels (A1) linking to English and PSHE pupils could play some collaborative team games and talk about how the games put the teaching of the 'Golden Rule' into action (C2). talk about the fact that many non-religious people also follow the Golden Rule ('treat others how you wish to be treated'), and consider the question: how can all humanity belong together? write a list of examples of different ways we have of belonging, and say which ones matter most to themselves (C1). 	<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> Retell the story of Jesus being baptised in the river Jordan Suggest some reasons why it matters to people to belong to groups and communities Ask questions about Christenings and Believer's Baptism for themselves Recount how a baby or young adult is welcomed into the Christian community Express an idea of their own about belonging to God – is this important? For Christians? Give an example of their own community life and say why it matters: what groups do you belong to? What do you like about belonging?

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p>Year 2 Unit Number 2.4 Theme: Story</p> <p>Enquiry Question Jewish and Christian Stories: How and why are some stories important in religions?</p> <p>What can we learn from these stories and from the Torah and the Bible?</p> <p>Religions: Christians and Jewish people Stories from non-religious worldviews such as Humanism can also be considered</p>	<p>Knowledge: Pupils will learn Jewish and Christian stories about, for example, Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel.</p> <p>They will gain knowledge about the Jewish Bible and the importance of the Torah.</p> <p>Skills: Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to suggest what makes ancient stories valuable to some people today.</p> <p>Key concepts and words Religion, Christian, Jewish, Humanist, synagogue, church, symbol, Torah, Bible, courage, persistence, forgiving, Humanist, God, Creator.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> retell (for example through drama or in pictures) some religious stories with key characters such as Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel and suggest reasons why they are important to Jewish people (and Christians – teach the children that these stories are also in the Christian Bible) (A2); think about the behaviour shown by these characters e.g. being trustworthy, courageous, persistent, overcoming obstacles, forgiving and explore some of these characteristics creatively. Note that these 'Bible heroes' are also people who makes mistakes – but they are forgiven by God (C1) ask and find out about from where these stories come (The Torah, the Jewish Bible, called the Old Testament by Christians) (B3) find out about the Torah, its use in synagogues and the symbols which show it is sacred or holy (A3) consider what is special about the Torah and respond sensitively, relating to their special things (B1). write an account of their favourite story from the Jewish Bible and suggest what it means to Jewish people and to anyone who likes stories (B2). 	<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> Retell a story from the Jewish Bible skilfully Suggest a meaning for the story Recognise and talk about the role God plays in stories from the Jewish Bible Ask questions about the stories they study, and suggest answers Respond to big ideas and beliefs in the stories: does God forgive? Does God rescue? Does God create? Express an idea of their own about some of the big questions the work throws up Give at least two examples of Bible characters who 'got it wrong' and say what happened in the story.

Gift Bringers

To know the significance of the shepherds and the wise men

Positivity • Respect • Inquisitive • Determination • Empathy



Year 3/4 YEAR A

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p>Year 3 Unit Number 3.1 Theme Beliefs and questions:</p> <p>Enquiry Questions What difference does it make to be a Christian? How do Christian people's beliefs about God, Jesus, the world and others have impact on their lives?</p> <p>Religion: Christianity</p> <p>Key concepts and words Religion, Christian, spiritual, Christmas, Easter, Pentecost, Harvest Festival, commitment, values.</p>	<p>Knowledge: Pupils will learn</p> <ul style="list-style-type: none"> about Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest. about contemporary practices in relation to these four festivities. about key Christian ideas: incarnation, trinity, crucifixion, resurrection and the Holy Spirit. about the 'fruit of the Spirit' (Galatians 5:22) <p>Skills Pupils will explore, discuss and apply concepts in their learning: Christian beliefs about creation, God, community and commitment to God and humanity. Pupils will learn about values, including love, generosity, patience, faithfulness and self-control.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> learn about Christian commitment by describing some spiritual ways of celebrating Christian festivals, including Christmas, Easter, Pentecost and Harvest, connecting the stories to Biblical stories and concepts. reflect thoughtfully on the reasons why some people value such celebrations very highly, but others not at all, considering the values that lie behind the stories and celebrations (A1); express and communicate their understanding of the challenges of commitment for a Christian person and a Christian community. They consider: what difference does believing in Jesus make to Christians? They can study this through examining the life and work of a local church: list ten things the Church does to put ten teachings of Jesus into action (a good opportunity to welcome a Christian visitor to school) (B2); describe and understand links between Bible stories of creation and Christian beliefs about God as the creator (A2); discuss a range of ideas about some 'big questions', e.g. what do Christians believe about God? What different views do we know about the beginnings of life on Earth? Did God make us all, or are we an accident? Is Genesis 1 a story about human nature or about how the world was made? develop ideas about different ways science and religions handle questions of origins, where we come from, and why humans are significant in the universe, thinking about two or more different answers to the questions (C1). 	<p>Most pupils will:</p> <ul style="list-style-type: none"> Describe what Christians do at two different festivals Connect the celebrations to Bible texts and to beliefs about God Ask and answer questions about how and why Christians celebrate God's creation, Jesus born in Bethlehem, Easter and Harvest Express their own ideas about the deeper meanings of these festivals Consider ideas such as generosity, community and love-in-action List similarities between the four different Christian festivals Explain their own ideas about the Creation stories of Genesis 1 and 2.

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p>Year 3 Unit Number 3.2 Theme Religion, family and community: Prayer</p> <p>Enquiry Question How do religious families and communities practice their faith? The example of prayer.</p> <p>Religions: Christians and Muslims</p>	<p>Knowledge: Pupils will learn:</p> <ul style="list-style-type: none"> about the practice, meaning and importance of the 5 daily Islamic prayers about the meaning and use of the Lord's Prayer in Christianity, about prayer at a mosque or a church, about beliefs about Allah / God and prayer in the different religions. <p>Skills: Pupils will practice the skills of seeing meaning in rituals, suggesting what actions, symbols and ideas mean, explaining meaning to each other.</p> <p>Key concepts and words Religion, Muslim, Islam, mosque, Qur'an, Prophet, Christian, spiritual, ritual, liturgy, prayer, mosque, church, commitment, values.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> pursue an enquiry into Christian and Islamic prayer, finding out about and exploring beliefs and practices about praying 5 times each day in Islam and about the use and meaning of the Lord's Prayer in Christianity. Get them to think about worship, God and human life for Christian and Muslim people (A3); find out about the meanings of symbols, words and actions used in prayer and worship such as bowing down, using liturgy, ritual and symbol, praying alone and in groups (A3); find out about similarities and differences in Christian and Muslim prayer and understand how the practices of prayer for Christian and Muslim people can bring the community together at church or mosque, remembering leaders including Jesus and Prophet Muhammad (B2); investigate the meaning of prayer in these communities and consider questions about the values expressed in prayers for themselves, exploring their own ideas creatively and connecting ideas from different religions. How, where, when and why do people pray? (B2). consider the question: why do some people pray every day, but other people not at all? Consider why some people think prayer is a waste of time and others make it an important part of their lives. 	<p>Most pupils will:</p> <ul style="list-style-type: none"> Describe how a Muslim prays Describe how a Christian prays Connect ideas and beliefs to what people in these two religions do. Ask and answer questions about prayer in Islam and Christianity Respond thoughtfully to beliefs and ideas about prayer Discuss questions about prayer that come up in the study. List similarities between the two ways of prayer in Christianity and Islam



	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p>Year 3 Unit Number 3.3 Theme Worship and sacred places:</p> <p>Enquiry Question Where, how and why do people worship?</p> <p>Investigating places of worship in Nottingham City and Nottinghamshire.</p> <p>Religions: Muslims, Hindus, Christians</p> <p>Key concepts and words Religion, Hindu, Muslim, Islam, Christian, worship, church, mosque, mandir, Trinity, Allah, gods and goddesses, spiritual, ritual, liturgy, prayer, sacred, commitment, values.</p>	<p>Knowledge: Pupils will learn:</p> <ul style="list-style-type: none"> about Churches, Mosques and Mandirs and the ways these buildings express key ideas about belief and worship. 4 key terms in relation to each building. to identify similarities between the places of worship to connect features of the buildings to religious beliefs, teachings, practices and ways of living. <p>Skills: Pupils learn to observe, notice, name, describe and remember aspects of worship in different religious buildings.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> pursue an enquiry into local places of worship and beliefs about worship, relating the meanings of symbols and actions used in worship to events and teachings from the religions they study (A3); gather information and new key words from video, visits, visitors, images and written sources to widen their knowledge of religious buildings and worship, seeing similarities and differences between churches, mosques and mandirs. Find out about Trinity, Allah and the gods and goddesses of Hindu worship. consider: what happens in holy buildings? Linking to History and Design Technology pupils consider how the architecture, furniture and uses of churches, mandirs, mosques or synagogues, express the community's way of life, values and beliefs (B1); discuss and present thoughtfully their own and others' views on challenging questions about different kinds of religious belonging in Nottingham City and Nottinghamshire today, presenting what they have found out about worship clearly and thoughtfully in a variety of ways including for example design and modelling, photo album descriptions and recounts, Q&A, poetry or art (C1). write a thoughtful proposal for a new religious building for their local area, including their ideas for design, activities, key concepts of worship and the use of such a building. 	<p>Most pupils will:</p> <ul style="list-style-type: none"> Describe 4 key features of each of three religious buildings, a mosque, mandir and church Connect the key features of the buildings with beliefs about God in each religion Ask and answer questions about at least three different ways the religious buildings are used by the different communities Respond thoughtfully to the task of designing a new religious building for their locality Consider ideas such as 'a friendly building', 'a house of God', 'a spiritual space' and say what they think makes these buildings special. Discuss questions such as: why do we need religious buildings? What emotions do we feel in holy spaces? Is the whole earth really a holy space? Can people get close to God in holy buildings?

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p>Year 3 Unit Number 3.4 Theme Inspirational people from the past</p> <p>Enquiry Question What can we learn from inspiring people in sacred texts and in the history of religions?</p> <p>Religious leaders: Moses, Jesus and Muhammad.</p> <p>Religions: Christians, Muslims and Jewish people Non-religious worldviews such as Humanism can also be considered and so can Sikh Gurus.</p> <p>Key concepts and words Religion, Muslim, Jewish, Christian, spiritual, Prophet, Exodus, Law-giver, Messiah, Allah, Qur'an, New Testament, Gospel, inspiration, role-model, commitment, values.</p>	<p>Knowledge Pupils will learn about:</p> <ul style="list-style-type: none"> at least two examples of inspirational people from the Jewish and Christian Bible such as Abraham, Jacob, Joseph, Moses, David, Esther, Ruth (some of these are also prophets in Islam). examples of stories and teaching from the Christian Gospels on the life, teaching and example of Jesus. examples of Islamic stories of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history. <p>Skills: Pupils will practice the skills of inferring beliefs and ideas about values from stories and will practice writing biographically about inspirational figures.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> explore the lives of key religious people in Jewish, Christian and Muslim stories, describing the challenges they faced, and values and commitments by which they lived (A2). respond thoughtfully to Jewish stories about Moses as the servant of God, learning from stories of the Exodus and the 10 Commandments about how Jewish ideas, festival (Pesach) and stories are connected (A2); respond thoughtfully to Christian beliefs about Jesus as God come down to earth, learning from his life, teaching and example, connecting parables, miracles and stories about Jesus to Christian beliefs (A2) respond thoughtfully to stories from the life of the Prophet Muhammad, connecting Muslim belief and wisdom to the stories from the Qur'an and Hadith to Muslim values and ideas (A2) consider how the meanings of stories of great leaders are expressed in varied contemporary ways: sacred writing, poetry, video, stained glass and drama, weighing up the effectiveness of the different media in sharing these stories (NB: Muslims do not depict Allah, Prophets or their companions in drama or imagery) (A3) respond thoughtfully to these 'great lives', and to the idea of inspiration, or of a role-model, learning from their challenges and commitments, linking to History (B2) use their thinking about stories of Moses (Law-giver), Jesus (Messiah) and Muhammad (Prophet) to explore how Jews, Christians and Muslims today remember key events from their history (e.g. in Passover, Lent or Ramadan) (B3) discuss and present thoughtfully their own and others' views on challenging questions about being inspired by others, and about the ways human courage and spirituality can make a person an example to others (C1) express and communicate their own ideas about questions on inspiration, fairness, forgiveness, friendship, commitment, and courage. (C3) 	<p>Most pupils will:</p> <ul style="list-style-type: none"> Describe at least one story about each of these key figures: Moses, Jesus and Muhammad. Connect the idea of inspirational leaders to the stories they learn Ask and answer questions about leadership and inspiration, using details from the stories they learned Express their own views about who is inspiring and why Consider ideas such as 'patriarch' 'prophet' or 'messiah' From the different religions: what do these words mean? Are they similar? List similarities between the key leaders studied. <p>Note that a study of a Sikh Guru where Sikh pupils are present in the school is an appropriate addition to this unit of work. Supplementary support materials about Guru Nanak and Guru Gobind Singh are provided on the website.</p>

Mary
To know the significance of Mary in the Christmas Story



Year 3/4 YEAR B

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p>Year 4 Unit Number 4.1 Theme The journey of life and death:</p> <p>Enquiry Question Why do some people think life is like a journey? Where do we go? What do different people think about life after death?</p> <p>Religions: Christianity, Hinduism, Islam</p> <p>Non-religious worldviews such as Humanism can also be considered</p> <p>Key concepts and words Religion, Muslim, Hindu, Christian, Humanist, beliefs, life after death, destiny, worship, ritual, soul, spiritual, commitment, values, heaven, paradise.</p>	<p>Knowledge: Pupils will learn:</p> <ul style="list-style-type: none"> key ways in which Christians, Hindus and Muslims see life as a journey. to gather and use information about the key moments marked by rituals for welcoming a baby, becoming an adult, celebrating a marriage and funeral rituals. about a range of ideas about different concepts of an afterlife such as Muslim paradise, Christian heaven and Hindu reincarnation and Moksha. about non-religious views, for example about Humanist commitment to 'the one life we have.' <p>Skills: Pupils will use and develop skills of expressing understanding and handling varied perspectives. Crucial for RE at this stage is the ability to recognize different reasonable ideas.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> find out about and describe some ways in which different religions see life as a journey, using examples of baby-welcoming ceremonies from Muslims, Hindus, Humanists and Christians (Christening will have been studied in an earlier unit) (A1); make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, and the rituals which mark important points in life in order to reflect thoughtfully on their own ideas about the 'journey of life' (A1); compare how Christians, Muslims, Hindus or Humanists celebrate a new baby's birth, becoming an adult, a marriage or the life of someone who has died and reflect on ideas of their own about life's milestones in discussions or in writing (B1); develop their understanding of beliefs about life after death in at least two religions or other worldviews through seeking answers to their own questions, considering religious sources of wisdom and articulating reasons for their own ideas and responses (B1). understand the link between religious ideas about 'destiny' or 'destinations' at the end of life and the ways religious people live now (C1). consider similarities and differences between varied views of questions about life's meaning and the possibility of a next life, discussing a range of views thoughtfully (C1). write thoughtfully about their own life as a journey, and its key milestones, in relation to the views they have learned. 	<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> Describe 4 different beliefs about life after death Show that they understand why life is like a journey Connect at least two viewpoints they have studied with texts from different religions Consider varied answers to questions about life as a journey and about afterlife Express reasons why they hold their own views about life after death Explain similarities and differences between Hindu, Christian, Muslim and Humanist ideas about the purposes of life and life after death.

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p>Year 4 Unit Number 4.2 Theme Symbols and religious expression:</p> <p>Enquiry Question How do people express their religious and spiritual ideas on pilgrimages?</p> <p>Religions: Islam, Hinduism, Christianity, non-religious worldviews</p> <p>Key concepts and words Religion, Muslim, Hindu, Christian, spiritual, pilgrim, pilgrimage, ritual, symbol, community, commitment, values.</p>	<p>Knowledge: Pupils will learn:</p> <ul style="list-style-type: none"> about pilgrimages and religious journeys to, for example, Makkah (Muslim), Varanasi (Hindu) and Lourdes, Iona or the Holy Land (Christian). details about and reasons for ritual and practice on pilgrimages. to reflect about how the journey of a person who is spiritual but not religious might be like a religious pilgrimage. about local places of pilgrimage (such as Beth Shalom or Southwell Minster) and to reflect upon what kind of pilgrimages these represent. <p>Skills: Pupils will use and develop skills of expressing understanding and handling varied perspectives on pilgrimage. Crucial for RE at this stage is the ability to recognise different reasonable ideas and describe varied religious practice and its meanings.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> consider why people go on pilgrimages. They will use a range of exciting stimuli to find out about pilgrimages and make some connections between journeys to Varanasi for Hindus, Hajj for Muslims and pilgrimage to Lourdes, Iona or the 'Holy Land' for Christians, describing the motives people have for making spiritual journeys. They might imagine planning a pilgrimage in detail to show they can connect spiritual ideas with religious practice (A1); suggest how and why belonging to a community and expressing spirituality in, for example, the memories, stories, music, rituals, emotions and experiences of pilgrimages might be valuable to Hindus, Muslims or Christians (B2) consider a journey to a spiritual place that is taken by people who are spiritual, but not religious – e.g. to Stonehenge, to a wonderful place in the world of nature, to a place associated with their family history. How similar or different is this to a pilgrimage? What are the key differences between pilgrims and tourists? linking to English, pupils find out more about different forms of worship, prayer and meditation in different communities and on different pilgrimages, and write creatively and thoughtfully some songs, prayers or meditations suited to particular occasions and communities (B3); linking with the expressive arts curriculum, pupils create works of art or music which express their understanding of what it means to belong to a religion or worldview, including to undertake a spiritual journey, reflecting on their work on pilgrimage, symbol and religious expression (C1). write thoughtfully about a place on earth where they would like to travel not as a tourist or just for fun, but hoping to find spiritual strength or enlightenment, connecting their ideas to pilgrimages they have studied (C1). 	<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> Describe some religious beliefs that underlie the practice of pilgrimages in at least two religions Show that they understand why a spiritual journey can change people's lives, giving examples Consider varied answers to questions about the purposes of going on a pilgrimage Express reasons why they would choose their own kind of pilgrimage if they could. Apply the idea of spiritual journeys for themselves Explain similarities and differences between varied approaches to pilgrimage from different religions and worldviews



	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p>Year 4 Unit Number 4.3 Theme Spiritual expression</p> <p>Enquiry Question Christianity, music and worship: what can we learn?</p> <p>Religion: Christianity and also the idea of being 'spiritual but non-religious'</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Religious content will include different examples of the music of the Christian community, explored in depth as forms of spiritual expression and worship. Pupils will gain knowledge about examples of music from Christianity including Christmas carols, a famous hymn, the Hallelujah chorus, contemporary worship music and Christians songs for children. These can be compared with music from any sources which pupils find spiritually interesting or inspiring. <p>Skills: Listening, discussion and self-expression skills, including musical appreciation are central to this unit of work.</p> <p>Key concepts and words Religion, Christian, spiritual, worship, devotion, belief, self-expression</p>	<p>Pupils:</p> <ul style="list-style-type: none"> listen to and consider spiritual music in ways that enable them to discuss the meanings and impacts of the music and consider the meanings of words used in musical worship. linking to the music curriculum, explore and respond thoughtfully to examples of Christian music such as Psalms, Christmas carols and songs, famous hymns (e.g. Abide with Me, All things Bright and Beautiful, Christ the Lord is Risen Today), Handel's 'Hallelujah Chorus', contemporary worship music and Christian songs for children. (A2) describe the impact of examples of religious music on those who sing or play it, exploring spiritual ideas and questions: does music create calm, excitement, worship or a sense of the presence of God? How are Christian beliefs expressed in music? How do Christians use texts from the Bible in their music? (A3) express their own ideas about religious and spiritual music, identifying pieces of music that make them feel calm, excited, peaceful, joyful or perhaps worshipful or close to God. They consider thoughtfully issues and questions, giving reasons for their thoughts (A3) discuss and debate reasons why music matters to us and enables us to express deep feelings and ideas, including spiritual feelings and ideas for some people (C1) consider the question: what pieces of music are spiritual or inspiring for me? If they chose a playlist called 'spiritual' from spotify or tik-tok, what pieces of music would they include and why? The class might like to play examples of their own spiritual music to each other and discuss how this choice is different for each person (C1). write an account of their own views about spirituality and music, giving some examples of their own. 	<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> Describe beliefs and practice about worship with music in Christianity Show that they understand how and why Christians use music to express beliefs about God and devotion to God Consider varied answers to questions about why music matters in human life and in religious life Express reasons why particular pieces of music are spiritual for them Apply the idea of spirituality for themselves Explain similarities and differences between examples of the music Christians use from the past and in contemporary worship

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<p>Year 4 Unit Number 4.4 Theme Religion, family, community, worship, celebration, ways of living</p> <p>Enquiry Question How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?</p> <p>Religion: Hinduism</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Pupils will gain knowledge about Hindu worship and celebration, including details information about stories of Rama and Sita, celebrations of Divali and at least one other Hindu festival in both India and in the UK, They will explore Hindu ideas about gods and goddesses, worship in the home and Mandir, beliefs and values expressed in stories, festivities and worship and learning from Hindu community life. <p>Skills: Discussion, gathering information from video, story, visual resources and where possible interviews or visits, inferring and suggesting meanings to religious practices.</p> <p>Key concepts and words Religion, Hindu, murtis, gods and goddesses, karma, dharma, spiritual, festivals, ritual, symbol (including the Aum symbol), community, commitment, values.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> pursue an enquiry into Hindu worship, festivals and celebrations, developing ideas of their own on the deeper meanings of festivals through asking questions, looking at evidence from video, photography, text and participants' descriptions, including a visit or an interview with a visitor where possible (BBC 'My Life My Religion: Hindus' has good clips for this unit) (A1) find out about the meanings of stories, symbols and actions used in Hindu worship and celebrations at home and in the mandir, learning about murtis, images of the gods and goddesses and the beliefs about the ultimate reality they express, including concepts of karma, dharma and Brahman (A3) describe and understand links between Hindu stories and celebrations, examining the Divali stories, for example, and at least one other festival, using different literacy approaches to the characters and meanings of the stories (A2) investigate the deeper meanings of Hindu festivals and respond thoughtfully to them: themes of light and darkness, goodness and evil, honesty and trust, collaboration and co-operation, patience and devotion are to be explored in relation to the stories told at festivals and about the gods and goddesses (B1) express and communicate their understanding about the meanings of the festivals, reflecting on and learning from these and making deepening connections to their own lives and celebrations. This could include non-religious festivals such as New Year or Comic Relief Day (C3) write thoughtfully about their understanding of similarities and differences between the Hindu festivals and the things they celebrate on the 'big days of the year' – why do festivals from all religions often include such elements as old stories, charity, values, community gatherings, special foods, drinks and meals, shared music and dance, gifts, traditions, fireworks, processions? 	<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> Describe Hindu beliefs about the gods and goddesses Show that they understand what happens at Hindu worship in the home or the mandir Respond with thoughtful ideas of their own to the ways Hindus celebrate Express some 'deeper meanings' of the festivals they study, giving reasons why particular rituals are important to Hindus Explain similarities and differences between two Hindu festivals Explain similarities and differences between a 'big day' they celebrate and Hindu festivities

Light
To know the significance of Light in the Christmas Story

Year 5



	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p>Year 5</p> <p>Unit 5.1</p> <p>Theme</p> <p>Inspirational people in today's world</p> <p>Enquiry question What can we learn from great leaders and inspiring examples in today's world?</p> <p>Religions selected by the school, but possibly examples from Islam, Hinduism and Christianity, and possibly a non-religious example</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Religious content can include examples such as: Dr Martin Luther King, Saint Teresa of Kolkata, Gandhi, William Booth of Sneinton (founder of the Salvation Army), Dr Hany El Banna (founder of Islamic Relief), Desmond Tutu, John Sentamu, the Archbishop of York to 2020, Pandurang Shastri Athavale or Swami Vivekananda (Hindu leaders), other local or international examples. <p>Skills:</p> <p>Applying the idea of inspiration, considering and weighing up factors in thinking about inspiration and leadership</p> <p>Key concepts and words</p> <p>Religion, Muslim, Hindu, Christian, prophet, mahatma, holiness, spiritual, inspiration, vision, symbol, community, commitment, values.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> describe and respond thoughtfully to the lives of some inspirational spiritual and leaders from the modern world, answering questions like these: what made this person into a leader? How did their religion inspire them? What holy texts explain their lives? Is this person inspiring just in their religion, or to any human? (A2) understand how key leaders can be sources of wisdom for religious believers by studying and applying some of the leader's sayings, speeches or writings (A2) explore the lives of key religious leaders from contemporary life (including modern history), describing the challenges they have faced and the commitments by which they lived (B2) apply ideas of their own by giving reasons for their views about how leaders can provide wisdom and inspiration (C1) undertake a research task over several lessons to prepare an imaginary interview with one of the inspirational leaders in a talk show format. This should include their own questions (and guesses at answers), as well as the questions and answers the great figure would give. Pupils should be encouraged to include quotations from scripture, newspaper headlines, comments from other people, photographs. Presentation software (e.g. PowerPoint), DTP or digital video, Prezi could be used. compose their own speech related to the inspirational figure: 'how would 'X' like the world to live?' Reflect on how they 'measure up'. Pupils could offer comment on the ways their chosen person might inspire anyone in the class. write a citation for this leader to be nominated for a Peace Prize. <p><i>Note: these leaders might be world famous examples, or those who serve the community locally – in Nottingham City and Nottinghamshire for example.</i></p>	<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> Show that they understand how inspirational leaders are examples of their religions' ideals Connect two examples from different worldviews: what have they in common? Consider varied answers to questions about what makes a person inspiring Explain thoughtfully their own ideas about the inspiring leaders they studied Apply the idea of inspiration for themselves to stories of leaders Explain what matters about the lives of inspirational leader: do we all need role models? Do the leaders exemplify their beliefs?

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<p>Year 5</p> <p>Unit 5.2</p> <p>Theme</p> <p>Religion and the individual: what matters to Christians?</p> <p>Enquiry Questions What is expected of a person in following a religion or belief?</p> <p>What matters most to Christians in their religion?</p> <p>Religion: Christianity</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Religious content will include: the deeper meanings of the celebrations of Christmas, Easter, Pentecost and Eucharist; The ways Christians use some examples of Bible texts to guide them in facing life's challenges; the role of the Christian community in helping people to live a good life, and the pupils' reflections on Christians' uses of ideas such as Trinity, forgiveness or inspiration. <p>Skills:</p> <p>Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts.</p> <p>Key concepts and words</p> <p>Religion, Christian, spiritual, festival, incarnation, resurrection, Christmas, Easter, Pentecost, Eucharist, Gospel, trinity, Holy Spirit, community, commitment.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> learn about devotion and commitment in Christianity. They consider why Christians celebrate Jesus' birth: what is the meaning of Christmas? They compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities (A2); use their detailed understanding of religious practice such as remembering Jesus with bread and wine in Christian worship and trying to follow the teaching of Jesus about forgiveness and loving your enemies to describe the significance of being part of the Christian religion (B1); understand and connect key ideas about salvation, forgiveness and eternal life with the celebrations of Holy Week and Easter in Christian communities from reading the Gospel texts about Jesus' crucifixion and resurrection. They might interview a Christian minister about this. (A1) develop understanding of key Christian beliefs (e.g. from a Creed), gaining knowledge about key Christian beliefs in God as Father, Son and Holy Spirit, the Trinity and about the meaning of Pentecost for Christians (A1) consider the idea of 'the fruit of the Spirit' (Galatians 5:22, New Testament) as they discuss and apply their own ideas about ethical questions: what is fair and unfair? Why do people fight and cause pain? How do we know what is good? Can people learn to be more generous? They learn from examples of Christian practice and consider the challenges of trying to live a good life (C3). write a thoughtful answer to the question: which of these four is most important to Christians and why: Christmas, Easter, Pentecost or Eucharist? 	<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> Explain three or more key Christian beliefs Show that they understand what matters to Christians Consider varied answers to questions about God Explain with reasons why they select one of the 4 elements of Christianity studied as the most important Explain what matters about worshipping God to Christians Explain similarities and differences between different celebrations that are part of Christian worship



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<p>Year 5 Unit 5.3 Theme</p> <p>Beliefs and questions:</p> <p>Enquiry Question How do people's beliefs about God, the world and others have impact on their lives?</p> <p>Religions: Islam, Hinduism Non-religious worldviews such as Humanism can also be considered</p> <p>Key words and concepts: Muslim key words will include 5 Pillars, Prophet, Allah, Iman (faith), akhlaq (character or moral conduct) Hindu key words will include murtis, Brahman, gods and goddesses, ahimsa Non-religious key words include atheist, agnostic.</p>	<p>Knowledge: Pupils will learn:</p> <ul style="list-style-type: none"> about different ideas and forms of expression in relation to belief about God in Muslim and Hindu life to reflect on their own responses to Hindu and Muslim texts and expression in creative arts and architecture. <p>Skills: Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. They will consider how to express respectful attitudes to people different from themselves.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> find out about the Five Pillars of Islam and the main ways Hindus worship gods and goddesses in the home and the Mandir (A1) explore and respond thoughtfully to Muslim and Hindu beliefs about God, worship, religious practices and texts using a range of sources of wisdom. From reading examples of Hindu and Muslim texts about God and humanity, pupils will be able to think about key beliefs and what difference they make in life (A2) describe the impact of examples of religious teaching. A Hindu example might be the impact of Hindu teaching about harmlessness (ahimsa) on questions about what we eat and how we treat animals. A Muslim example might be the impact of daily prayer and Zakat (alms giving) on Muslim individuals and communities (A3) express their own ideas about religious issues and questions, raising questions of their own about Muslim and Hindu practice and responding to the 'big ideas' of Hindu and Muslim thinking, giving ideas and reasons for their thoughts (A3) discuss and debate reasons why different people have different ideas about religious questions including whether God is real and what God is like (C1) suggest two reasons why debates about God and questions about belief in God are important to people today, giving their own views (C1) explain similarities and differences between Muslim and Hindu ideas about God and their own ideas, referencing the fact that many non-religious people are either atheists or agnostics and considering questions about this diversity of belief (B3) 	<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> Explain the main beliefs of Muslims and Hindus about God Show that they understand why the worship of Allah / Brahman matters to Muslims and Hindus Consider varied answers to questions about whether God is real and what God is like Clearly express reasons why they hold their own views about questions to do with God Explain what matters about worshipping God to Muslims Explain what matters about worshipping gods and goddesses to Hindus

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<p>Year 5 Unit 5.4 Theme</p> <p>Beliefs in action in the world:</p> <p>Enquiry Question How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?</p> <p>Religions: selected by the school, perhaps Christian, Muslim, Hindu Non-religious worldviews such as Humanism can also be considered.</p> <p>Key concepts and words Religion, Muslim, Hindu, Christian, Humanist, spiritual, Golden Rule, charity, karma, dhama, Ummah, place of worship, devotion, community, commitment, values, compassion.</p>	<p>Knowledge: Pupils will learn:</p> <ul style="list-style-type: none"> about some great examples of religious architecture from across the world and some local examples, including for instance Southwell Minster, local churches and chapels, a local Synagogue, Mandir and Mosque. about different charities which apply the 'golden rule' ('treat others as you would like to be treated', 'love your neighbour as you love yourself') from a range of religions and worldviews to some global problems. <p>Skills: Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. They will consider how religious charities and architecture might be connected, thinking about dilemmas for themselves and via discussion.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> describe some ways religious art and architecture express spiritual ideas, giving examples of great buildings from different religions, including local and global examples (A2) describe some ways charities such as Tzedek (a Jewish development charity), Sewa International (Hindu) Christian Aid and Muslim Hands (based in Nottingham) express spiritual ideas, put values of justice and compassion into action, and express their religion's ideals (A2) understand how buildings and creative arts can put the spirituality of a religion into visual forms, and how these beautiful buildings can create space for people's spiritual lives (A2) explore examples of architecture dedicated to faith or spirituality and of charity and compassion arising from religion for themselves, responding with increasing discernment (B2) apply ideas of their own by giving reasons for their views on religious questions like these: how do art and architecture express spiritual ideas? How do religious charities express spiritual ideas? Is it important to express spiritual ideas in both worship and action? How, and why? (C1) apply ideas such as spirituality, charity, 'the glory of God', compassion for themselves to a question such as: do we need religious buildings to hear God's word about poverty? (C3) 	<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> Explain beliefs about the value of sacred space and holy buildings to believers in at least two religions Show that they understand the possible tension between building a beautiful 'house of God' and serving the needs of people in poverty Explain thoughtfully their own ideas about the relative value of worship and holy buildings and charity and compassion Clearly express reasons why some religious people believe that worship makes them more charitable Apply the ideas of worship and service to the key question in the unit Explain what matters in different religions about worship and about generosity or charity

The Prince of Peace
To identify what peace is and how it is associated with the Christmas Story
Year 6



	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p>Year 6</p> <p>Unit Number 6.1</p> <p>Theme Teachings, wisdom and authority:</p> <p>Enquiry Question: What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources say about God, the world and human life?</p> <p>Religions: as selected by the school Non-religious worldviews such as Humanism can also be considered</p>	<p>Knowledge: Pupils will learn:</p> <ul style="list-style-type: none"> to understand two carefully selected texts from the scriptures of each of the religions selected for study. about two contemporary examples of members of each of the faith communities who are seeking to live out these texts and their values. <p>Skills Pupils develop the ability to respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions.</p> <p>Key concepts and words Religion, moral codes, Ten Commandments, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, Buddhist Precepts, sources of wisdom, Torah, Bible, Qur'an, Hadith, Humanist, rationalist.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> use artefacts, video of photos to describe how religious people use sacred texts such as Torah, Bible or Qur'an and Hadith in their worship, for private study, memorization and for guidance (A1). explain two examples of people from the religions studied who use sacred texts: these could be local or famous people(A2). suggest a list of reasons why the sacred texts of religions have lasted so long and are often best sellers (A2) explain similarities and differences between the texts they have studied: do the religions teach similar things? (B3) consider why some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Qur'an (e.g. The 1st Surah, the Opening) are seen as sources of wisdom in different communities. (B3) discuss thoughtfully where we can find 'wisdom to live by'. Would the pupils be able to write 'ten commandments for today' or 'a guidebook to the journey of life'? (C1) consider moral codes, for example, the Ten Commandments (Jewish), St Paul's advice for believers (Romans 12) and the Five Precepts (Buddhist), expressing thoughtful ideas about what is right and wrong in the light of their learning (c2). apply ideas such as inspiration or 'the gift of God' to holy texts from different faiths, and clearly express their own ideas about wise sayings and wise words (c2). write an account of the value and importance of the texts they have studied both to the religions which revere these texts and maybe also to any person who reads them (A3). 	<p>Most pupils can:</p> <ul style="list-style-type: none"> Explain the impact of beliefs about sacred writings, God and values Explain two viewpoints about why people need wise words to follow Consider varied answers to questions about the value of holy writings and other sources of wisdom Explain with reasons why (e.g.) Christians and Muslims revere their holy texts Explain thoughtfully their own ideas about wise words, selecting examples and clearly expressing reasons for their choices Apply the idea of 'words of wisdom' for themselves, selecting examples and explaining them Explain similarities between holy books or writings from two different religions

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<p>Year 6</p> <p>Unit Number 6.2</p> <p>Theme Religion, worldviews, family and community:</p> <p>Enquiry Questions What contributions do religions make to local life in Nottingham City and Nottinghamshire? How can we make Nottingham City and Nottinghamshire a county of tolerance and respect?</p> <p>Religions: Select from Christianity, Islam, Hinduism, Judaism. Also, non-religious examples should be studied in this unit.</p>	<p>Knowledge: Pupils will learn:</p> <ul style="list-style-type: none"> about the statistics of world religions in the local area, the county, region, nation and world. about at least two examples of inter faith co-operation. <p>Skills: They will think reasonably about questions of community harmony and inter faith work.</p> <p>Key concepts and words Religion, inter-faith, harmony, tolerance, respect, moral values, religious plurality</p>	<p>Pupils:</p> <ul style="list-style-type: none"> investigate aspects of community life such as weekly worship, charitable giving or beliefs about prayer, showing their understanding and expressing ideas of their own (A2) linking to the expressive arts, pupils develop their own imaginative and creative ways of expressing some of their own commitments such as working hard at sport or music, caring for animals, loving the family or serving God (B2) list and describe similarities and differences between the ways different communities show that they belong (C1) linking to Mathematics and Geography, pupils use local and national census statistics to develop accurate understanding of the religious plurality of their locality and of Britain today (C2) discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules), to compile a charter of their own moral values, applying their ideas to issues of respect for all (C2) apply ideas such as tolerance, empathy and respect for all to real-life examples of tension or conflict between different groups: how can our society become more respectful? What do inter faith events do to make respect grow? clearly express their own ideas about a more respectful community write a speech for someone who wants to be the mayor of Nottingham or another local town, explaining how they will make our communities more harmonious. Can they suggest 6 ideas and explain what impact they would have? 	<p>Most pupils can:</p> <ul style="list-style-type: none"> Explain the impact of beliefs about communities on people from different religions. Connect at least two viewpoints about whether our communities can be more harmonious to teaching from religious sacred texts Consider varied answers to questions about building peaceful families and communities Explain thoughtfully their own ideas about communities – why they matter, and how they can become stronger. Apply the ideas of tolerance and respect to some tensions or problems in community relations Explain what matters about peace, respect and harmony to themselves and in our community.



	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p>Year 6 Unit Number 6.3 Theme Beliefs in action in the world:</p> <p>Enquiry Questions How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</p> <p>Religions: Christianity, Hinduism, Humanism.</p>	<p>Knowledge: Pupils will learn:</p> <ul style="list-style-type: none"> about spiritual concepts of justice, fairness, compassion and responsibility. about at least two examples of major faith based global aid and development charities (e.g. Islamic Relief, Christian Aid. Save the Children might be a good example of a charity without a religious identity). <p>Skills: Pupils will learn to gather, weigh up and use information through simple research. They will practice the skills of discussion, reasoning and argument in relation to questions about global issues.</p> <p>Key concepts and words Religion, atheist, agnostic, charity, ahimsa, ummah, agape, justice, faith.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> discover and explore what (e.g.) Muslims, Humanists, Hindus and Christians teach about how we can all live together for the wellbeing of each other, including ideas like Ahimsa (Hindu), Ummah (Muslim) and Agape (Christian) (C1) discover and explore the teaching and practice of different religions in looking after the planet and caring for the earth and all its creatures (C1) apply their ideas about justice and fairness to the work of various development charities such as Christian Aid, CAFOD, Muslim Hands, Islamic Relief, Sewa International and Save the Children (C3) write persuasively about the reasons why members of different religions and beliefs try to help people who are vulnerable (e.g. victims of natural disasters, people who live with disabilities or people affected by war) (C3) consider and explain similarities and differences between the work of different charities. 	<p>Most pupils can:</p> <ul style="list-style-type: none"> Explain the impact of beliefs on how people respond to charity Connect two viewpoints about justice and charity: should religious people do more to help the poor, or is it everyone's task? Consider varied answers to questions about justice, fairness, human rights and environment Explain thoughtfully their own ideas about the work of some global development charities Apply the idea of justice to at least two case studies Explain similarities and differences between two global aid charities.

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p>Year 6 Unit Number 6.4 Theme: Beliefs in action in the world:</p> <p>Enquiry Questions What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today?</p> <p>Religion: Judaism</p> <p>Key concepts and words Religion, harmony, respect, persecution, prejudice, Beth Shalom, remembrance, bystander, upstander.</p>	<p>Knowledge: Pupils will learn:</p> <ul style="list-style-type: none"> about pre-war Jewish life and the impact of persecution and discrimination on Jewish people living in Germany in the 1930s. about the Kindertransport and the importance of providing refuge to people who are persecuted for who they are. about the work of the National Holocaust Centre and Museum as a place of remembrance in the UK. (This can be achieved through using resources online, the NHCM outreach programme or by visiting <i>The Journey</i> exhibition at the National Holocaust Centre.) <p>Skills: Pupils will learn to reflect on big questions about human values and behaviour. They will discuss, think and create responses to the work for themselves.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> find out about the Jewish religion and community, focusing on religious practice in Germany before the Second World War (A1) investigate aspects of the persecution of Jewish people, showing their understanding and expressing ideas of their own (A2) learn about the story of a Kindertransportee develop their own imaginative and creative ways of expressing some questions and ideas about persecution and prejudice, including examples from the Kindertransport and from today's world (B2) use case studies and survivor accounts to develop accurate understanding of examples of issues arising from the study of the Kindertransport (C2) having learned about Jewish community action in the UK today, create their own charter of ways to become an upstander, applying their own ideas to issues of respect for all (C2) write a clear account of the life of a Kindertransportee and explain what matters most in the struggle against hatred and prejudice (B2). <p>NOTE: The material in this unit does not use the concepts of genocide or holocaust and gives some focus to survivors of hatred. This approach is taken in recognition of the young age of the pupils learning from this unit.</p>	<p>Most pupils will:</p> <ul style="list-style-type: none"> Explain the impact of beliefs on people lives Show that they understand a story of a survivor of Nazi hatred Write a factsheet about the ways Jewish people responded to the prejudice and hatred of the Nazis Consider varied answers to questions about suffering and God Explain with reasons why it is important to remember examples of hatred and prejudice, and why 'never again' is an important idea. Apply the ideas of respect, harmony and goodness to the lives of those who rejected Nazi ideas. Explain what matters about remembrance of those who died and those who survived and the idea of 'upstanders'.

Religious Christmas: Secular Christmas

To understand the significance of Christmas from different perspectives



Computing Curriculum Intent Progression Document

Computing Vision Statement

We know that children learn best through an exciting and engaging curriculum that both supports and stretches every child and gives them the potential to build on their learning over time. Every child's learning journey begins in the Early Years Foundation Stage where we Plant new ideas and concepts; these ideas then Grow over their time with us, giving all children the chance to Flourish and love learning. The values of a PRIDE are woven throughout the Curriculum; children are well-rounded individuals who take greater responsibility for their learning.

Intent

At Snape Wood Primary and Nursery School, we believe that over the early years and two key stages Snape Wood children use computational thinking and creativity to understand and change the world. Children develop their understanding of computation, digital systems and programming, building on the knowledge throughout their time at Snape Wood. The lessons provided also ensure that pupils become digitally literate; able to use and express themselves safely and responsibly through information and communications technology, ready to be an active participant in a digital world.

Implementation

Computing at Snape Wood Primary and Nursery School adheres to the National Curriculum and the Purple Mash objectives. We teach Computing in sequenced blocks throughout the year, ensuring a coherent pedagogy that supports students' learning progression. This structured approach is designed to build a deep understanding of coding, programming, networks whilst focusing on children's safety and security.

As a school we encourage children to think about technology around us, looking at how computers are connected and how information is shared. We discuss impact and methods of inter communication; begin website creation; look at variables in games; have an introduction to spreadsheets; explore 3D modelling and understand different ways a computer senses. Throughout the curriculum e-safety is threaded through each strand of learning.

We have a class set of laptops and class iPad trollies to ensure that all year groups have the opportunity to use a range of devices and programs for many purposes across the wider curriculum, as well as in discrete computing lessons.

Internet safety is a high priority at Snape Wood and is embedded within our curriculum. We have an e-Safety Policy that provides guidance for teachers



and children about how to use the internet safely. Each year group participates in an aspect of e-safety built in through Purple Mash. We also have esafety assemblies and regular contact with parents and carers about how to support e-safety at home.

Impact

Through our comprehensive Computing curriculum, we develop a deep understanding and appreciation for the subject. As children progress through the school, their knowledge and skills develop systematically, ensuring they not only meet the National Curriculum requirements but also become confident computer literate individuals ready for secondary education who are adaptable in an ever-changing world.



Year 1\2 - Cycle A

Unit Number	Title	# of lessons	Tools
1.1	Online Safety & Exploring Purple Mash	4	Various
2.5	Effective Searching	3	Internet Browser
1.4	Lego Builders	3	2DIY
1.9	Technology outside school	2	Various
1.2	Grouping & Sorting	2	2DIY
2.6	Creating Pictures	5	2PaintAPicture
1.7	Coding	6	2Code
2.1	Coding	6	2Code

Year 1\2 - Cycle B

Unit Number	Title	# of lessons	Tools
1.1	Online Safety & Exploring Purple Mash	4	Various
1.5	Maze Explorers	3	2Go
2.4	Questioning	5	2Question, 2Investigate
2.2	Online Safety	3	Various
1.6	Animated Story Books	5	2Create A Story
2.7	Making Music	3	2Sequence
2.3	Spreadsheets	6	2Calculate
1.3	Pictograms	3	2Count
2.8	Presenting Ideas	4	Various



Year 3\4 – Cycle A

Unit Number	Title	# of lessons	Tools
See table below for breakdown	Coding	6	2Code
3.2	Online safety	3	Various
3.3	Spreadsheets	6	2Calculate
3.5	Email	6	2Email, 2Connect, 2DIY
3.6	Branching Databases	4	2Question
3.7	Simulations	3	2Simulate, 2Publish
3.8	Graphing	2	2Graph
3.10	micro:bits	4	Free code micro:bit

Year 3\4 – Cycle B

Unit Number	Title	# of lessons	Tools
See table below for breakdown	Coding	6	2Code
4.2	Online safety	4	Various
4.4	Writing for different audiences	5	2Email, 2Connect, 2DIY
4.5	Logo	4	2Logo
4.6	Animation	3	2Animate
4.7	Effective Search	3	Internet Browser
4.8	Hardware Investigators	2	
3.9	Presenting (with Microsoft PowerPoint or Google Slides)	5 or 6 (version dependent)	MS PowerPoint or Google Slides



Coding Breakdown

YEAR 3 & 4 - CYCLE A					
Using Flowcharts Unit 3.1, Lesson 1	Using Timers Unit 3.1, Lesson 2	'if' statements Unit 4.1, Lesson 2	Coordinates Unit 4.1, Lesson 3	Code, Test and Debug – Unit 3.1, Lesson 4	Design, Code, Test and Debug Unit 4.1, Lesson 1
YEAR 3 & 4 - CYCLE B					
Using Repeat Unit 3.1, Lesson 3	Repeat Until and 'if/else' Statements Unit 4.1, Lesson 4	Number Variables Unit 4.1, Lesson 5	Design and Make an Interactive scene Unit 3.1, Lesson 5-6	Making a Playable game – Unit 4.1, Lesson 6	

Additional Units

You may choose to do these in addition to or instead of any of the above units. They have not been included above due to the number of weeks in a school year and the number of weeks for each unit.

Unit Number	Title	Number of lessons	Tools
3.4	Touch Typing	4	2Type
4.9	Making Music	4	Busy Beats
4.10	Artificial Intelligence	4	
4.11	micro:bits	4	Free code micro:bit



Year 5\6 - Cycle A

Unit Number	Title	# of lessons	Tools
See table below for breakdown	Coding	6	2Code
5.2	Online safety	3	Various
5.3	Spreadsheets	6	2Calculate
5.4	Databases	4	2Investigate
5.5	Game Creator	5	2DIY 3D
5.6	3D Modelling	4	2Design and Make
5.7	Concept Maps	4	2Connect

Year 5\6 - Cycle B

Unit Number	Title	# of lessons	Tools
See table below for breakdown	Coding	6	2Code
6.2	Online safety	2	Various
6.4	Blogging	4	2Blog
5.9	Using External Devices	6	2Code Purple Chip
6.6	Networks	3	
6.7	Quizzing	6	2Quiz, 2DIY, Text Toolkit, 2Investigate, 2Survey



Coding Breakdown

YEAR 5 & 6 - CYCLE A					
Coding Efficiently Unit 5.1, Lesson 1	Simulating a physical system Unit 5.1, Lesson 2	Friction and Functions Unit 5.1, Lesson 4	Introducing Strings Unit 5.1, Lesson 5	Text Variable and Concatenation Unit 5.1, Lesson 6	User Input Unit 6.1, Lesson 5
YEAR 5 & 6 - CYCLE B					
Designing and writing a more complex program Unit 6.1, Lessons 1 & 2		Decomposition and Abstraction Unit 5.1, Lesson 3	Using Functions Unit 6.1, Lesson 3	Flowcharts and control simulations Unit 6.1, Lesson 4	Text Adventure Unit 6.1, Lesson 6

Additional Units

You may choose to do these in addition to or instead of any of the above units. They have not been included above due to the number of weeks in a school year and the number of weeks for each unit.

Unit Number	Title	Number of lessons	Tools
5.8	Word processing (with Microsoft Word or Google Docs)	8	MS Word or Google Docs
5.10	micro:bit	4	Free code micro:bit
6.5	Text Adventures	5	2Code, 2Connect
6.8	Understanding Binary	4	2Code
6.9	Spreadsheets (with Microsoft Excel or Google Sheets)	8	MS Excel or Google Sheets



Personal Development Curriculum Intent Progression Document

PD Vision Statement

We know that children learn best through an exciting and engaging curriculum that both supports and stretches every child and gives them the potential to build on their learning over time. Every child's learning journey begins in the Early Years Foundation Stage where we Plant new ideas and concepts; these ideas then Grow over their time with us, giving all children the chance to Flourish and love learning. The values of PRIDE are woven throughout the Curriculum; children are well-rounded individuals who take greater responsibility for their learning.

Intent

At Snape Wood Primary and Nursery School, we strongly believe Personal Development prepares our children for the wider world and how to be a good citizen in it. Through the PD lessons taught, we seek to allow children to develop their own character, be safe (online and in the real world), be healthy, be knowledgeable about other cultures and religions, show a good level of understanding of healthy relationships and find their own place in our world.

Implementation

PD at Snape Wood Primary and Nursery School covers a wide range of topics and is taught continuously throughout the school year, in every year group. The topics are:

- **Keeping Safe and Managing Risk,**
- **Physical Health and Wellbeing,**
- **Drug, Alcohol and Tobacco Education,**
- **Identify, Society and Equality,**
- **Mental health and emotional Wellbeing**
- **Careers, financial Capability and economic Wellbeing.**
- **Sex and relationships Education (SRE)**

For each unit, teachers have identified the key knowledge and vocabulary which will be covered. Units have been carefully planned using the 'You, Me, PSHE,', 'The Cambridge Scheme' and 'The Christopher Winters project'. The whole school PD progression map ensures children build on prior learning and make links between units.

As a school, we value the importance of developing children as individuals, celebrating our differences and healthy relationships. For example, in Nursery, the topic of friendships is taught, and repeated in Year 2 but with a focus on playground games, moving to Year 3 and having a sense of



belonging which is revisited in Year 5 with the GREAT Project teaching about Healthy relationships.

Keeping our children safe in all areas of life is main priority for us at Snape Wood Primary and Nursery School. We teach about sun safety, online safety, basic first aid skills, fire safety, drugs education and how to stay safe in our local area. Our lessons empower our children to make the correct choices in life and give them the tools to help them make a positive impact in the world around them

At Snape Wood Primary and Nursery School, we endeavour to make links in learning across the National Curriculum subjects. Where possible, PD units build on the teaching from other subjects e.g. diversity link to Year 5 Prejudice and Discrimination lessons, F2 teach about why exercise is good for us (PE link), E-safety links to Year 4's topic of having healthy gaming habits online, and further links can be seen in Year 1 and 4 about special food being associated with different religions (RE link). British Values is also embedded in our Personal Development curriculum.

Impact

Through the PD curriculum, children develop the knowledge and skills to help them navigate life throughout and after primary school. Children's understanding of key concepts are age and stage appropriate and develop progressively as they move through the school which enables them to build on and develop their prior knowledge. The work in children's books evidences the broad and balanced curriculum we deliver and demonstrates their understanding of the different topics covered.



Foundation F2

Topic areas:

Autumn 1 - Me and my family/Rules and Routines

Autumn 2 - Good friends

Spring 1 - Feelings

Spring 2 - Healthy Lifestyles

Summer 1 - Setting Goals

Summer 2 - SRE/Transition

To be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (PSED-MS)

To explain the reasons for rules, know right from wrong and try to behave accordingly. (PSED-MS)

To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (PSED-MS)

To work and play cooperatively and take turns with others. (PSED-BR)

To form positive attachments to adults and friendships with peers. (PSED-BR)

To show sensitivity to their own and to others' needs. (PSED-BR)

To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (PSED-SR)

To set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. (PSED-SR)

To give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas of actions. (PSED-SR)



Year 1/2 YEAR A

Autumn 1 - Exercise and play

Autumn 2 - Keeping safe

Spring 1 - Our bodies

Spring 2 - Roles and responsibilities

Summer 1 - Managing feelings

Summer 2 - Care for my body

To talk about how exercise and play makes us feel.

To know about own roles and responsibilities at home and school.

To know who to trust at school and home and who to talk to about feeling unsafe, worried or scared.

To identify, talk about and manage feelings.

To know ways to keep safe.

To know about what is safe on and in own body.

To know about growing and how to care for own body.

Year 1/ 2 YEAR B

Autumn 1 - Friendships

Autumn 2 - Money

Spring 1 - Keeping Safe and managing Risk

Spring 2 - Medicines

Summer 1 - Food safety and hygiene

Summer 2 - Relationships

To know about healthy eating, the importance of exercise, getting good sleep and basic hygiene.

To know about spending, where money comes from, keeping money safe and work.

To know about friendships and ways to solve problems that might arise.

To know about keeping safe inside and outside the home.

To know about road safety.

To know why medicines are taken and how to keep safe round medicines.

To know the biological differences between male and female children.

To know a male and a female is needed in life cycles



Year 3 / 4 YEAR A

Autumn 1 - Mental Health/Drugs and Smoking

Autumn 2 - Anti-Bullying

Spring 1 - Celebrating Achievements

Spring 2 - Belonging

Summer 1 - Healthy Food

Summer 2 - Sex and Relationships

To know what drugs are and how they can be harmful to humans.

To know about the effects of smoking.

To know about asthma medication.

To know about bullying—see it, say it, stop it.

To continue to develop good mental health—celebrating achievements, setting goals and dealing with setbacks.

To know about community and belonging to groups.

To know about different careers and work. To know about differences between male/female; personal space and dealing with unwanted touch and family differences.

Year 3/4 YEAR B

Autumn 1 - Democracy

Autumn 2 - Careers

Spring 1 - Food and Sleep

Spring 2 - Keeping Safe/First Aid

Summer 1 - Drugs and Alcohol

Summer 2 - Puberty

To know Britain is a democratic society, about how laws are made and about the local council.

To know that there are drugs (including alcohol, nicotine and narcotics) that are common in everyday life, why people choose to use them, changes in behaviour linked to drugs and how to make good choices.

To know why people might choose not to eat certain foods.

To know about the importance of sleep.

To know about keeping safe—near roads, rail, water, building sites/with computer gaming.

To know some basic first aid.

To know about how we grow and change including physical and emotional changes at puberty.

To know about differences between male/female; personal space and dealing with unwanted touch and family differences.



Year 5

Autumn 1 - The Media

Autumn 2 - Online Safety

Spring 1 - Emotions and feelings in times of grief and change

Spring 2 - Drugs, smoking and alcohol

Summer 1 - The GREAT project

Summer 2 - Puberty and physical hygiene

To know about how the media can manipulate images and that these images may not reflect reality.

To know about keeping safe online.

To know that violence within relationships is not acceptable (Great Project).

To know about a wide range of emotions and feelings and how these are experienced in the body including times of change and grief.

To know about stereotyping, including gender stereotyping.

To know about prejudice and discrimination and how this can make people feel.

To know about changes in puberty and the importance of physical hygiene.

To know about strategies to resist peer pressure regarding drugs, smoking and alcohol.

Year 6

Autumn 1 - How drugs affect our body

Autumn 2 - Radicalisation and British Values

Spring 1 - Mental Health

Spring 2 - Careers, Financial Capability and economic wellbeing

Summer 1 - Rights of the child, refugees and homelessness

Summer 2 - Safety in our local area/Human reproduction

To understand the dangers of addictive drugs and how they can affect our bodies.

To understand the Human Rights Act and the UN Convention on the Rights of the Child/the experience of being a refugee/homeless.

To know about the importance of mental health and ways to look after oneself.

To know about being safe 'out and about' in the local area and recognising and respond well to peer pressure.

To understand about careers, financial capability and economic wellbeing.

To understand issues such as homophobia, radicalization and gender fluidity and FGM.

To know what constitutes a healthy relationship and about human reproduction.



Music Curriculum Intent Progression Document

Music Vision Statement

We know that children learn best through an exciting and engaging curriculum that both supports and stretches every child and gives them the potential to build on their learning over time. Every child's learning journey begins in the Early Years Foundation Stage where we Plant new ideas and concepts; these ideas then Grow over their time with us, giving all children the chance to Flourish and love learning. The values of a PRIDE are woven throughout the Curriculum; children are well-rounded individuals who take greater responsibility for their learning.

Intent

At Snape Wood Primary and Nursery School, we believe that all children should be taught to sing, play an instrument and create music together. They should have the opportunity to progress their musical interests and talents. The Model Music Curriculum states that:

Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.

Through the music taught at Snape Wood Primary we aim to provide an inclusive curriculum which identifies the landmarks of music understanding and allows children to experience music from a range of styles and traditions.

Implementation

Music at Snape Wood Primary and Nursery School follows the National Curriculum objectives and is taught in half termly units throughout the year using the Charanga scheme, so that children can achieve depth in their learning. For each unit, music leaders have identified the key knowledge, skills and vocabulary which will be covered. Units have been carefully selected to ensure children build on prior learning and make links between units. As a school, we value the importance of developing children's musical knowledge. We aim to provide an integrated, practical, exploratory and child-led approach to musical learning. Charanga uses a spiral curriculum built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions



are at the centre of all the learning. We will focus on different musical skills in each term - playing in autumn, improvising in spring and composing in summer. As a school, we will use glockenspiels in every year group (chime bars in EYFS) to ensure progression. In Year 4, children will access specialist music provision through the Nottingham Music Hub. They will participate in Whole Class Ensemble teaching using violins.

Children will also be regularly exposed to a range of musical styles in assemblies using the Charanga listening calendar. We will also endeavour to provide a range of live music performances throughout the year. Children will have the opportunity to pursue their musical interests beyond their classroom lessons through instrumental lessons, choirs, clubs and also ensembles led by the Nottingham Music Hub.

Impact

Through the music curriculum, we will nurture fundamental musical techniques while building musical knowledge and understanding. Through a rich and varied music framework we will lay the foundations of aural skills, improvisation and composition which allow children to be confident musicians when they enter secondary school.



Music will be taught using the Charanga Musical School scheme of work. Music will be taught for 6 lessons per half term, 3 half terms per year (with the exception of Year 4).

Year groups will follow the units below from Charanga:

	Autumn	Spring	Summer
Nursery	Units 1-8	Units 9-16	Units 17-24
Foundation F2	Me! Nursery Rhymes Pat-a-cake 1,2,3,4,5 Five little ducks Name Song Things for fingers	Everyone! Nursery Rhymes Wind the bobbin up Rock a bye baby Five little monkeys Happy and you know it Twinkle, Twinkle Heads, shoulders, knees, toes	Our World Nursery Rhymes Old Macdonald Wheels on the bus Incy Wincy Spider Row, row, row your boat Hokey Cokey
Year 1	Hey You!	In The Groove	Your Imagination
Year 2	Hands, Feet, Heart	I Wanna Play In A Band	Zootime
Year 3	The Dragon Song	Lean On Me	Blackbird
Year 4	<i>Strings</i>	<i>Strings</i>	<i>Strings</i>
Year 5	Livin' On A Prayer	The Fresh Prince of Bel-Air	Dancing In The Street
Year 6	You've Got A Friend	Classroom Jazz 2	YuStudio Hip Hop

In Year 4, from September 2024 onwards, music will be taught by the Nottingham Music Hub through their weekly whole class strings lessons over the entire year. In Year 6, due to SATs, Conwy, the production and Leavers' Assemblies, children will complete the Music Technology project independently when time allows.

Music will cover knowledge and skills in the six following strands (with slight changes in Reception):

- Listening and appraising
- Singing
- Playing instruments
- Improvising
- Composing
- Performing



Foundation F2

Listening and Responding

To know some nursery rhymes off by heart

To enjoy moving to music by dancing, marching or acting

Exploring and Creating

To know that we can move with the pulse of the music

To know that song words can tell stories

To find the pulse of a nursery rhyme

To copy basic rhythm patterns

To explore high and low sounds using voices

Singing

To sing or rap nursery rhymes and simple songs from memory

To know songs have sections (e.g. verses and choruses)

To sing along with a pre-recorded song or backing track, adding actions

Sharing and Performing

To know that a performance is sharing music

To perform any nursery rhyme by singing, dancing or adding actions

To record the performance to talk about it



Year 1/2 YEAR A

Listening and Appraising

- To know 5 songs off by heart and know what they are about**
- To know and recognise the sound and names of some untuned percussion that they use**
- To know that music has a steady pulse like a heartbeat**
- To know that we can create rhythms from familiar words and our names**
- To clap back a rhythm and create a rhythm for others to copy**
- To use voices to copy singing to 'la'**

Singing

- To confidently sing or rap 5 songs from memory in unison**
- To sing notes of different pitches (high and low)**
- To learn to start and stop singing when following a leader**

Playing

- To learn the name of the instrument that they are playing**
- To treat instruments carefully and with respect**

Improvising

- To know that improvisation is making up our own tune on the spot**
- To improvise answers using simple rhythms and tunes using one or two notes**

Composing

- To know that composing is like writing a story with music**
- To help create a simple melody using up to 3 notes**

Performing

- To know a performance is sharing music with an audience**
- To perform a song they have learnt**
- To record the performance and say how they feel about it**



Year 1/ 2 YEAR B

Listening and Appraising

To know that some songs have a chorus or response part

To learn how songs tell a story or describe an idea

To know that rhythms are different from the steady pulse

To create rhythms for others to copy

Singing

To confidently know and sing 5 songs from memory

To know that unison is everyone singing at the same time

To make different types of sound using their voices (e.g. rapping)

To know why we need to warm up our voices

Playing

To learn to play a tuned instrumental part

To know the names of some of the notes from their instrumental parts

To play in time with the steady pulse

To listen to and follow musical instructions from a leader

Improvising

To use voices and instruments to listen and clap/sing back and then answer using their own pattern

Composing

To help create simple melodies using up to 5 notes

Performing

To know that a performance can be for a special occasion

To record a performance and say how they feel about it



Year 3/4 YEAR A

Listening and Appraising

To know 5 songs and who sung them or wrote them

To be able to talk in detail about one song (including tempo, dynamics, rhythm and pitch)

To confidently identify and move to the pulse

Singing

To know that songs can make you feel different things (e.g. happy, energetic or sad)

To sing in unison and in two simple parts

To sing with an awareness of being 'in tune'

To listen to the group when singing

Playing

To play different parts on a glockenspiel

To rehearse and perform their part within the unit song

Improvising

To know that if you improvise using the notes you are given you cannot make a mistake

To use a glockenspiel to listen and play an answer using one or two different notes

Composing

To plan and create a section of music that can be performed within the context of the unit song

To listen to and reflect upon the developing composition and make musical decisions

To record the composition in an appropriate way

Performing

To perform with clear articulation

To record a performance and be able to talk about it



Year 3/4 YEAR B

WSCE Teaching (Nottingham Music Hub)

To play a stringed instrument (whole class ensemble) basic bowing technique/playing a range of notes accurately.



Year 5

Listening and Appraising

To know up to 5 songs from memory and their origins and historical context

To identify the main sections of a song (including introduction, bridge, chorus, verse etc.)

To know the names of some instrument they can hear

To compare two songs in the same style

To create musical ideas for the group to copy or respond to

To copy one note riffs using simple and syncopated rhythm patterns

Singing

To know and explain the importance of warming up your voice

To sing in unison and to sing backing vocals

To listen to each other and be aware of how you fit into a singing group

Playing

To know that notes can be recorded on a 5 line stave

To play a glockenspiel with the correct technique

Improvising

To know of 3 well known improvising musicians (e.g. Miles Davis)

To question and answer using a glockenspiel and up to 3 notes

Composing

To recognise the connection between sounds and symbols

To explain the key note or home note and structure of a melody

Performing

To know that a performance involves communicating ideas, thoughts and feelings through the music

To record a performance and discuss what went well



Year 6

Listening and Appraising

- To discuss the style of songs using musical characteristics**
- To know and talk about having their own musical identity**
- To listen carefully and respectfully to other people's thoughts about the music**
- To compare two songs in the same style, talking about what stands out musically**
- To create musical ideas for the group to copy or respond to**
- To copy back two note riffs by ear and with notation**

Singing

- To sing in tune and to be aware of how you fit into the group**
- To talk about the meaning of the lyrics in a song**

Playing

- To know and talk about instruments that might be played in an orchestra or band**
- To read musical notation from a 5 line stave, playing the notes on a glockenspiel**

Composing

- To create simple melodies using up to 5 different notes and simple rhythms**
- To record the composition in a way that recognises the connection between sound and symbol**

Performing

- To sing, rap or play clearly and with confidence**
- To record a performance to discuss and talk musically about what went well and what could be improved**



DT Curriculum Intent Progression Document

DT Vision Statement

We know that children learn best through an exciting and engaging curriculum that both supports and stretches every child and gives them the potential to build on their learning over time. Every child's learning journey begins in the Early Years Foundation Stage where we Plant new ideas and concepts; these ideas then Grow over their time with us, giving all children the chance to Flourish and love learning. The values of a PRIDE are woven throughout the Curriculum; children are well-rounded individuals who take greater responsibility for their learning.

Intent

At Snape Wood Primary and Nursery School, we believe that DT should allow children to be creative and imaginative whilst designing products that solve real and relevant problems. We feel it is vital to nurture creativity and innovation through design and by exploring the designed and made world in which we all live and work. Children are taught to use appropriate tools safely and effectively to make a product. In all areas of DT the children are encouraged to consider the effectiveness of their designs and requirements of the product. Snape Wood offers all children the opportunity to develop their understanding, experience and application in a wide variety of situations.

Implementation

DT at Snape Wood Primary and Nursery School follows the National Curriculum objectives and is taught in half termly units.

During their time at Snape Wood children will design and make projects within the areas of:

- **Electrical Systems**
- **Mechanical Systems**
- **Structures**
- **Textiles**
- **Food.**

Each project begins with evaluating existing products, completing focused practical tasks and designing, making and evaluating a quality product with a clear user and purpose. We want children to understand that they are



designing something for someone for a purpose, and believe in the authenticity of their product. Building on their knowledge from KS1 To KS2, we have developed a DT curriculum which shows a clear progression of skills.

For each project, teachers have identified the key knowledge and vocabulary which will be covered. As DT subject leaders, we feel it is important to inspire the children by looking at existing products and inventors/ designers. Children need to think about what the products they are designing are used for and the needs of those who use them. We want children to become confident using a variety of tools in a safe and secure environment.

Through the Design and Technology Association, we are able to deliver a creative, practical and challenging DT education. This provides a range of resources that support teachers in delivering the DT curriculum whilst helping the teaching of other subjects in a fun and inspiring manner.

Impact

We want all children at Snape Wood to be confident at taking risks and therefore become more resourceful, innovative and enterprising. Students develop a critical understanding of the impact of DT in life and the wider world. As children progress through the school, they will build a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.



Foundation F2

Topic areas:

Autumn 1 - Our Workshop and Food

Autumn 2 - Cutting skills

Spring 1 - Joining skills

Spring 2 -

Summer 1 -

Summer 2 - Box Modelling

To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD-CWM)

To share their creations, explaining the process they have used. (EAD-CWM)

To use a range of small tools, including scissors, paintbrushes and cutlery. (PD-FMS)

Vocabulary: use, ideas, draw, experiment, change, materials, complete, cut,



Year 1/2 YEAR A

Developing, planning and communicating ideas.

To design (talk about, draw and list my ideas) with a purpose/audience in mind.

To draw on own experience to help generate ideas.

To suggest ideas/explain what they are going to do.

To model ideas in card and paper.

To research to develop design ideas.

Working with tools, equipment, materials and components.

To make a model with increasing independence.

To select from and use a wide range of materials and components, including ingredients, according to their characteristics.

To measure, mark out, cut (accurately) and shape a range of materials with support

To use tools e.g. scissors and a hole punch safely.

To assemble, join and combine materials/components together using a variety of temporary methods (including different glues, taping and split pin)

To use basic food handling and hygiene routines.

To use simple finishing techniques to improve the appearance of product.

Evaluating procedures and products.

To say what I like about my product and make suggestions for improvement.

To evaluate a product by discussing how well it works.

To evaluate products as they are developed, identifying strengths and possible changes.

Projects

- 1. Sliding pictures - Mechanisms**
- 2. Playground structures (Barnaby Bear) - Structures**
- 3. Salad - Food - Jamie Oliver**



Year 1/2 YEAR B

Developing, planning and communicating ideas

To explore and evaluate a range of existing products.

To design purposeful, functional, appealing products for themselves and other users

To generate, develop, model and communicate their ideas through talking, drawing and mock ups.

To identify a purpose for product.

To identify simple design criteria.

To make simple drawings and label parts.

Working with tools, equipment, materials and components.

To build structures, exploring how they can be made stronger, stiffer and more stable.

To select from and use accurately a range of tools to join, cut, shape and finish.

To measure and cut with some accuracy.

To use hand tools safely and appropriately.

To assemble, join and combine materials in order to make product.

To use basic sewing techniques.

To follow safe procedures for food safety and hygiene.

To choose and use appropriate finishing techniques.

To use mechanisms in models.

Evaluating procedures and products.

To evaluate against design criteria.

To evaluate products as they are developed, identifying strengths and possible changes they might make.

To talk about their ideas, saying what they like and dislike.

Projects

- 1. Space Buggy - Mechanisms - NASA engineers, the Mars Rover.**
- 2. Gingerbread - Food**
- 3. Bookmark - Textiles**



Year 3/4 YEAR A

Developing, planning and communicating ideas.

To design (talk about, draw and list my ideas) with a purpose/audience in mind.

To use research, investigate and analyse a range of existing products.

To consider purpose and identify the user/s when designing.

To establish criteria for a successful product.

To plan the order of their work before starting.

To explore, develop and communicate design proposals by modelling ideas.

To make drawings with labels when designing.

Working with tools, equipment, materials and components.

To make models/products with increasing independence and accuracy.

To begin to understand and use mechanical systems.

To select from and use a wide range of tools, techniques, materials and components, including ingredients, according to their characteristics.

Measure, mark out, cut, score and assemble components with some accuracy

Demonstrate hygienic food preparation and storage.

Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment, including ICT.

Evaluating procedures and products.

To evaluate ideas and products against own design criteria and make suggestions for improvement.

To be willing to change things if this helps improve work.

Projects

- 1. Healthy sandwich - Food**
- 2. Gift Box - Structures**
- 3. Pop up books - Mechanisms - Voitech Kubasta (engineered and illustrated pop up books)**



Year 3/4 YEAR B

Developing, planning and communicating ideas.

To understand how key events in design and technology have helped shape the world.

To consider purposes for which they are designing.

To make labelled drawings from different views showing specific features.

To develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making.

To investigate and analyse a range of existing products.

Working with tools, equipment, materials and components.

To select the correct tools (use accurately and safely) and materials (according to functional properties and aesthetic qualities), components and techniques to make a successful model from a wide range of choice

Construct products using permanent joining techniques.

Pin, sew and stitch materials together.

To understand and use electrical systems in products (series circuits incorporating switches, bulbs).

To prepare a salad demonstrating safe chopping and cutting.

To select appropriate tools and techniques.

To measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.

To join and combine materials and components accurately in temporary and permanent ways.

Evaluating procedures and products.

To evaluate ideas and products against design criteria.

To evaluate work both during and at the end of the assignment.

To evaluate products carrying out appropriate tests.

Projects

- 1. Textiles - Pencil Cases**
- 2. Electrical systems - Torch - Thomas Edison and David Misell**
- 3. Layered Salad - Food**



Year 5

Developing, planning and communicating ideas.

To research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.

To generate, develop, model (with prototypes) and communicate their ideas through discussion and annotated sketches.

To investigate and analyse a range of existing products.

To Brainstorm and identify a purpose for the product.

Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail.

Use results of investigations, information sources, including ICT when developing design ideas.

Working with tools, equipment, materials and components.

To understand and use mechanical systems in products.

To continue to develop the principles behind a healthy and varied diet.

To prepare and cook a savoury dish using different cooking techniques.

Select appropriate materials, tools and techniques and use safely.

Weigh and measure accurately (time, dry ingredients, liquids).

Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens.

Cut and join wood with accuracy to ensure a good quality finish.

Evaluating procedures and products.

To evaluate ideas and products against design criteria and consider the views of others to improve own work.

Evaluate product against the original design specification.

Evaluate personally and seek evaluation from others.

Projects

- 1. Bird Boxes - Structures - Charles Waterton**
- 2. Cams toys - Mechanisms**
- 3. Chilli - Food**



Year 6

Developing, planning and communicating ideas.

To research and develop design criteria to inform the design of an innovative, functional, appealing products.

To develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes.

To understand how key events and individuals in D&T have helped shape the world.

Develop a design specification.

Explore, develop and communicate aspects of design proposals by modelling ideas in a variety of ways.

Plan the order of own work, choosing appropriate materials, tools and techniques.

Working with tools, equipment, materials and components.

To select the correct tools (use accurately and safely) and materials (according to functional properties and aesthetic qualities), components and techniques to make a successful model from a wide range of choice

To apply their understanding of computing to program, monitor and control their products.

Assemble components make working models.

Construct products using permanent joining techniques.

Pin, sew and stitch materials together.

Evaluating procedures and products.

To evaluate ideas and products against own design criteria and consider the views of others to improve work.

Evaluate products identifying strengths and areas for development, and carrying out appropriate tests.

Record evaluations using drawings with labels.

Evaluate against original criteria.

Projects

- 1. Toy car - Electrical systems**
- 2. Bags - Textiles - Walter H. Deubner (reinforced paper bag)**
- 3. Cup cakes - Food - Nadiya Hussain**



Art Curriculum Intent Progression Document

Art Vision Statement

We know that children learn best through an exciting and engaging curriculum that both supports and stretches every child and gives them the potential to build on their learning over time. Every child's learning journey begins in the Early Years Foundation Stage where we Plant new ideas and concepts; these ideas then Grow over their time with us, giving all children the chance to Flourish and love learning. The values of a PRIDE are woven throughout the Curriculum; children are well-rounded individuals who take greater responsibility for their learning.

Intent

At Snape Wood Primary and Nursery School, we believe that Art should be aspirational yet accessible for all children. Every child is entitled to develop their critical and creative thinking skills and to build their knowledge and understanding of materials and techniques. Through the art taught at Snape Wood Primary, we seek to enable creativity through encouraging exploratory journeys. We, as teachers, feel it is our role to facilitate this journey. It is our aim that by the time every child leaves Snape Wood Primary School, they can feel as if they have found an area of art that is relevant and engaging to them.

Implementation

Art at Snape Wood Primary and Nursery School follows the National Curriculum objectives and is taught in half termly units using the Access Arts scheme so that children can achieve depth in their learning. Access Art offers a range of CPD opportunities, which we feel will help teachers teach art with increased confidence. For each unit, Art leaders have identified the key knowledge, skills and vocabulary which will be covered. Units have been carefully selected to ensure children build on prior learning and make links between units.

As a school, we feel it is extremely important to develop children's artistic skills and their creative flair. In EYFS, there is a focus on exploratory learning



which enables an open-ended, playful exploration of materials, processes and ideas, which in turn nurture dexterity skills and begin to build the child's confidence. Building on from this into KS1 and KS2, we have selected units which show a clear progression a range of skills including drawing, painting, sculpture, printing and collage. Alongside these skills, the children will study a variety of diverse artists. We promote the use of sketchbooks which provide the children with the opportunity to develop their journeying skills (exploration, testing, reflecting, understanding). Sketchbooks provide a space for children to play, explore, try and wonder and we use sketchbooks from Year 1 to Year 6.

Through Access Art, we are able to deliver a really exciting, rich and forward-thinking art education. The Access Art curriculum is designed to give more freedom to the children and it nurtures creative thinking skills and helps to ensure that the children learn through art.

At Snape Wood Primary and Nursery School, we endeavour to celebrate the children and their art. Through table top galleries, Big Arts Week and links with other schools, we have been able to share with the wider community. Children will have the opportunity to pursue their artistic interests through internal and external clubs.

Impact

Through the art curriculum, children develop the artistic knowledge and skills to help them become creative individuals. They also develop a love of art and the arts. Children's knowledge and skills develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent artists in secondary education. The work in children's sketchbooks evidences the broad and balanced art curriculum we deliver and demonstrates their acquisition of key knowledge and skills.



Foundation F2

Topic areas:

Autumn 1 - Painting

Autumn 2 - Patterns

Spring 1 - Colours

Spring 2 - Artists

Summer 1 - Drawing

Summer 2 - Make and Create

To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD-CWM)

To share their creations, explaining the process they have used. (EAD-CWM)

To begin to show accuracy and care when drawing. (PD-FMS)

To use a range of small tools, including scissors, paintbrushes and cutlery. (PD-FMS)



Year 1/2 YEAR A

Pathway: Spirals (Spring 1)

Disciplines: Drawing, Collage, Sketchbooks

Key Concepts:

That drawing is a physical and emotional activity. That when we draw, we can move our whole body.

That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.

That we can draw from observation or imagination.

That we can use colour to help our drawings engage others.

Pathway: Simple Printmaking (Summer 1)

Discipline: Printmaking, Collage, Drawing

Key Concepts:

That we can make a “plate” from which to “print”

That there is a relationship between plate and print: e.g. negative / positive.

That we can use print to create “multiples”

That we can explore line, shape, colour and texture to explore pattern, sequence, symmetry and intention.

Pathway: Playful Making (Autumn 1)

Disciplines: Sculpture, Drawing

Key Concepts:

That when we make art in 3 dimensions it is often called Sculpture.

That we can generate ideas through playful exploration.



That we can build understanding of the properties of materials through manipulation.

That making sculpture is a partnership between materials, ideas, hands and tools.

That we can reflect upon our intention when we see our ideas made physical.

Vocabulary:

Year 1/2 YEAR B

Pathway: Exploring the World through Mono Print (Autumn 1)

Disciplines: Printmaking (Mono Print), Drawing, Collage

Key Concepts:

When we make mono prints we use mark making to create one off prints.

When we make mono prints we create an impression of a drawing.

That we can generate playful narratives and inventions through drawing.

That we understand that using a range of marks will generate different effects when creating mono prints.

That we can create creative responses to different stimuli and make the work our own.

Pathway: Expressive Painting (Spring 1)

Disciplines: Painting, Sketchbooks

Key Concepts:

That artists sometimes use loose, gestural brush marks to create expressive painting.

Expressive painting can be representational or more abstract.

Artists use impasto and sgraffito to give texture to the painting.

Artists sometimes use colour intuitively and in an exploratory manner.

That we can enjoy, and respond to, the way paint and colour exist on the page.

Pathway: Stick Transformation Project (Summer 1)



Disciplines: Making, Drawing, Sketchbooks

Key Concepts:

That artists use their creativity to look at the world in new ways, and use their hands to transform materials into new things.

That making art can be playful and fun. That we can create things for other people to enjoy/use.

That we can use our imagination to help us shape the world.

Year 3/4 YEAR A

Pathway: Cloth, Thread and Paint (Autumn 1)

Disciplines: Painting, Sewing, Drawing, Sketchbooks

Key Concepts:

That artists can combine art and craft using painting and sewing together to make art.

That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image.

That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing.

That we don't have to use materials in traditional ways - it is up to us to reinvent how we use materials and techniques to make art.

Pathway: Making Animated Drawings (Spring 1)

Disciplines: Drawing, Animation, Sketchbooks

Key Concepts:

That artists can make animations by creating drawings which move in a sequence.

That we can use all our mark making skills and imagination to make our drawings visually engaging.

That we can use our moving drawings to share narratives.

Pathway: Telling stories through drawing and making (Summer 1)



Disciplines: Drawing, Sculpture, Sketchbooks

Key Concepts:

That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response.

That through making work in another medium we can make the work our own, re-interpreting and re-inventing.

That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour.

Year 3/4 YEAR B

Pathway: The Art of Display (Autumn 1)

Disciplines: Sculpture, Creative Thinking Sketchbooks

Key Concepts:

That artists think carefully not just about *what* they make, but also how they *present* what they make.

That when we view sculpture (or other art), the context (way it is presented) affects how we react to it.

That how something will be seen can help us shape what is made.

That we can give thought to how we display the art we make, to help us understand how people will view our work.

Pathway: Exploring Still Life (Spring 1)

Disciplines: Painting, Drawing, Collage, Sketchbooks, Relief

Key Concepts:

That when artists make work in response to static objects around them it is called still life.

That still life has been a genre for many hundreds of years, and is it still relevant today.

That when artists work with still life, they bring their own comments and meaning to the objects they portray.

That we can make a still life creative response in many media: drawing, painting, collage, relief...



That we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background, and negative space.

Pathway: Festival Feasts (Summer 1)

Disciplines: Sculpture, Painting, Drawing, Collage, Sketchbooks

Key Concepts:

That we can respond to a creative stimulus through lots of different media (paper, pen, paint, modelling materials and fabric) to work towards drawing, painting, collage, and sculpture.

That we can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art.

That we can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork.

That making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together.



Year 5

Pathway: making Monotypes (Autumn 1)

Disciplines: Printmaking (Monotype), Drawing, Painting, Collage, Sketchbooks

Key Concepts:

That Monotype is a process where we make images by transferring ink from one surface to another to make a single print.

That we can use the "distance" that monotype gives us between mark making and outcome to make images with texture and a sense of history/process.

That we can combine monotype with other disciplines such as painting and collage.

That we can make art by expressing our own personal response to literature or film.

Pathway: Set Design (Autumn 2)

Disciplines: Set Design, Making, Drawing, Sketchbooks

Key Concepts:

That designers and makers design "sets" which form the backdrop/props to give context to drama (theatre, film or animation).

That we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound.



That we can create our own “sets” to create models for theatre design, or backgrounds for an animation.

That we can take our inspiration from the sources of literature or music to inform our creative response and to capture the essence of the drama.

Pathway: Fashion Design (Summer 1)

Disciplines: Fashion, Painting, Collage, Sketchbooks

Key Concepts:

That designers bring their own culture, experiences and passions into their designs, for other people.

That as individuals we can grow our experience of the world by experiencing (seeing, listening, taking the time to understand) the creativity expressed by other people.

That we can use colour, pattern, line, shape, form, material, texture to express our creativity.

That when we design fashion, we can understand what it might feel like to wear the clothes. How would they change the person wearing or seeing them?

That when we design clothes, we can build an awareness of how 2d shapes might become 3d forms.



Year 6

Pathway: 2D Drawing to 3D Making (Autumn 1)

Disciplines: Drawing, Sculpture, Graphic Design, Collage, Sketchbooks

Key Concepts:

That drawing and making have a close relationship.

That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object.

That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork.

That we can use methods such as the grid method and looking at negative space to help us draw.

That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.

Pathway: Shadow Puppets (Spring 1)

Disciplines: Making, Drawing, Sketchbooks

Key Concepts:

That there are many traditions of using intricate cutouts as shadow puppets to narrate archetypal stories.



That artists and craftspeople adapt the traditions they inherit to make them their own, and to reflect the culture they live in.

That we can take inspiration from other artists and cultures and make the processes and techniques our own by using materials, tools and narratives which are important to us.

That we can work in collaboration with others to make a shared experience.

Pathway: Exploring Identity (Summer 1)

Disciplines: Collage, Drawing, Painting, Sketchbooks

Key Concepts:

That artists embrace the things which make them who they are: their culture, background, experiences, passions - and use these in their work to help them create work which others can relate to.

That people are the sum of lots of different experiences, and that through art we can explore our identity.

That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities.

That as viewers we can then "read" imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.



MFL (French) Curriculum Intent Progression Document

French Vision Statement

We know that children learn best through an exciting and engaging curriculum that both supports and stretches every child and gives them the potential to build on their learning over time. Every child's learning journey begins in the Early Years Foundation Stage where we Plant new ideas and concepts; these ideas then Grow over their time with us, giving all children the chance to Flourish and love learning. The values of a PRIDE are woven throughout the Curriculum; children are well-rounded individuals who take greater responsibility for their learning.

Intent

Our aim is to create passionate language learners, to add to the cultural diversity of our school community by giving them a solid foundation for learning a modern foreign language. We want our children to be excited and enthusiastic about their role as global citizens. Our goal is for children to be competent language users who are prepared for learning languages in KS3 and beyond.

Implementation

French at Snape Wood Primary and Nursery School follows the National Curriculum objectives and is taught in half termly units throughout the year using the Language Angels scheme, so that children can experience a variety of French language. The use of language angels is an excellent scaffold to



develop language acquisition due to correct pronunciation and language structure modelled by the interactive resources and teachers.

For each unit, French leaders have identified the key knowledge, skills and vocabulary which will be covered. Units have been carefully selected to ensure children build on prior learning and make links between units. As a school, we value the importance of developing children’s language learning skills: listening, speaking reading and writing.

All classes will have access to a high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons during alternate half terms in KS2.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes.

Impact

Our French curriculum is progressive. Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate. This ensures that children are ready to commence their KS3 language learning.

Year 3/4 YEAR A

To learn about France. (Autumn 2)

To be able to say how I feel. (Autumn 2)

To be able to ask, ‘what is your name?’ and reply. (Autumn 2)

To know numbers 1-10. (Autumn 2)

To know some colours. (Autumn 2)

To look up French vocabulary in a dictionary. (Autumn 2)

To learn the days of the week. (Spring 2)

To learn the months of the year. (Spring 2)

To learn numbers 11-20. (Spring 2)

To know some colours. (Spring 2)

To learn numbers. 21 - 31. (Spring 2)

To be able to name five fruits. (Summer 2)

To be able to name five more fruits. (Summer 2).



To be able to talk about 'one' and 'more than one' fruit. (Summer 2)

To say which fruits I like. (Summer 2)

To understand key words from a story. (Summer 2)

Year 3/4 YEAR B

To be able to say 5 things I can do. (Autumn 2)

To be able to say 5 more things I can do. (Autumn 2)

To be able to say things I can do. (Autumn 2)

To say, I am able to.... (Autumn 2)

To say, I am able to/not able to.... (Autumn 2)

To write a conversation between two people. (Spring 2)

To show I can count confidently to ten. (Spring 2)

To say how old I am. (Spring 2)

To say where I live and what nationality I am. (Spring 2)

To learn the 10s in French up to 100. (Spring 2)

To learn seven classroom objects. (Summer 2)

To learn five more classroom objects. (Summer 2)

To be able to say what is in my pencil case. (Summer 2)

To learn the different ways of saying 'my'. (Summer 2)



To learn how to say what is not in my pencil case. (Summer 2)

To look up French vocabulary in a French dictionary. (Summer 2)

Year 5

I can say how old I am. (Autumn 2)

To understand a person presenting themselves. (Autumn 2)

To learn the names of family members. (Autumn 2)

To learn how to say 'my' family member. (Autumn 2)

To say if I have brother and/or sisters. (Autumn 2)

To learn how to introduce my family members (Autumn 2)

To learn the four seasons. (Spring 2)

To learn vocabulary about winter. (Spring 2)

To learn vocabulary about spring. (Spring 2)

To learn vocabulary about summer. (Spring 2)

To look up French vocabulary in a French dictionary. (Spring 2)

To learn some food and drinks. (Summer 2)

To continue to learn some food and drinks. (Summer 2)

To be able to order food and drinks. (Summer 2)



To be able to order more than one item in a café. (Summer 2)

To present to an audience. (Summer 2)

Year 6

To know the days of the week. (Autumn 2)

To know the months of the year. (Autumn 2)

To recap date vocabulary. (Autumn 2)

To be able to read and say the date. (Autumn 2)

To say when my birthday is. (Autumn 2)

To learn the numbers 21-30. (Autumn 2)

To learn some names of items of clothing. (Spring 2)

To learn some more names of items of clothing. (Spring 2)

To be able to say what I wear. (Spring 2)

To describe clothing using colours. (Spring 2)

To use the possessive adjective 'my'. (Spring 2)

To say where I live. (Summer 2)

To say some rooms in a home. (Summer 2)

To name more rooms in a home. (Summer 2)

To say what is and isn't in my home. (Summer 2)

To look up French vocabulary in a dictionary. (Summer 2)



PE Curriculum Intent Progression Document

PE Vision Statement

We know that children learn best through an exciting and engaging curriculum that both supports and stretches every child and gives them the potential to build on their learning over time. Every child's learning journey begins in the Early Years Foundation Stage where we Plant new ideas and concepts; these ideas then Grow over their time with us, giving all children the chance to Flourish and love learning. The values of a PRIDE are woven throughout the Curriculum; children are well-rounded individuals who take greater responsibility for their learning.

Intent

At Snape Wood Primary and Nursery School, we believe in 'Sana mens in corpore sano': a healthy mind in a healthy body. It is a focus within the curriculum that activity matters and PE lessons are not optional. Our aim is to enable pupils of all abilities to have the opportunity to practice a variety of sports whilst building their skills upon prior knowledge showing progression year on year, extending both physical and intellectual demands on pupils. Importantly, we aim to develop PE expertise in all children giving them the skills they require to improve, rather than merely giving them a whistle-stop tour. Our focus is depth rather than breadth when promoting progression whilst also ensuring children understand the importance of healthy lifestyle choices and how they impact their fitness and wellbeing.



Implementation

PE at Snape Wood Primary and Nursery School follows the National Curriculum objectives and is taught in units throughout the year, so that children can achieve depth in their learning. For each unit, teachers have identified the key knowledge, skills and vocabulary which will be covered. Units have been carefully planned using the whole school PE progression map to ensure children build on prior learning and make links between units. A short narrative of how each unit builds on prior learning is shown in the whole school PE overview.

As a school, we value the importance of developing children’s knowledge throughout their time here. Our implementation is set out so that children build upon prior knowledge whilst learning new skills year on year. Children will complete new learning of invasion games, net and wall games, striking and fielding and athletics. By structuring the curriculum in this way, it ensures that children learn transferable skills that are useful in a range of many different sports and also are not requirement to repeat the same sport every year. We reason this to be more productive for children’s learning as varied practice is shown to get better results. It also enables the children to see and understand how their progression is led by their prior learning.

Primary pupils are expected to be able to use running, jumping, throwing and catching in isolation and in combination. They are required to play competitive games, modified where appropriate in a range of sports all covered within our curriculum. Children will also learn how to apply basic principles suitable for attacking and defending; develop flexibility, strength, technique, control and balance. We enable children to perform dances using a range of movement patterns; take part in outdoor and adventurous challenges both individually and within a team, whilst also comparing and evaluating their performances with previous attempts as well as that of their peers. Pupils are expected to be given upmost opportunity to swim 25 metres before they leave. Booster classes have been implemented to ensure we have done all we can to help in this vein. All pupils should be able to demonstrate and recognise the improvements they have made.

At Snape Wood Primary and Nursery School, we endeavour to make links in learning across the National Curriculum subjects. Where possible, PE units are linked to other subjects. For example, the outdoor and adventurous studies augment and build upon Geography knowledge of maps and cartography, while fitness and the choices that impact that links to RHSE units of learning on healthy eating.

Impact



Through the PE curriculum, children develop the knowledge and skills to help them explore, navigate and understand their existing sporting abilities as well as their routes of progression linking to their prior learning. Children’s knowledge and skills develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent in secondary education and healthy inside and outside of school. The feedback from children in pupil voice and performance in competition evidences the broad and balanced PE curriculum we deliver and demonstrates their acquisition of key knowledge and skills.

Foundation F2

To negotiate space and obstacles safely, with consideration for themselves and others. (PD-GMS)

To demonstrate strength, balance and co-ordination when playing. (PD-GMS)

To move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD-GMS)

To try to move in time with the music. (EAD-BI&E)

Vocabulary: space, obstacle, balance, in time, movement,



Year 1/2 YEAR A

Knowledge

Know some basic body actions

Know basic rules for simple games

Know how to find and use space safely in all lessons

Know how to score points in simple modified games

Dance

To perform basic body actions and move with control

To remember and repeat body actions in a simple pattern

To describe basic body actions

Vocabulary: control, stillness, space, pattern, perform

Gymnastics

To show basic control and coordination when travelling and when remaining still

To make their bodies tense, relaxed, stretched, curled

To copy the basic moves of a gymnast

Vocabulary: log roll, forward roll, teddy bear roll, travelling, stretch, push, pull, still, spring, tension, relaxed, apparatus, tuck, straddle, pike

Striking and Fielding

To use basic underarm rolling and hitting skills



To intercept, retrieve and stop a bean bag or medium sized ball with more consistency

To sometimes catch a bean bag or medium size ball

Vocabulary: underarm, roll, hit, stop, retrieve, catch

Invasion

To throw and kick a ball in a variety of ways

To track balls sent to them moving in line with the ball to receive it

To move with a ball in and out of cones

Vocabulary: pass, receive, dribble, speed, team, netball, basketball, handball, football, hockey,

Net and Wall

To send an object using a hand or a bat to a partner or target space

To move towards a ball to return it with hand or bat

To score a point against an opponent over a line or small net

Vocabulary: send, bat, return, opponent, tennis, volleyball, catch, throw, net,

Athletics

To develop fundamental skills of hopping, skipping, jumping, throwing, running, jogging etc

To travel quickly and slowly

To evaluate their performance using time

Vocabulary: walk, jog, throw, target, high, low, skip, aim, fast, slow, jump, safely, bean bag, hoop,

Outdoor and Adventurous

To move safely from one place to another along a simple path **Fa**

To locate signs and clues within a known environment

Vocabulary: safety, path, clues, signs, symbols,



Year 1/2 YEAR B

Knowledge

Knows that position of the body affects accuracy when throwing

Know different dance expressions

Know the rules for the games they play

Know what makes a good gymnastic routine

Know the best way to catch a ball

Know how to land safely after jumping

Dance

To choose and perform different body actions that express an idea, mood or feeling

To perform a short dance with control and coordination that link body actions

To describe how dancing affects their body

Vocabulary: feeling, expressions, intercept, target, beginning, middle, end, direction, speed, rhythm,

Gymnastics

To perform a sequence that shows a clear change of speed

To perform a variety of basic gymnastic actions with coordination and control

To say why they think gymnastic actions are being performed well

Vocabulary: coordination, control, twisted, sequence, speed, land, posture, points, shapes,



Striking and Fielding

To perform basic skills of rolling and striking with more confidence during a range of simple games

To throw a ball towards a given target accurately

To catch different sized balls with more consistency

Vocabulary: striking, aiming, target, direction, overarm throw, tracking a ball, Softball, Cricket, posts, stumps, bowl, pull shot

Invasion

To throw and catch a ball with a team member

To intercept a ball using hands and/or feet

To play simple attacking and defending games

Vocabulary: intercept, tracking, space, controlling, attack, defence, dribble, shoot,

Net and Wall

To hit a ball with both hands or a racquet with some consistency

To track the path of a ball over a line or net and move towards it

To play a modified game by sending and returning a ball over a line or small net

Vocabulary: racquet, net, direction, game, tennis, volleyball, 2 person pass,

Athletics

To develop fundamental skills to access a broad range of activities to enhance their agility, balance and coordination

To perform 2:2, 2:1, 1:2, 1:1 jumps and land with control

To attempt a range of throwing techniques to improve accuracy

Vocabulary: bounce, leap, land, overarm, underarm, accelerate, take off, evaluate, obstacle,

Outdoor and Adventurous

To know which way a map is orientated

To follow a short trail with support

To solve a problem using the environment to help them

Vocabulary: map, trail, plan, problem, environment



Year 3/4 YEAR A

Knowledge

Knows how to stay safe when doing outdoor adventurous activities

Know why tactics are important

Know the basic rules of some invasion, net and wall, striking and fielding games

Know that hitting a ball further increases the chances of scoring more points/runs

Knows how to keep count of a score

Know the best way to catch different sized balls

Know what a dance phrase is

Know that altering the movement of body parts during performance affects the end result e.g. swinging arms and bending knees to jump further from a stationary position

Dance

To improvise freely from a given stimulus

To create and share a dance phrase independently or with a partner/group

To suggest improvements to their own and other's dances

Vocabulary: repeat, dance phrase, improvisation, gesture, character, analyse, formation, pivot, tempo, timing

Gymnastics

To use their own ideas for movements in response to a task including shape, action and balance



To plan sequences of contrasting actions using apparatus and floor space
To compare gymnastic sequences commenting on the similarities and differences

Vocabulary: combine, contrast, evaluate, improve, contrasting, strength, suppleness, inverted,

Striking and Fielding

To strike a stationary ball into a target area

To catch a ball with both hands at different heights using the correct technique

To retrieve a ball and throw it back to a partner

Vocabulary: Space, point, position, English Catching, Australian Catching, retrieve, pitch, wicket, defence, offence, lay-up,

Invasion

To score goals using the appropriate technique

To pass and dribble with control without an opponent

To keep possession of a ball by throwing and catching

Vocabulary: scoring, shooting, evading, possession, making space, bounce pass, chest pass, overhead pass, shoulder pass,

Net and Wall

To begin a game by using a simple serve

To play a continuous game by throwing, catching and simple hitting

To move forward to return a ball over a net and into a boundary

Vocabulary: underarm serve, bounce or drop serve, court, set shot, shuttle cock, net, racquet, strings,

Athletics

To run at fast, medium and slow speeds

To throw objects using a range of techniques

To jump from a stationary position and land correctly

Vocabulary: distance, stationary, technique, sling, sprint, steady pace, accuracy, height, record, heartbeat, time, obstacles, stance, javelin, shot put, discus, stop watch, long jump, vertical jump,

Outdoor and Adventurous

To identify where they are using a simple plan of their environment

To follow a short trail using a simple plan

To respond positively to a problem they are set

Vocabulary: route, trust, communication, direction, partner and team work



Year 3/4 YEAR B

Knowledge

Know what a relay is and the rules for when to run

Know the rules main rules of the invasion, net and wall, striking and fielding games they are participating in

Know that they need to attack and defend to be successful

Know the correct techniques for throwing and catching

Know some tactics for attacking and defending across a range of sports

Know that you can improve strength and suppleness

Dance

To use simple movement patterns to create dance phrases independently, with a partner or in a small group

To use dynamic, rhythmic and expressive qualities whilst performing dance phrases and dances

To describe and interpret a dance performance

Vocabulary: repetition, action, reaction, agility, emotion, endurance, muscular, flexibility, stamina

Gymnastics

To perform actions, balances and body shapes with control

To plan, perform and repeat longer sequences that include changes in direction and level, clear body shapes and controlled movement



To perform a sequence following a pathway in time with a partner and describe successes

Vocabulary: 90 degrees, 180 degrees, approaching, combine, rotation, stamina, tucked, constructive, refine, stride length,

Striking and Fielding

To field a ball by stopping it or catching it, using the correct technique

To strike a ball and run to distance bases

To throw a ball over arm accurately at a short-distanced target

Vocabulary: pull, hook, boundary, innings, off drive, on drive

Invasion

To use appropriate tactics to keep possession and help their team to score

To pass and dribble with control under pressure

To move into position to score

To play games using a range of throwing and catching techniques

Vocabulary: travel, support partner, points, goals, technique, position, non contact, footwork, 3 pointer, stance, jump shot, contact,

Net and Wall

To return a served ball using either side of the body

To choose ways to send a ball to make it difficult for an opponent to return

To use defensive tactics to defend the court, moving into different positions

Vocabulary: forehand, backhand, volley, rally, dig shot, underarm serve,

Athletics

To combine running and jumping activities with control

To throw a variety of objects, changing their throwing action for distance and accuracy

To take part in relays over a range of distances remembering when to run

Vocabulary: relay, changeover, handover, joints, leading leg, trail leg, measure, pulse rate, hurdles, preferred, landing foot, stamina, diagonal, approach, relay, baton, hurdles, triple jump, symmetry

Outdoor and Adventurous

To use maps and diagrams to orientate themselves

To travel around a simple course using a map

To plan a simple physical challenge with a partner or group

Vocabulary: rules, maps, orientate, physical challenge, pace



Year 5

Knowledge

Know the difference between sprinting and running for sustained periods

Know the correct techniques for jumping e.g. triple jump, high jump, long jump

Know the correct techniques for throwing e.g. discus, shot put, hammer throw

Know different styles of dance

Know the rules and scoring systems for the sports they participate in

Know the swimming strokes: front crawl, back stroke, breast stroke, butterfly

Know the correct swimming techniques for all strokes

Know the names of different shots, strokes and positions in a range of sports

Know the safety requirements when swimming and around poolside

Dance

To adapt and refine the way they use weight, space and rhythm in their dances

To express themselves in the style of dance they perform

To recognise and comment on dances showing an understanding of style

Vocabulary: dance style, transfer weight, technique, variation, unison, back point step, posture, collaboration, endurance, fluency, muscular strength, carousel, continuous,

Gymnastics



To link and perform multiple sequential elements including changes in level, direction and speed

To choose actions, body shapes and balances with a sequence

To use a basic criteria to make judgments on a performance and suggest improvements

Vocabulary: dynamics, mirroring, matching, accurately, display, cool down, warm up, spin, joints, muscles, take off, flight, criteria, sequential elements, point of balance,

Striking and Fielding

To score points by hitting a ball and running to the target

To move feet to catch a ball at different heights and levels, one and two handed

To field moving and stationary balls using correct technique

To throw a ball from distance to a desired fielder/ target area using the correct technique

Vocabulary: on drive, off drive, defensive, fielding, rounder, backstop, stance, grip, runs, rounder,

Invasion

To mark opponents and help each other whilst defending

To use tactics to help their team keep the ball including passing and dribbling

To use tactics to create scoring opportunities and shoot with control during games

Vocabulary: keeping possession, shielding, marking, double dribble, centre, wing attack, goal shooter, goal attack, goal keeper, goal defence, thirds, travelling

Net and Wall

To play a range of shots on both sides of the body, moving feet to hit the ball

To apply control when returning a ball including foot placement, shot selection and aim

To play modified sending and returning games with others, keeping track of their own scores

Vocabulary: overhead serve, singles, foot placement, shot position, ready position, rally, spike shot, forehand, backhand, lift, drop shot, flick serve

Athletics

To throw with accuracy and power into a target area

To perform a variety of jumps using the correct technique with a short run up

To run over long distances for sustained periods of time

Vocabulary: pacing, trajectory, release, performance, hammer throw, long distance,

Swimming

To swim 25m on front unaided

To swim 25m on back unaided



To develop strokes for travelling in water, on front and back with and without support

To swim for distance, at an appropriate pace, being able to travel further

Vocabulary: front crawl, backstroke, breast stroke, width, length, 25m, pace, stamina, treading water,

Year 6

Knowledge

Know all the rules, scoring systems and positions for the sports they participate in

Know how to play doubles games including rules and strategies

Know the best strategies for running events at different distances

Know what would make an excellent dance or gymnastics routine

Dance

To work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances

To use appropriate criteria to evaluate and refine their own and other's work

To perform a dance to an accompaniment expressively and sensitively

Vocabulary: motif, interpret, exploration, criteria, accompaniment, expressive, sensitive, choreograph, beat, pose,

Gymnastics

To plan, design and perform innovative routines and sequences using different apparatus and floor space



To show an awareness of factors influencing the quality of a performance and suggest aspects that need improving

To combine and perform gymnastic actions, shapes and balances at different levels and speeds

Vocabulary: co-operate, audience, assessment, aesthetics, extension, judgement, inverted, counter-balance, parallel, timing, asymmetrical,

Striking and Fielding

To strike a bowled ball with precision to score the most runs

To use strategies and tactics in game situations to beat opponents

To field a ball quickly and effectively to prevent teams from scoring runs

To bowl a ball over arm or under arm using the correct technique

Vocabulary: wicket keeper, off side, on side, square leg, cover fielder, cut shot, hook shot,

Invasion

To choose the right tactics for attacking and defending

To support players to score goals

To keep possession of a ball using different techniques e.g. passing, controlling, dribbling

To use marking, tackling and/or interception to improve their defence

Vocabulary: repossession, covering, width,

Net and Wall

To use forehand, backhand and overhead shots with more confidence in games

To make appropriate choices in a game about the best shot to use and apply tactics effectively to be successful

To develop doubles play

Vocabulary: doubles, top spin, slice, smash, overhand serve, smash, lob,

Athletics

To choose the best pace for a running event to improve on personal targets

To show correct technique and accuracy when throwing for distance

To show control at take-off and landing in jumping activities

Vocabulary: trajectory, sprint start, standing start, push technique,

Outdoor and Adventurous

To find solutions to problems and challenges

To respond positively when the task or environment changes and the challenge increases

To work increasingly well in a team, understanding their own roles and responsibilities

Vocabulary: roles, responsibilities, positive mental attitude, environment,



Snape Wood Days Curriculum Intent

A celebration of Snape Wood Primary and Nursery School's Life and Culture. A place where we come together to grow and learn as a team to be great humans, ready to take on the challenge of living on this wonderful planet. The values of PRIDE are woven throughout the Snape Wood Days Curriculum; children are well-rounded individuals who take greater responsibility for their learning.

Wellbeing

Children's wellbeing is of a high priority for all staff in school. Children are taught a variety of strategies to promote good mental health and wellbeing in assemblies, clubs, PD, whole class sessions such as healthy lifestyle choices, mindful activities, calming breathing etc. There are mindfulness clubs held across the school during lunch times.

The school SENCO is a trained mental health first aider and staff receive CPD on mental health and wellbeing for children.



Additionally, staff have the opportunity for supervision with several members of trained staff across the school leading on this.

There are six afternoons woven throughout the year, with different themes, to support and promote mental health and wellbeing of children.

- **Welcome**
- **Rest**
- **Friendship**
- **Physical Health**
- **Games**
- **Feelgood**

Faith and Culture Day

To learn about and appreciate different cultures and religions in our community and across the world.

To value and celebrate the religions and cultures represented in our community.

To celebrate diversity and difference while promoting respect and unity in our community and beyond.

To explore cultures and religions through dance drama and art.

To promote own unique and family identities through wearing special clothes, talking about customs and rituals, sharing food etc.

Performances

Each year group has the opportunity to work as a class/year group to prepare, rehearse and perform for peers, parents and carers. Performances include F2 Nativity, Y1 Spring Play, Y2 Summer Play, 'Christmas Sing' performances, Y3-6 Class assemblies, Y6 end of year show, 'clubs' performances.

To develop courage and confidence to perform on a stage/for an audience.

To learn lines, songs and dances.

To perform with projection, clarity and expression.

To experience the 'feel' and thrill of performing as a group, working on a longer term task

World Book day



- To share a love for reading and books.**
- To experience and participate in drama/theatre productions/workshops.**
- To explore books and story in imaginative and creative ways.**
- To explore books and stories through role play.**
- To explore and discover different authors and genres.**
- To become authors and illustrators, writing and creating own texts, stories and books.**

Science Day

- To develop curiosity and excitement about science.**
- To ask questions about the world around us.**
- To use and apply scientific vocabulary.**
- To ask questions and carry out investigations at school and at home.**
- To complete science investigations developing age related science skills.**

Green Day

- To promote a love, awe and wonder for our planet.**
- To begin to understand environmental issues that affect the world.**
- To care for our immediate school environment and community.**
- To promote and look for ways to care for our planet now and in the future (work with charities/walk to school/recycling/outdoor spaces/healthy living).**

Big Arts week

- To explore, experience and develop a variety of 'arts' subjects eg. art, dance, drama, poetry on a theme (often linked to a famous painting).**
- Develop age related art skills (see art).**
- To work collaboratively developing planning, communication and cooperation skills.**
- To develop multimedia techniques.**
- To have the opportunity to work on a large scale.**

Careers' Week

- To begin to understand the world of work, jobs and careers.**
- To understand the reasons we work.**
- To develop career aspirations, hopes and dreams.**



- To learn about different jobs.**
- To match and begin to identify own strengths, skills and gifts.**
- To prepare questions, speak to and learn from adults/parents/local businesses from a variety of careers (develop community links).**
- To challenge gender stereotypes in the workplace.**
- To learn about real/fantasy jobs.**
- To learn about jobs in the past/future.**
- To learn about the emergency services.**

Festival

- To come together and celebrate as a whole school community.**
- To work together, create, perform and experience different arts workshops, activities and performances.**
- To experience and enjoy music from a range of genres.**
- To learn and perform a range of popular songs (sing in unison).**

Geography - explorer day

- To know about similarities and differences in relation to place**
- To make an imaginary map with symbols / a simple key**
- To develop curiosity and excitement about geography**
- To ask questions about the world around us**
- To use and apply geographic vocabulary**
- To ask questions and carry out mapping investigations**
- To complete geography-based investigations developing age related mapping skills**

History Day

- To inspire pupils' curiosity to know more about the past.**
- To understand people's lives and the challenges of their time.**
- To compare the similarities and differences between how people lived in the past and now.**
- To ask perceptive questions and think critically.**
- To gain understanding of their own identity through learning about others.**



Visits/Visitors and Residential Curriculum Intent Progression Document (*Enriching the Curriculum*)



Vision Statement

We know that children learn best through an exciting and engaging curriculum that both supports and stretches every child and gives them the potential to build on their learning over time. Every child's learning journey begins in the Early Years Foundation Stage where we Plant new ideas and concepts; these ideas then Grow over their time with us, giving all children the chance to Flourish and love learning. The values of a PRIDE are woven throughout the Curriculum; children are well-rounded individuals who take greater responsibility for their learning.

Intent

At Snape Wood Primary and Nursery School, we believe that the purpose of visits and visitors is to cement the curriculum; both visitors and visits can enhance and deepen knowledge. These experiences are not planned in as



standalone lessons. Our visits and visitors provide opportunities for generating questions, further research and extended writing opportunities. The aim is that these experiences bring learning to life and support long-standing learning.

Our intention is for all children to be included within educational experiences. We use PP funding to help support families with costing.

"I would argue that visits should be part of every child's entitlement - every year group should have at least one visit to a local place of interest, however simple and humble, as part of their experience." Mary Myatt.

Implementation

All educational visits are planned in line with the curriculum as enjoyable yet purposeful experiences where learning is maximised.

"The bits I most remember about my school days are those that took place outside the classroom, as we were taken on countless theatre visits and trips to places of interest." Alan Bennett.

One of our main goals is to include the community within school life and our educational experiences reflect this. This includes religious visits within Nottingham, the use of Wollaton park and other historical buildings such as the dovecote as well as parents and families. Additionally, we support our local secondary school with their PE courses, where children can develop their physical abilities and showcase their talents. We believe that when there is a richness of local voices and views from the community we live in, then robust learning takes place.

Specialist visits also form our curriculum. We have been fortunate enough to have experiences during residential such as York minster (RE, History), the Space Centre at Leicester (Science), Conwy Castle (History). Our curriculum feeds into these experiences and they can be used as 'hooks' or 'pathways' into learning, or used at the peak of a series of lessons to further embed knowledge. Through prior teaching, children are helped to fit new knowledge into their existing schema.

Impact

Through the well planned and carefully constructed learning experiences and visitors we can ensure that children *"know more and can do more."* We are enabling children to embed learning into their long-term memory and create platforms of learning with which they can build upon and flourish.

"Learning beyond the classroom facilitates life changing educational experiences, motivate disengaged learners and increase attainment and aspirations." DofE, 2006.



Foundation Stage F2

St. Leonards C of E Church

To know how Christians welcome babies into the Christian Church

To consider who Jesus was in the nativity story

White Post Farm

To look at the similarities and differences between a town and a farm

Wollaton Library

To enjoy a love of books

To know a local community venue

To know what a library is



Year 1/2

Sherwood Pines

**To experience, talk about and enjoy a wooded area for the day.
To create a clay sculpture to inspire story telling.**

St Leonard's C of E Church

**To know how Christians prepare for Christmas
To ask questions about what happens and why in a church, especially at Christmas
To know the Christian Holy symbols and books**

Mosque - Masjid Sultania

**To visit a holy building (Mosque)
To ask questions about what happens and why in holy buildings
To recognise that holy buildings are connected to beliefs about worshipping**

Wollaton Park - Autumn Walk

To identify signs of autumn



Wollaton - Park plant hunt

To identify signs of spring

To sketch plants in their environment

Sleepover

To demonstrate courage when experiencing new things.

To show resilience when things feel challenging.

To experience one night away from home.

To develop and design ideas through discussion.

Act as a whole group and encourage everyone to join into an activity.

Manor Farm

To know that animals have offspring which grow into adults.

To describe the basic needs of animals including water, food and air.

To say what materials animals produce.

Christian Visitor - Baptism

To know about the baptism ceremony

To know how families celebrate baptism

Dovecote

To know that Sir Francis Willoughby built the Dovecote

To know why the Dovecote is significant

To learn about the history of the Dovecote

Tennis Centre

To learn a range of tennis skills (in line with their curriculum)

To develop personal, social and emotional skills

To learn and understand the rules for tennis

To appreciate the etiquette of tennis and respect for the professionals and the game



Year 3 / 4

Egyptians - Leicester Museum
To explore Egyptian artefacts

Sikh Gurdwara
To recognise the significant features of a Gurdwara.
To connect features of a Gurdwara to religious practices.

Wollaton Park - Field of View - Geography Fieldwork

To look at human and physical features of the local area
To complete a field of view sketch



Roman Day

To know about the power of the Roman army

To appreciate how artefacts help us to build up an accurate picture of how people lived in the past

To explain how people in the past cooked and travelled differently and used different weapons

York

To demonstrate courage when experiencing new things.

To show resilience when things feel challenging.

To experience 2 nights away from home.

To further develop social skills.

To appreciate the value of money in a real life context.

To build and develop human and physical geographical knowledge about York.

York Minster

To know how significant life events are marked in a church

To understand how and why Christians use music to express their belief and devotion

To make links between Bible scripture and Christian songs.



Year 5

Viking Day

To understand how the Vikings wrote

To use drama to re-enact a raid

Space Centre

To describe the movement of the Earth and other planets relative to the sun in the solar system.

To describe the movement of the moon relative to the Earth.

To describe the sun, Earth and moon as approximately spherical bodies.

To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

William Booth Birthplace (RE)

To know who William Booth is and why he is a significant figure in Nottingham

Shakespeare Visitor

To re-enact a Shakespeare play

To enjoy a retelling of a famous Shakespeare play



Year 6

Jewish Visitor

To understand about the Jewish culture (linked to RE and History)

Foodbank Visitor

To know about the vital role of foodbanks in our community

Conwy

To develop independence and learn to manage and organise myself away from home.

To develop social skills.

To appreciate the value of money in a real life context.

To develop emotional resilience.

To develop self-confidence and self-belief when tackling tricky situations.

To develop an empathy for those around me who might find a situation difficult.

Galleries of Justice

To understand the chronology of crime and punishment through time

To re-enact a courtroom and understand the judicial system