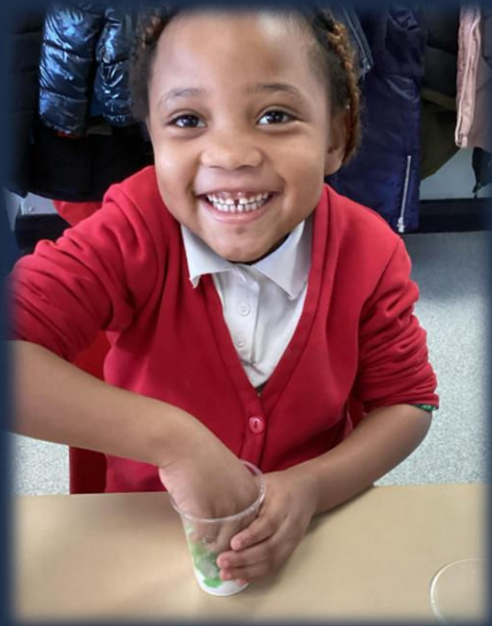




Glapton Academy
A L.E.A.D. Academy

Rooted in values,
growing together

The Glapton Academy



Curriculum



The Glapton Academy Curriculum Overview

Rooted in values,
growing together

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Curriculum Vision

At Glapton Academy, we deliver a creative, well-sequenced curriculum that is ambitious for all pupils. The curriculum is rooted around our **FAMILY values** of **Friendship, Aspiration, Motivation, Inclusion, Learning** and **You Matter**. It is carefully planned to ensure clear progression in knowledge, skills and vocabulary from Nursery through to Year 6, preparing children well for the next stage of their education.

Our topic-based approach provides full coverage of the National Curriculum, with knowledge organisers and progression documents clearly setting out curriculum intent and supporting teachers and leaders to articulate and deliver high-quality learning.

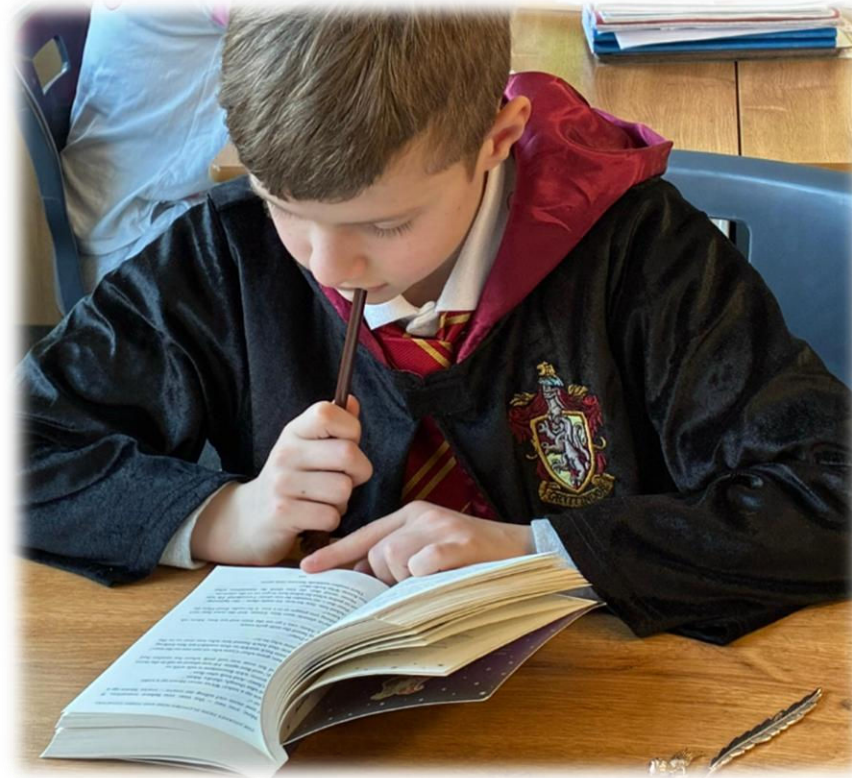
Learning is brought to life through visits, visitors, themed days and weeks, including STEM week, Challenge and Enterprise activities. These experiences deepen understanding, develop independence, teamwork and problem-solving skills, and enrich pupils' cultural capital. KS2 pupils further develop independence through a residential visit.

Reading is at the heart of our curriculum. We teach phonics using *Read Write Inc* and develop comprehension through the VIPERS approach. Targeted support ensures that all pupils, including vulnerable readers, make strong progress.

Our curriculum promotes inclusion, British Values and respect for diversity, with opportunities to learn about different cultures, religions and global communities. Pupils develop confidence, responsibility and leadership through performance opportunities, pupil roles and strong community links.

High-quality teaching ensures all pupils work towards the same ambitious learning goals, with appropriate support and challenge so that every child can succeed and enjoy learning.

Curriculum Model



Curriculum Flowchart

Values

- The curriculum will be based on our FAMILY values – Friendship, Aspiration, Motivation, Inclusion, Learning and You Matter.
- These values are what our children need to thrive and succeed.

Statutory Documents

- Our curriculum meets and exceeds that of the National Curriculum and Early Years education frameworks.
- We use the RE agreed syllabus.

Progression Documents

- These **key knowledge progression documents** contain key **substantive, procedural** and **disciplinary knowledge** across all subjects. These show the end points for each subject at each age group.

Long Term Plans

- The curriculum lead oversees all work to ensure a sequential and progressive curriculum. They ensure links are made across year groups and subjects through deliberate and diverse **content choices**.
- The **Whole school long-term plan** sets out what pupils in each year group will be taught in all subjects through a **termly enquiry or discrete teaching**.

Medium Term Plans

- The **learning sequences and objectives** are plotted on an **enquiry** and a **discrete medium-term plan**. **Sticky knowledge** we want children to know and remember is clearly identified, alongside ambitious, **vocabulary**. This decision is checked by the subject leader, as the expert of the curriculum progression in school.

Lessons and Recording

- Individual lessons are then planned using the **lesson design model**. At this stage, learning will be **adapted for pupils with SEND**, using the **QFT and subject-specific SEND adaptation sheets**. These ensure teachers provide access to lesson content with no lowering of ambition for these pupils.

Learning Journey

- A '**learning journey**' display is built up throughout the enquiry. Included on the learning journey will be **sticky knowledge** and **key vocabulary**.
- At the end of each enquiry, children **answer the enquiry question** and showcase an **authentic outcome**, demonstrating the knowledge they have gained.

Curriculum Action Plan

Subject			Name			Date		
Topic titles and Topic Questions								
Autumn -			Spring -			Summer –		
	Development Areas		Who	When	Resources		Evidenced	Impact
Aut								
Spr								
Sum								
Evaluation – What have you learnt – Steps for next year								
Aut								
Spr								
Sum								

Curriculum & Treetops LTP

Curriculum Topics and Questions

Curriculum Overview						
Year Groups	Autumn	Enrichment	Spring	Enrichment	Summer	Enrichment
EYFS	Autumn 1 Marvellous Me What makes me special?	Autumn 2 Marvellous Me What makes a community?	Spring 1 Home Sweet Home What is special about where I live?	Spring 2 Excellent Explorers Where will my travels take me?	Summer 1 My Wonderful World What makes the world wonderful?	Summer 2 My Wonderful World What makes the world wonderful?
Year 1&2 Cycle A	Protective walls and people How can buildings and people protect others? 6.5 weeks	1 st Half Term Castles - Nottingham Castle Visit 2 nd Half Term 7 Weeks	Pole to Pole Why is the weather around the world so different?	1 st Half Term Hot and Cold 2 nd Weather Explorers Day!	Nature Makers! How can nature inspire artwork?	Clay Creatures Natural 1 st Andy Goldsworthy 2 nd Richard Long
Year 1&2 Cycle B	London's Burning How have London's lives changed over time?	1 st Half Term – GfofL 2 nd Half Term - Victorians Building London buildings and then setting them on fire.	UK and Me What makes the UK special?	Local area walk and map making day!	Colour Shape and Splash! How do artists use colour to show feelings and ideas?	Giant outdoor painting (Kandinsky & Matisse)
Year 3&4 Cycle A	Flint to Fortresses Stone Age to the Iron Age How did Britain change from the Stone Age to the Iron Age?	1 st Half Term – Stone Age Art day – Cave drawings 2 nd Iron Age	Forces of Nature How do physical forces shape our landscapes?	1 st Half Term - Volcano making and 2 nd Half Term - earthquake simulation	Pattern, Print and Portraits How do artists use pattern to tell stories?	Paint a family member 1 st William Morris Print and Pattern 2 nd Van-Gough Portrait
Year 3&4 Cycle B	Empires and Overlords Do powerful empires always benefit the people they conquer?	1 st Half Term – Romans 2 nd Half Term – Ancient Egypt (New walk Leicester Museum at the start of half term)	Settlers and Earth's Scars Why do people choose to settle where they do? Rivers	An orienteering day 1 st Half Term – Rivers 2 nd Half Term - Settlers	Make, Build, Create How do artists express themselves in 3D sculpture?	Local Artist visit 1 st Chris Campbell – Sculptor - Nottingham 2 nd Barbara Hepworth
Year 5&6 Cycle A	Raiders and Rulers Vikings & Anglo Saxons then Tudors Who had the biggest impact on Britain: the Anglo-Saxons or the Vikings?	Tudor Visits Get the specialists workshop or Selly Manor or Burghley House Why was the Tudor period a time of change?	Coast to Coast Country to Country Are global trade routes worth the environmental impact?	1 st – Trade routes 2 nd How does longitude and latitude effect how people live? Navigation – fieldwork, compass points,	Faces, Feelings and Identity How do artists represent people and emotions?	Picasso – Portraits Banksy – Feelings and Meanings
Year 5&6 Cycle B	From Gods to Gas Masks 1 st Ancient Greece and 2 nd WW2 (including local history) Why do some periods of history leave a lasting legacy?	Notts Outdoors (Sherwood Forest or Holme Pierrepont) Newark Air Museum National Holocaust Museum	Amazing Americas Biomes, comparisons, physical & human geography, local area – comparison of Amazon and river trent How do environments and cultures differ across the Americas?	Our Changing World – erosion, settlements, coastlines, landscapes Twycross Zoo Biomes and environmental impact	Our changing landscapes How have city landscapes changed over time and why?	LS Lowry – From Mills to Cityscapes Michelle Reader – 3D sculpture – landscape linked to conservation

Lesson Expectation

OUR LESSONS – HIGH QUALITY, EVERY TIME

HIGH EXPECTATIONS FOR ALL

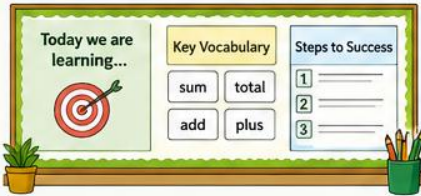
High expectations for all will be demonstrated by staff and children.



- ✓ Effort
- ✓ Behaviour
- ✓ Learning
- ✓ Presentation

WORKING WALLS

Working walls will show current learning and will be used in every lesson to model key learning points.



ENGAGED IN LEARNING

All children will be engaged in learning.



All lessons follow the school's lesson design



REVIEW

Activate prior knowledge, recall, make connections and set the learning for today.



INSTRUCTION

Explicit teaching – model, explain and demonstrate new learning in small steps.



GUIDED PRACTICE

Practise together with support, questioning and feedback to build understanding.



INDEPENDENT PRACTICE

Apply learning independently with scaffolds removed gradually.



PLENARY / REFLECTION

Evaluate learning, discuss next steps and reflect on progress.

ADULTS IN THE ROOM

Adults in the room will either be working with a targeted group of children or 'working the room' to gather AfL.

Targeted Group



Working the Room



QUESTIONING TO MOVE LEARNING ON

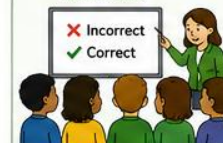
A range of questioning will be used by adults – to check understanding, to challenge, to support and to move learning on.



ADDRESS MISCONCEPTIONS

Misconceptions will be addressed as they arise – either whole class or more individualised when necessary.

Whole Class

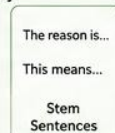
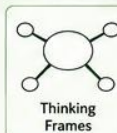
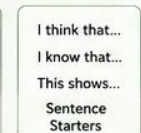
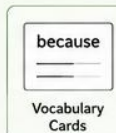


Individual Support



CHILDREN'S LEARNING AREA – SCAFFOLDS TO SUPPORT LEARNING

Children's learning area will demonstrate a variety of scaffolds which will support their learning. These will not all be used simultaneously.



PRIDE IN OUR WORK

Children will take pride in their work and staff will hold high expectations of the children's presentation in books.



Neat



Careful



Underlined with ruler



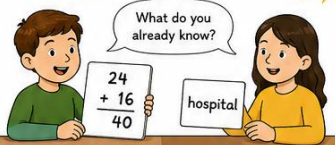
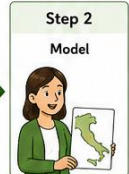
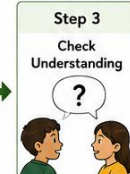
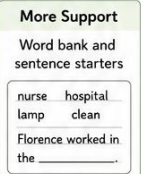
Best Effort

Lesson Expectation

Core Lessons EEF – Gradual release of Responsibility)	Quality First Teaching EEF – 5 A Day
Review & Activate Prior Knowledge Flashback 4 – Verbal/Whiteboards Maths – Recorded Curriculum and foundation – Engage and Hook Questions or vocabulary to discuss - flashcards, working through a problem collaboratively.	Explicit Instructions Clear explanations accompanied by visual frameworks or diagrams.
Explicit Instruction (I Do) Introduce a new concept in small steps	Cognitive Science Strategies Built-in opportunities for retrieval practice, dual coding (using images alongside spoken words), and spaced repetition
Guided Practice (We Do) Whiteboards, Choral responses, hinge questions, misconceptions, modelled write	Scaffolding Temporary supports (like writing frames or concrete resources) that are gradually removed as independence grows
Independent Practice (You Do) Apply knowledge independently – scaffolded to allow for success	Flexible Grouping Seating and pairing children dynamically based on immediate diagnostic assessment rather than fixed "ability" tables.
Plenary/Reflection Opportunity so children can talk about their work – misconceptions, next learning	Technology Integration Using visualisers or interactive tools <i>only</i> when it makes the specific learning mechanism more accessible.

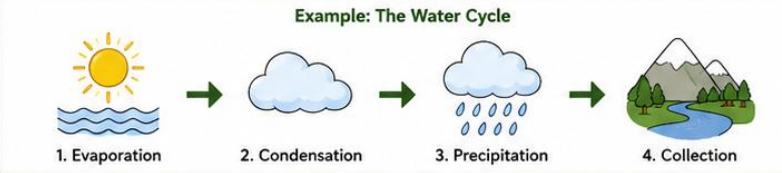
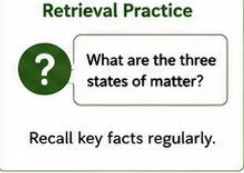
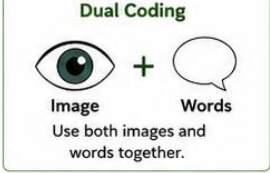
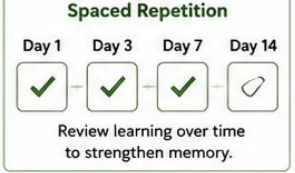
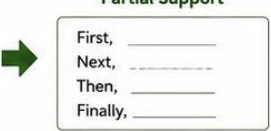
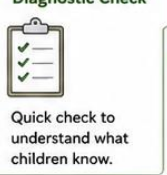
OUR LESSON SEQUENCE

EEF – Gradual release of Responsibility

1 REVIEW & ACTIVATE PRIOR KNOWLEDGE (Before we learn)	- Flashback 4 – Verbal/Whiteboards - Maths – Recorded - Curriculum and foundation – Engage and Hook - Questions or vocabulary to discuss – flashcards, working through a problem collaboratively.   
2 EXPLICIT INSTRUCTION (I Do) (Teacher leads)	Introduce a new concept in small steps.   
3 GUIDED PRACTICE (We Do) (Teacher and children together)	- Whiteboards - Choral responses - Hinge questions - Misconceptions - Modelled write   
4 INDEPENDENT PRACTICE (You Do) (Children working independently)	- Apply knowledge independently. - Scaffolded to allow for success.   
5 PLENARY/ REFLECTION (What did we learn?)	- Opportunity so children can talk about their work. - Address misconceptions. - What is our next learning? 

QUALITY FIRST TEACHING

EEF – 5 A Day

1 EXPLICIT INSTRUCTIONS	Clear explanations accompanied by visual frameworks or diagrams. 
2 COGNITIVE SCIENCE STRATEGIES	Built-in opportunities for retrieval practice, dual coding (using images alongside spoken words), and spaced repetition.   
3 SCAFFOLDING	Temporary supports (like writing frames or concrete resources) that are gradually removed as independence grows.   
4 FLEXIBLE GROUPING	Seating and pairing children dynamically based on immediate diagnostic assessment rather than fixed "ability" tables.   
5 TECHNOLOGY INTEGRATION	Using visualisers or interactive tools only when it makes the specific learning mechanism more accessible.    

Tick when present	General expectations for your environment
	Parent information board PE days Newsletter Notices
	School rules display
	Outstanding, Fantastic, Team, Think and Change Now – Names added to the team board every morning (Fresh Start)
	English working wall – brown backing Red border and one through the middle vertically and landscape – (Creating quarters) A picture of The front cover of the text for the unit Key vocabulary Text type clearly identified with WAGOLL and key features GPS word class cards appropriate to year group
	Maths working wall – brown backing and blue border. Key vocab for unit See list below Maths toolkit that supports current learning SLAM poster and stickers available
	Times tables displayed (large enough for all children to be able to access them at all points) – Consider matt laminating pouches for this
	Tidy & accessible reading area Some forward facing books Furniture/ bean bags/ rugs Pictures of children reading Pie Corbett Reading Spine pictures Picture of different authors

	Reading Records – personal draw or in a box for that year group.
	Coat peg labels typed
	Tray labels typed
	Resources labelled with visual
	Science Display Board –LOs and work to be added – Key Vocabulary
	PSHE Display Board including British Value Focus
	Helping hands/ class jobs display
	System in place for filling and storing water (only) bottles to allow access - labelled.
	Red Words - High frequency/ common exception words displayed where children can access and use them
	Provision of fresh air and daylight available regularly in class
	Systems in place for distribution/ collection and storage of exercise books / text books
	Books labelled (no handwritten names)
	Maths, English, Science, Enquiry, Curriculum, Spelling, PSHE floor book
	KS1 and LKS2 alphabet strips
	Visual timetable
	French date (KS2)
	Full and short date on board
	Behaviour charts for children with IBPs (Under Review)
	SEND support packs for all children on SEN register
	Working walls to be updated in a way that supports learning moving forward and is clear on it's progression.
	Tidy table caddies with pictures Correct amount of sharp pencils for each child 1 between 2 sharpener – KS2 1 between 2 rubber 1 between 2 glue stick 1 ruler each 1 purple pen each (Non for KS1 yet) 1 whiteboard pen each Enough handwriting pens for each child that has a pen licence

Maths Expectations

Maths EYFS	Maths KS1	Maths LKS2	Maths UKS2
F1 - Number line 1-10 with pictorial representations of each number on tens frame 2D simple shapes - Numbers in real life contexts e.g. age, house number, 2 eyes etc.	Y1 100 square - Numbers in written word form - Multiplication tables for 2s, 5s and 10s. 2D and 3D shapes - Reasoning prompts	Y3 100 square - Number line from 0-1 showing tenths as fractions and decimals - Comparison symbols: < , > and = - Place value table – hundreds, tens and ones - Multiplication tables for 2s, 3s, 4s, 5s, 8s, 10s and 50s. - Roman numerals to 12 - Reasoning prompts	Y5 & 6 - Number line from 0-1 showing tenths and hundredths as fractions and decimals - Number line showing negative numbers - Comparison symbols: < , > and = - Place value table – millions, hundred thousands, ten thousands, thousands, hundreds, tens, ones, tenths and hundredths and thousandths (show fraction, decimal and word) - Multiplication tables for 3s, 4s, 6s, 7s, 8s, 9s, 10s, 25s and 50s. - Key Roman numerals to 1000 - RUCSAC - BIDMAS - Maths symbols and associated vocabulary - Reasoning prompts
F2 - Number line 1-20 with representations of each number on bead string - Numbers in written word form 100 square 2D and 3D shapes	Y2 100 square - Number line showing fractions $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ - Comparison symbols: < , > and = - Place value table – tens and ones - Multiplication tables for 2s, 5s and 10s 2D and 3D shapes - Reasoning prompts	Y4 100 square - Number line from 0-1 showing tenths and hundredths as fractions and decimals - Number line showing negative numbers - Comparison symbols: < , > and = - Place value table – thousands, hundreds, tens, ones, tenths and hundredths (show fraction, decimal and word) - Multiplication tables for 3s, 4s, 6s, 7s, 8s, 9s, 10s, 25s and 50s. - Roman numerals to 100 - Maths symbols and associated vocabulary - Reasoning prompts	

English Expectations

English EYFS	English KS1	English LKS2	English UKS2
F1 & F2 - Upper and lower case alphabet strips pre-cursive font - Phase 2-5 word mats - Finger spacers 'bed' prompts - Writing prompts – see SharePoint (capital letter, finger spaces, full stops, read again)	KS1 - Upper and lower case alphabet strips pre-cursive font - Phase 2-5 word mats - Finger spacers 'bed' prompts - Writing prompts – see SharePoint (capital letter, finger spaces, full stops, read again) - Phase 2- 5 HFW mats – see SharePoint - Year 1/ 2 NC spelling mat – Use new Phonics mats RWI and Red words and green speed words mat.	LKS2 - Upper and lower case alphabet strips for those children who need them - Phase 2-5 word mats for SEND/LA children - Finger spacers for SEND/LA children 'bed' prompts as applicable - Writing prompts – see SharePoint (capital letter, finger spaces, full stops, read again) for SEND/LA children if applicable - Phase 2- 5 HFW mats – see SharePoint- for SEND/LA children - Year 1/2 NC spelling mat - Year 3/4 NC spelling mat - FANBOYS mats - ISAWAWABUB mats - Year 3/4 punctuation mats	UKS2 - Upper and lower case alphabet strips for those children who need them - Phase 2-5 word mats for SEND/LA children if applicable - Finger spacers for SEND/LA children if applicable 'bed' prompts as applicable - Writing prompts – see SharePoint (capital letter, finger spaces, full stops, read again) for SEND/LA children if applicable - Phase 2- 5 HFW mats – see SharePoint for those children who need them - Year 1/2 NC spelling mat for SEND/LA children - Year 3/4 NC spelling mat - Year 5/6 NC spelling mat - FANBOYS mats - ISAWAWABUB mats - Relative pronouns mats - Year 5/6 punctuation mats

SEND Adaptations

How we adapt the curriculum and learning environment for children with SEND

We adapt the curriculum and learning environment to support pupils with SEND.

All children benefit from high-quality teaching that meets their individual needs and helps them make progress. Teachers use support strategies such as scaffolding and differentiated activities so all pupils can achieve the learning objectives.

If a child needs extra help, additional support and interventions will be provided. The SENDCO works closely with teachers, support staff, parents/carers, and outside agencies to ensure children receive the right support. This may include small group work or 1:1 support to help children meet their individual targets. Parents/carers are involved throughout the process.

To make sure all children can access the curriculum and school life, we:

- Adapt learning so all pupils can access lessons and activities.
- Use scaffolding and differentiated teaching.
- Support pupils to achieve their full potential.
- Teach in ways that suit individual needs.
- Promote confidence, self-esteem, and resilience.
- Work in partnership with parents/carers, pupils, and external agencies.
- Provide opportunities for children with SEND to develop their abilities and interests.
- Identify additional needs early and provide support quickly.
- Ensure pupils with SEND are fully included in all aspects of school life.
- Regularly review our practice to achieve the best outcomes for all pupils.

Interventions

Intervention	Supporting	Age Group	TA Trained Staff
Meet and Greet	Settling AM or PM	All	All
Spotlight Readers	Those not reading at home and those that are not on track	All	All
Neli	Early Language Skills	KS1	
Phonics Boost	Those struggling with reading and application of sounds.	KS1 – LKS2	
5 Minute Number Box	Maths – Supporting counting, addition and subtraction.	KS1 – LKS2	
Sentence Stars	Those struggling with sentence construction	All	
First Class Number	Maths support.	All	
Go Petey	Support with HFWs	KS2	
SNIP		KS2	
Toe by Toe	Phonics and Reading Intervention		
Catch up Numeracy	Maths support and development for KS2	UKS2	

Knowledge Organisers

Key
Information

Next to the key
visuals

Years: 1 and 2		KNOWLEDGE ORGANISER – How can we use our imaginations to express feelings?							
Curriculum Drivers: Discovery, Awesome Memories, Success, Inspiration									
Main driver subject: Art and Design					Cross-curricular links: Science and Music				

Artists/Craftsperson		Key visuals - Vincent Van Gogh			Key visuals - Georgia O'Keefe		
 Name: Vincent Van Gough Place of birth: Netherlands Van Gogh liked to paint outside. He used thick paint in bright colours. He also created more than 35 self-portraits. He became famous after his death.	Name: Georgia O'Keefe Place of birth: United States of America Studied in Chicago Painted flowers using bright vibrant colours. Visited New Mexico in 1929. There is a Georgia O'Keefe museum.	 Sunflowers	 Self Portrait	 Starry Night	 Yellow Calla	 Animal Bones in New Mexico	
Timeline Born 1853  Became an Artist 1880  Died 1890 		Timeline Born 1887  Became an Artist 1916  Died 1989 					

Key Vocabulary									
Primary Colours 	Secondary Colours 	Tint  TINT	Tones  TONE	Shade  SHADE	Self Portrait 	Observation 	Colour 	Portrait 	Landscape 

Use Wigit
where
applicable.
Make key
Vocabulary

Curriculum Overview – Topics – Conceptual Learning – Values – Big Question						
Year Groups	Autumn	Enrichment	Spring	Enrichment	Summer	Enrichment
EYFS	Autumn 1 Marvellous Me (Identity & Diversity) Inclusion What makes me special?	Autumn 2 Marvellous Me (Community & Cooperation) Friendship What makes a community?	Spring 1 Home Sweet Home (Responsibly & Impact) You Matter What is special about where I live?	Spring 2 Excellent Explorers (Discovery & Knowledge) Learning Where will my travels take me?	Summer 1 My Wonderful World (Discovery and Knowledge) Learning What makes the world wonderful?	Summer 2 My Wonderful World (Discovery and Knowledge) Learning What makes the world wonderful?
Year 1&2 Cycle A	Protective walls and people (Community & Cooperation) Friendship How can buildings and people protect others?	1 st Half Term Castles - Nottingham Castle Visit 2 nd Half Term	Pole to Pole Why is the weather around the world so different?	1 st Half Term Hot and Cold 2 nd Weather Explorers Day!	Nature Makers! (Innovation & Achievement) Aspiration How can nature inspire artwork?	Clay Creatures Natural 1 st Andy Goldsworthy 2 nd Richard Long
Year 1&2 Cycle B	London’s Burning (Resilience & Change) Motivation How have London’s lives changed over time?	1 st Half Term – GfofL 2 nd Half Term - Victorians Building London buildings and then setting them on fire.	UK and Me (Identity & Diversity) Inclusion What makes the UK special?	Local area walk and map making day!	Colour Shape and Splash! (Innovation & Achievement) Aspiration How do artists use colour to show feelings and ideas?	Giant outdoor painting (Kandinsky & Matisse)
Year 3&4 Cycle A	Flint to Fortresses (Resilience & Change) Motivation Stone Age to the Iron Age How did Britain change from the Stone Age to the Iron Age?	1 st Half Term – Stone Age Art day – Cave drawings 2 nd Iron Age	Forces of Nature (Discovery & Knowledge) Learning How do physical forces shape our landscapes?	1 st Half Term - Volcano making and 2 nd Half Term - earthquake simulation	Pattern, Print and Portraits (Innovation & Achievement) Aspiration How do artists use pattern to tell stories?	Paint a family member 1 st William Morris Print and Pattern 2 nd Van-Gough Portrait
Year 3&4 Cycle B	Empires and Overlords (Innovation & Achievements) Aspiration Do powerful empires always benefit the people they conquer?	1 st Half Term – Romans 2 nd Half Term – Ancient Egypt (New walk Leicester Museum at the start of half term)	Settlers and Earth’s Scars (Community & Cooperation) Friendship Why do people choose to settle where they do? Rivers	An orienteering day 1 st Half Term – Rivers 2 nd Half Term - Settlers	Make, Build, Create (Innovation & Achievement) Aspiration How do artists express themselves in 3D sculpture?	Local Artist visit 1 st Chris Campbell – Sculptor - Nottingham 2 nd Barbara Hepworth
Year 5&6 Cycle A	Raiders and Rulers Vikings & Anglo Saxons then Tudors (Innovation & Achievement) Aspiration Who had the biggest impact on Britain: the Anglo-Saxons or the Vikings?	Tudor Visits Get the specialists workshop or Selly Manor or Burghley House Why was the Tudor period a time of change?	Amazing Americas (Identity & Diversity) Inclusion Biomes, comparisons, physical & human geography, local area – comparison of Amazon and river trent	Our Changing World (Responsibility & Impact) You Matter – erosion, settlements, coastlines, landscapes Twycross Zoo Biomes and environmental impact	Faces, Feelings and Identity (Identity & Diversity) Inclusion How do artists represent people and emotions?	Picasso – Portraits Banksy – Feelings and Meanings
Year 5&6 Cycle B	From Gods to Gas Masks (Resilience & Change) Motivation 1 st Ancient Greece and 2 nd WW2 (including local history) Why do some periods of history leave a lasting legacy?	Notts Outdoors (Sherwood Forest or Holme Pierrepont) Newark Air Museum National Holocaust Museum	Coast to Coast Country to Country (Responsibility & Impact) You Matter Are global trade routes worth the environmental impact?	1 st – Trade routes 2 nd How does longitude and latitude effect how people live? Navigation – fieldwork, compass points,	Our changing landscapes (Responsibility & Impact) You Matter How have city landscapes changed over time and why?	LS Lowry – From Mills to Cityscapes Michelle Reader – 3D sculpture – landscape linked to conservation

School Values	Curriculum Concepts	Conceptual Questions and Links to the Curriculum
Friendship	Relationships	How do people connect and work together supporting one another? EYFS - Marvellous Me, EYFS - Community, Settlers, Y5&6 Faces & Feelings
Aspiration	Innovation	How do ideas change the world?
Motivation	Change	How does the world continue to change?
Inclusion	Identity	Who am I and who are we?
Learning	Cause & Consequence	Why do things happen and what happens next?
You Matter	Place	How can our actions make a positive difference to others and the world?

Long Term Plan EYFS						
Year Groups	Autumn	Enrichment	Spring	Enrichment	Summer	Enrichment
EYFS	Autumn 1 Marvellous Me What makes me special?	Autumn 2 Marvellous Me What makes a community?	Spring 1 Home Sweet Home What is special about where I live?	Spring 2 Excellent Explorers Where will my travels take me?	Summer 1 My Wonderful World What makes the world wonderful?	Summer 2 My Wonderful World What makes the world wonderful?
General Themes	- Similarities and Differences - Families - Birthdays - Own Life Story - Season - Autumn	- People who help us - Feelings - Diwali - Christmas	- My home - Clifton - England - Maps - Environments	- Transport - Countries - Maps - Globes - Season – Spring - Life Cycle – Ducks (STEM)	- Minibeasts - Lifecycle of a caterpillar/frog - Lifecycle of a sunflower - Biomes - Adaption - Brazil/Rainforest - Kenya/Savannah - Arctic/Alaska - Australia/Desert	- Music around the world - Brazilian Carnival - Art around the world - African Art - Romero Britto - Space/Dinosaurs - Season Summer
Key Texts	- Owl Babies - Elmer - All Kinds of Families - You Choose - Oi Frog	- Colour Monster - Dipal's Diwali - People Who Help Us - Info Buzz Books - Colour Monster Goes to School - The Colour Monster Doctor - One Snowy Night Autumn Non-Fiction	- Tidy - The Last Wolf - Gruffalo - We're Going on a Bear Hunt 3 Little Pigs - On The Way Home	- Mr Gumpy's Outing - Spring Non-Fiction - Book Room on the Broom - poem - Farmer Duck	- Handa's Surprise - The Rainforest - Non-Fiction - Mad About Minibeasts - Jasper's Beanstalk - Minibeast Non-Fiction - The Very Hungry Caterpillar - Monkey Puzzle	- Whatever Next - Somebody Swallowed Stanley - Space Non-Fiction - Usborne life the flap
Enrichment	Parents Stay and Play Family Trees	Police/Fire visit Autumn Walk Nativity	Community Walk Winter Walk	Ducklings Spring Walk Drive in Cinema	Animal Handling Planting a seed Caterpillars	Parents stay and play Summer Walk Graduation
Writing Themes	- Names Shapes and Patterns - Pencil Control - Mark Making - Drawing - Initial Sounds	CVC words Lists Labels Story Map – Beginning, Middle and End	Captions Labels	Sentences Explanation (Life cycle of a duck)	Sentences Poetry – Riddles (Minibeasts) Instructions (How to plant a seed)	Sentences Composing Sentences Non-Chronological report (rainforest) Story (Whatever Next)
Maths	- Time/Routines - Sorting - Patterns - Numbers 0, 1, 2, 3 & 4	- Numbers 5 & 6 - Positional Language - Size - Length 2D Shape	- Weight - Capacity - Numbers 7 & 8 - Pattern	- Numbers 9 & 10 - Estimating - Comparing Amount	2D Shape 3D Shape - Addition - Subtraction	- Doubling - Sharing - Halving Odd and Even - Number Bonds

School Values	School Concepts	Links to the EYFS Curriculum
Friendship	Relationships	Marvellous Me - Children discover who they are, their families, similarities and differences, likes, feelings and what makes them unique. Marvellous Me - Learning about people who help us, friendship, community, celebrations and belonging.
Aspiration	Innovation	Excellent Explorers - Travelling, transport, maps and STEM life cycles encourage curiosity, discovery and problem-solving.
Motivation	Change	My Wonderful World - Music and Art around the world
Inclusion	Identity	Marvellous Me – similarities and differences,
Learning	Cause & Consequence	My Wonderful Word - Life cycles, habitats, adaptation, weather and environments all demonstrate change over time and why it happens.
You Matter	Place	Home Sweet Home - Exploring homes, Clifton, England, maps and environments helps children understand where they belong.



Glaption Academy
A L.E.A.D. Academy

Rooted in values,
growing together

Cycle A



Long Term Plan Year 1 & 2 - Cycle A						
Subject Areas	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	2 weeks – Skills 3 weeks – Recount from castle trip 2 weeks – Letter of Thanks	3 weeks – Non-Chronological on Mary 1 week – Grammar 2 weeks – Instructions baking or making 1 week – Character description – missing reindeer.	3 week – Narrative 2 week – Setting Description 1 week – STEM Jobs Poster	5 weeks – Comparative Non-Chronological report on two places Clifton/UK and Kenya	2 weeks – Poem based on nature 2 weeks – instructions planting seeds 2 weeks – Character description	3 weeks – Fact file on artist 3 weeks - Narrative
Maths	Y1 Place Value (10)	Y1 Addition and Subtraction (10) Shape	Y1 Place Value to 20 Addition and Subtraction (20)	Y1 Place Value (50) Length and Height Mas and Volume	Y1 Multiplication and Division Fractions Position and Direction	Y1 Place Value (100) Money Time
	Y2 Place Value Addition and Subtraction	Y2 Addition and Subtraction Shape	Y2 Money Multiplication and Division	Y2 Multiplication and Division Length and Height Mass, Capacity and Temperature	Y2 Fractions Time	Y2 Statistics Position and Direction
Science	Everyday Materials	Seasonal Changes Autumn & Winter	Animals including humans Body and Senses	Plants Growing and Surviving	Living things and habitats	Weather investigations
Geography			Pole to Pole Hot and Cold	Pole to Pole World Weather		
History	Protective Walls and People Castles	Protective Walls and People Nurse				
RE	Local Christianity	Jewish beliefs	Humanists	Muslims and Islam	Sikhs	Torah and Bible Stories
PSHE	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing
PE	Team Games – Ball Skills – Throwing and Catching Dodgeball	Fitness	Gymnastics Balance, Travel, Jumps	OAA Orienteering and Team Building	Athletics Run, Jump, Throw	Striking and Fielding Cricket
Art					Nature Makers (Andy Goldsworthy & Richard Long)	Nature Makers (Andy Goldsworthy & Richard Long)
DT	Castle building Draw bridge Basic Structures Simple Mechanisms		STEM – Week Wheels and Axels (Traveling the UK) Monster Cars		Cooking and Nutrition Healthy Picnic	
Music	Hands Feet Heart (Pulse Rhythm Pitch)	HoHoHo (Listen and appraise)	I wanna play in a band (Playing instruments)	Zootime (Pulse, rhythm, pitc) singing and playing instruments	Friendship Song Compose	Reflect, Rewind, Replay (Sing, Play, Perform)
Computing	Computing systems and digital writing	Algorithms Unplugged	Animation & Sound	Programming using scratch Junior	Research and Searching	Creating Digital Projects

Long Term Plan Year 3 & 4 - Cycle A						
Subject Areas	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	2 weeks – Skills 4 weeks – Non Chronological Report – Stone Age Animals	2 weeks – Recount 2 weeks – Letter of Thanks 2 weeks – Diary entry from Iron Age	2 weeks – Poem – Volcano 2 weeks – Explanation on Volcanoes 1 week – STEM – Fact File Person	3 weeks – Narrative 2 weeks – Setting Description	3 weeks – Instructions on how to make... 3 weeks – Persuasive - Selling William Morris Art	3 weeks – Fact file on artist 3 weeks – Narrative – Camille and the sunflowers innovation 1 week – Enterprise – Persuasive speech
Maths	Y3 Place Value Addition and Subtraction	Y3 Addition and Subtraction Multiplication and Division	Y3 Multiplication and Division Length and Perimeter	Y3 Fraction Mass and Capacity	Y3 Fraction Money Time	Y3 Time Shape Stastics
	Y4 Place Value Addition and Subtraction	Y4 Addition and Subtraction Area Multiplication and Division	Y4 Multiplication and Division Length and Perimeter	Y4 Fractions Decimals	Y4 Decimals Money Time	Y4 Shape Statistics Position and Direction
Science	Light and Shadow	Forces and Magnets	Rocks and Fossils	Rocks and Fossils	Plants functions & growth	Animals including humans Skeletons and nutrition
Geography			Forces of Nature Volcanoes	Forces of Nature Earthquakes		
History	Flint to Fortress Stone Age	Flint to Fortress Bronze Age & Iron Age				
RE	Life as a journey	Pilgrimage	Christians (Workshop)	Good Friday	A Better World	Hindu Practice
PSHE	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing
PE	Invasion Games Netball/Hockey	Fitness	Gymnastics Floor and Vault - Jump	OAA	Athletics ½ Y3 Swimming 1pm to 2pm	Striking and Fielding Rounders ½ Y3 Swimming 1pm to 2pm
Art					Pattern, Print and Portrait Vincent Van Gogh	Pattern, Print and Portrait William Morris
DT	Pneumatics – Moving Toys (Air Pressure)		STEM 2D to 3D shapes – Stationary Storage		Cooking and Nutrition Healthy Meals	
Music	Mamma Mia Appraise and Sing	Glockenspiel Stage 1&2 Mix Instruments	STOP Composing, Singing Bullying	Lean on Me Singing and Instruments	Blackbird Singing and Instruments	Reflect, Replay, Rewind Composition and Perform
Computing	Coding and Algorithms	Networks and The Internet	Creating Media and Animations	Programming and Simulations	Search Engines and Research	Planning a digital project
French	Phonics and Pronunciation	Instruments	Seasons	Vegetables	Ice-Creams	Presenting myself

Long Term Plan Year 5 & 6 - Cycle A						
Subject Areas	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	2 weeks – skills 4 weeks non-chronological report	3 weeks – diary entry 3 weeks – recount from trip	3 weeks non-chronological Hybrid animal 3 weeks – explanation text on rivers	3 weeks - Persuasive letter 2 weeks – Tripadvisor	2 weeks of poetry – Russian Doll 5 weeks – diary (Wonder)	3 weeks – art or crime 4 weeks – narrative inovation
Maths	Y5 Place Value Addition and Subtraction	Y5 Multiplication and Division fractions	Y5 Multiplication and Division Fractions Decimals and Percentages	Y5 Decimals and Percentages Perimeter and Area Statistics	Y5 Shape Position and Direction Decimals	Y5 Decimals Negative Numbers Converting Units Measurement Volume
	Y6 Place Value Addition, Subtraction, Multiplication and Division	Y6 Addition, Subtraction, Multiplication and Division Fractions Converting units	Y6 Ratio Algebra Decimals	Y6 Fractions, Decimals and Percentages Area, Perimeter, Volume Statistics	Y6 Shape Position and Direction	Y6 Problem solving, consolidation
Science	Forces, Gravity and Mechanisms	Forces, Gravity and Mechanisms	Living things and adaptations	Properties and changes of materials	Electricity and Circuits	Animals including humans – Circulatory System
Geography			Coast to Coast Country to Country - Trade Routes	Coast to Coast Country to Country - Longitude, Latitude		
History	Raiders and Rulers Vikings & Anglo Saxons	Raiders and Rulers Tudors				
RE						
PSHE	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing
PE	Invasion Uni-Hockey	Fitness	Gymnastics Floor and Vaulting	OAA	Athletics Running, Shot Put, Jumping	Leadership and Team Games
Art					Faces, Feelings and Identity Picasso	Faces, Feelings and Identity Banksy
DT	Bags – Combining Textiles (Recycled – Upcycled old clothing into bags)		STEM Automaton Toy Gears		Cooking and Nutrition World Foods	
Music	Happy Pitch, Rhythm, Tempo	Classroom Jazz 1&2 Mix Improvising	A new year Carol Listen and Appraise	You’ve got a friend Singing and instruments	Music and Me Exploring and Expressing Identity	Reflect, Rewind, Replay Composition and Performance
Computing	Online Privacy & Digital Footprint	Programming - Variables	Networks, Internet and WWW	Data & Spreadsheets	Physical Computing & External Devices	Search Engines and Digital Credibility
French	Phonics and Pronunciation	The date	My home	Clothes	Around School	Little Red Riding Hood

School Values	School Concepts	Year 1 and 2 Cycle A	Year 3 and 4 Cycle A	Year 5 and 6 Cycle A
Friendship	Relationships	A1 - Protective Walls and People	A1 – Me and my relationships	Aut – Raiders and Rulers Spr – Amazing Americas Sum – Faces, Feelings and Identity
Aspiration	Innovation	Sum 1 - Nature Makers Sum 2 – Clay Creatures	Sum – Pattern, Print and Portraits	Sum – Faces, Feelings and Identity
Motivation	Change	Spr 1 – Pole to Pole Sum 2 – Clay Creatures	A1 – Flint to Fortress Spr - Forces of Nature	Aut – Raiders and Rulers Spr – Our changing world
Inclusion	Identity	Sum 1 - Nature Makers	Sum – Pattern, Print and Portraits	Spr – Amazing Americas Sum – Faces, Feelings and Identity
Learning	Cause & Consequence	Spr 1 – Pole to Pole	A1 – Flint to Fortress Spr - Forces of Nature	Aut – Raiders and Rulers Spr – Our changing world
You Matter	Place	A1 Protective Walls and People Spr 1 Pole to Pole Sum 1 - Nature Makers	Spr - Forces of Nature	Spr – Amazing Americas Spr – Our changing world



Glaption Academy
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Cycle B

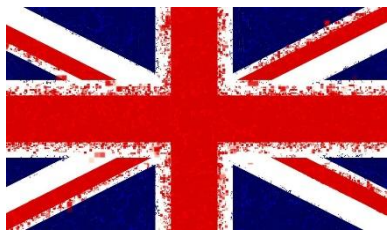


Long Term Plan Year 1 & 2 - Cycle B						
Subject Areas	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English						
Maths	Y1 Place Value (10)	Y1 Addition and Subtraction (10) Shape	Y1 Place Value to 20 Addition and Subtraction (20)	Y1 Place Value (50) Length and Height Mas and Volume	Y1 Multiplication and Division Fractions Position and Direction	Y1 Place Value (100) Money Time
	Y2 Place Value Addition and Subtraction	Y2 Addition and Subtraction Shape	Y2 Money Multiplication and Division	Y2 Multiplication and Division Length and Height Mass, Capacity and Temperature	Y2 Fractions Time	Y2 Statistics Position and Direction
Science	Animals – Growth, Exercise and Healthy Living	Materials and their changes Suitable and Unsuitable materials	Animals Including Humans Offspring, Food Chains, and habitat.	Seasonal Observations Spring and Summer	Plants Seeds and bulbs	Animals including Humans Food Chains, Microhabitats, Offspring
Geography			UK and Me UK focus	Local Area – Maps		
History	London’s Burning H/W Make a house	London’s Burning				
RE						
PSHE	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing
PE	Invasion Games Touch Rugby	Dance Cultural	Gymnastics Balance and Travel	Net Wall Tennis	Athletics Run, Throw, Jump	Target Games Boccia, Curling, Archery
Art					Colour, Shape and Splash! (Kandinsky and Matisse)	Colour, Shape and Splash! (Kandinsky and Matisse)
DT	Sliders and Leavers GFofL - Scene Christmas Cards		STEM Animal Hand puppets Sewing and Textiles (oak)		Cooking & Nutrition Fruit Salad/Smoothie	
Music	Hey You Pulse, Rhythm and Pitch	Rhythm in the way we walk Listen and Appraise	In the Groove Different Styles of Music	Round and Round Singing and Playing Instruments	Your Imagination Improvisation and Compose	Reflect, Rewind, Replay Composition and Performance
Computing	Digital Writing	Programming unplugged	Animation and Music	Programming in Scratch Jnr	Researching and Searching	

Long Term Plan Year 3 & 4 - Cycle B						
Subject Areas	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English						
Maths	Y3 Place Value Addition and Subtraction	Y3 Addition and Subtraction Multiplication and Division	Y3 Multiplication and Division Length and Perimeter	Y3 Fraction Mass and Capacity	Y3 Fraction Money Time	Y3 Time Shape Stastics
	Y4 Place Value Addition and Subtraction	Y4 Addition and Subtraction Area Multiplication and Division	Y4 Multiplication and Division Length and Perimeter	Y4 Fractions Decimals	Y4 Decimals Money Time	Y4 Shape Statistics Position and Direction
Science	States of Matter	Sound	Food Chains	Living things and Classification	Digestive System	Electricity
Geography			Settlers and Earths Scars Rivers	Settlers and Earth Scars Settlers		
History	Empires and Overlords Romans	Empires and Overlords Ancient Egypt				
RE						
PSHE	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing
PE	Invasion Basketball	Dance Contemporary	Gymnastics – Partner Work	OAA	Athletics	Striking and Fielding Cricket
Art					Make, Build, Create Chris Campbell – Sculpture	Make, Build, Create Barbara Hepworth
DT	Interactive Books Linkages		STEM Structures - Bridges		Textiles Cushions/Bags	
Music	Let your Spirit Fly Pulse, Rhythm Pitch	Glockenspiel Stage 1&2 Mix Instruments	Three little birds Pulse, Rhythm, Pitch, Instruments	The Dragon Song Improvisation and Composition	Bringing us together Compose and Perform	Reflect, Rewind, Replay Composition and Performance
Computing	Spreadsheets – data handling	Programming – Debugging, Variables	Desktop Publishing & Graphics	Logical Reasoning & Predictions	Website Design and Hyperlinks	Collaborative Computing Project
French	I'm Learning French	Animals	Fruit	My Home	In the classroom	

Long Term Plan Year 5 & 6 - Cycle B						
Subject Areas	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English						
Maths	Y5 Place Value Addition and Subtraction	Y5 Multiplication and Division fractions	Y5 Multiplication and Division Fractions Decimals and Percentages	Y5 Decimals and Percentages Perimeter and Area Statistics	Y5 Shape Position and Direction Decimals	Y5 Decimals Negative Numbers Converting Units Measurement Volume
	Y6 Place Value Addition, Subtraction, Multiplication and Division	Y6 Addition, Subtraction, Multiplication and Division Fractions Converting units	Y6 Ratio Algebra Decimals	Y6 Fractions, Decimals and Percentages Area, Perimeter, Volume Statistics	Y6 Shape Position and Direction	Y6 Problem solving, consolidation
Science	Earth and Space	Light	Living things and life cycles	Living things and life cycles	Materials and Separating Mixtures	Classification and Evolution
Geography			Amazing Americas Biomes	Our Changing World Erosion		
History	From Gods to Gas Masks Ancient Greece	From Gods to Gas Masks WWII				
RE						
PSHE	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing
PE	Net/Wall Tennis	Fitness	Gymnastics Partner Work	Invasion Basketball/Netball	Athletics Javelin, Relay, Endurance	Multi Skills Tournaments
Art					Our Changing Landscapes LS Lowry	Our Changing Landscapes Michelle Reader - Sculpture
DT	CAD – Architecture Tinker CAD		Electrical Vehicles Pulleys and Gears		Cooking – Muffins – Sweet and Savoury	
Music	Living on a Prayer Appraise, Singing	Classroom Jazz 1&2 Mix Improvising	Make you feel my love Pulse, Rhythm,	The Fresh Prince of Bel Air Singing and Playing	Dancing in the Street Pulse, Rhythm, Pitch	Reflect, Rewind, Replay Composition and Performance
Computing	Game design and interactive programming	Coding with repetition	Media Production – Audio and Visual (imovie)	Web Design & Publication	Problem Solving Logically	Independent Computing Project
French	Do you have a pet	What's the date	What's the weather	Tearoom	Traditions	planets

School Values	School Concepts	Year 1 and 2 Cycle B	Year 3 and 4 Cycle B	Year 5 and 6 Cycle B
Friendship	Relationships	A1 - Protective Walls and People		Aut – Raiders and Rulers Spr – Amazing Americas Sum – Faces, Feelings and Identity
Aspiration	Innovation	Sum 1 - Nature Makers Sum 2 – Clay Creatures	Sum – Pattern, Print and Portraits	Sum – Faces, Feelings and Identity
Motivation	Change	Spr 1 – Pole to Pole Sum 2 – Clay Creatures	A1 – Flint to Fortress Spr - Forces of Nature	Aut – Raiders and Rulers Spr – Our changing world
Inclusion	Identity	Sum 1 - Nature Makers	Sum – Pattern, Print and Portraits	Spr – Amazing Americas Sum – Faces, Feelings and Identity
Learning	Cause & Consequence	Spr 1 – Pole to Pole	A1 – Flint to Fortress Spr - Forces of Nature	Aut – Raiders and Rulers Spr – Our changing world
You Matter	Place	A1 Protective Walls and People Spr 1 Pole to Pole Sum 1 - Nature Makers	Spr - Forces of Nature	Spr – Amazing Americas Spr – Our changing world



British Values	School Values	Rationale
Democracy	You Matter	Democracy is built on the principle that every person's voice is important and should be heard.
Rule of Law	Motivation	Following rules and expectations helps children develop self-discipline, responsibility, and positive behaviour.
Individual Liberty	Aspiration	Individual liberty enables children to make choices, pursue their interests, and achieve their ambitions.
Mutual Respect	Friendship	Strong friendships are built upon kindness, consideration, and respect for others.
Tolerance of Different Faiths and Beliefs	Inclusion	Inclusion celebrates diversity and ensures everyone feels welcomed, valued, and respected.
Learning underpins everything - enables children to understand and live out the Fundamental British Values through knowledge, discussion, reflection, and experience.		

Glapton Academy Safeguarding and Wellbeing in the curriculum progression map

At Glapton Academy, we believe that children need to feel safe, happy, and valued in order to succeed. Our FAMILY values guide how children and staff treat one another, helping to create a respectful and positive school environment.

We are an inclusive school and are proud to support children with SEND through our enhanced provision. We place great importance on mental health and wellbeing, supporting every child through a broad curriculum and teaching emotional intelligence using 'Zones of Regulation' from Nursery to Year 6.

Our support staff reinforce these values through small group and individual support, including ELSA and SMILE interventions.

This progression map outlines how safeguarding, including keeping themselves and others safe, is taught clearly and directly across the curriculum at Glapton Academy. It is organised by subject area and identifies the key learning for each year group, alongside enrichment and personal development opportunities.

Subject	F1	F2	Y1	Y2	Y3	Y4	Y5	Y6
Art and Design	ELG-" The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts" To begin to represent different emotions in pictures and paintings.	To understand that emotions can be conveyed through pictures and paintings.	Review what they and others have done and say what they think and feel about it Annotate/ evaluate partner's work (say what you like about it)	Review what they and others have done and say what they think and feel about it Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Understand the safety and basic care of materials and tools.	Review what they and others have done and say what they think and feel about it Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Understand the safety and basic care of materials and tools.	Review what they and others have done and say what they think and feel about it Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Understand the safety and basic care of materials and tools.	Review what they and others have done and say what they think and feel about it Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Understand the safety and basic care of materials and tools.	*Review what they and others have done and say what they think and feel about it Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Understand the safety and basic care of materials and tools.

[illegible]

Subject	F1	F2	Y1	Y2	Y3	Y4	Y5	Y6
History			To understand how the past has effected the future and the importance of people in our past and how they have affected our present.	To understand how the past has effected the future and the importance of people in our past and how they have affected our present.	To understand how the past has effected the future and the importance of people in our past and how they have affected our present.	To understand how the past has effected the future and the importance of people in our past and how they have affected our present.	To understand how the past has effected the future and the importance of people in our past and how they have affected our present.	To understand how the past has effected the future and the importance of people in our past and how they have affected our present.
RE	To recognise differences and similarities between different cultures.	To recognise differences and similarities between different cultures.	To recognise differences and similarities between different cultures. To understand that we all have different beliefs and how to be respectful to all beliefs through our gained knowledge and understanding of other's beliefs.	To recognise differences and similarities between different cultures. To understand that we all have different beliefs and how to be respectful to all beliefs through our gained knowledge and understanding of other's beliefs.	To recognise differences and similarities between different cultures. To understand that we all have different beliefs and how to be respectful to all beliefs through our gained knowledge and understanding of other's beliefs.	To recognise differences and similarities between different cultures. To understand that we all have different beliefs and how to be respectful to all beliefs through our gained knowledge and understanding of other's beliefs.	To recognise differences and similarities between different cultures. To understand that we all have different beliefs and how to be respectful to all beliefs through our gained knowledge and understanding of other's beliefs.	To recognise differences and similarities between different cultures. To understand that we all have different beliefs and how to be respectful to all beliefs through our gained knowledge and understanding of other's beliefs.
Music	ELG-“ The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts”	To understand that we can express emotions through music.	How Can We Make Friends When We Sing Together? How Does Music Tell Stories about the past? *How Does Music Make The World A Better Place? How Does Music Help Us to Understand Our Neighbours? What Songs Can We Sing to Help Us Through the Day? How does Music Teach Us about Looking After Our Planet?	How Can We Make Friends When We Sing Together? How Does Music Tell Stories about the past? *How Does Music Make The World A Better Place? How Does Music Help Us to Understand Our Neighbours? What Songs Can We Sing to Help Us Through the Day? How does Music Teach Us about Looking After Our Planet?	How Can We Make Friends When We Sing Together? How Does Music Tell Stories about the past? *How Does Music Make The World A Better Place? How Does Music Help Us to Understand Our Neighbours? What Songs Can We Sing to Help Us Through the Day? How does Music Teach Us about Looking After Our Planet?	How Can We Make Friends When We Sing Together? How Does Music Tell Stories about the past? *How Does Music Make The World A Better Place? How Does Music Help Us to Understand Our Neighbours? What Songs Can We Sing to Help Us Through the Day? How does Music Teach Us about Looking After Our Planet?	How Can We Make Friends When We Sing Together? How Does Music Tell Stories about the past? *How Does Music Make The World A Better Place? How Does Music Help Us to Understand Our Neighbours? What Songs Can We Sing to Help Us Through the Day? How does Music Teach Us about Looking After Our Planet?	How Can We Make Friends When We Sing Together? How Does Music Tell Stories about the past? *How Does Music Make The World A Better Place? How Does Music Help Us to Understand Our Neighbours? What Songs Can We Sing to Help Us Through the Day? How does Music Teach Us about Looking After Our Planet?

Subject	F1	F2	Y1	Y2	Y3	Y4	Y5	Y6
PSHE	To lead healthy and happy lives To understand their own feelings and those of others To share, take turns and interact appropriately with each other. To show an understanding of the needs of others	To lead healthy and happy lives To understand their own feelings and those of others To share, take turns and interact appropriately with each other. To show an understanding of the needs of others	SCARF programme Families and friendship Safe relationships Respecting ourselves and others Belonging to a community Media literacy and digital resilience Money and work Physical Health and mental well being Growing and changing Keeping safe	SCARF programme Families and friendship Safe relationships Respecting ourselves and others Belonging to a community Media literacy and digital resilience Money and work Physical Health and mental well being Growing and changing Keeping safe	SCARF programme Families and friendship Safe relationships Respecting ourselves and others Belonging to a community Media literacy and digital resilience Money and work Physical Health and mental well being Growing and changing Keeping safe	SCARF programme Families and friendship Safe relationships Respecting ourselves and others Belonging to a community Media literacy and digital resilience Money and work Physical Health and mental well being Growing and changing Keeping safe	SCARF programme Families and friendship Safe relationships Respecting ourselves and others Belonging to a community Media literacy and digital resilience Money and work Physical Health and mental well being Growing and changing Keeping safe	SCARF programme Families and friendship Safe relationships Respecting ourselves and others Belonging to a community Media literacy and digital resilience Money and work Physical Health and mental well being Growing and changing Keeping safe
Science	Naming body parts and understanding body ownership (linked to growth topics) Hygiene routines (handwashing, germs) Recognising when they feel unwell and telling an adult Exploring senses safely (e.g. not tasting unknown substances) Safe exploration of materials (no putting objects in mouth)	Naming body parts and understanding body ownership (linked to growth topics) Hygiene routines (handwashing, germs) Recognising when they feel unwell and telling an adult Exploring senses safely (e.g. not tasting unknown substances) Safe exploration of materials (no putting objects in mouth)	Identifying body parts and their functions Basic health: diet, exercise, sleep Introduction to germs and hygiene Safety in simple investigations (handling materials safely) Awareness of medicines as something only given by trusted adults	Understanding basic needs (food, water, air) Habitats and staying safe in environments Healthy lifestyles and exercise Safe handling of plants and animals Recognising hazards in environments (sharp objects, unsafe spaces)	Nutrition and balanced diets Role of skeletons and muscles (protecting the body) Safe movement (link to forces and physical activity) Light safety (e.g. not looking directly at the sun) Beginning awareness of risk in practical science (equipment use)	Digestive system and healthy eating Teeth care and hygiene Sound and hearing safety (protecting ears from loud noise) Electrical safety (safe use of simple circuits) Identifying hazards in investigations and daily life	Changes in humans (link to puberty introduction in PSHE) Effects of substances on the body (basic awareness) Materials and safe handling (e.g. heating, dissolving) Earth & space: understanding environmental risks (sun exposure, day/night safety) Developing safe investigation planning (risk awareness)	Circulatory system and impact of diet, exercise, drugs (basic, age-appropriate) Lifestyle choices and long-term health Classification and disease (microorganisms, hygiene) Advanced electrical safety (series circuits, components) Planning and conducting investigations safely and independently

Subject	F1	F2	Y1	Y2	Y3	Y4	Y5	Y6
PE	To pursue happy, healthy and active lives Understand what keeps them healthy To look after themselves by taking calculated risks	To pursue happy, healthy and active lives Understand what keeps them healthy To look after themselves by taking calculated risks	Purpose- build character and help to embed values such as fairness and respect. Aim- lead healthy, active lives	Purpose- build character and help to embed values such as fairness and respect. Aim- lead healthy, active lives	Purpose- build character and help to embed values such as fairness and respect. Aim- lead healthy, active lives Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swimming- perform safe self-rescue in different water-based situations.	Purpose- build character and help to embed values such as fairness and respect. Aim- lead healthy, active lives Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Purpose- build character and help to embed values such as fairness and respect. Aim- lead healthy, active lives *take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Purpose- build character and help to embed values such as fairness and respect. Aim- lead healthy, active lives Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Subject	F1	F2	Y1	Y2	Y3	Y4	Y5	Y6
Enrichment Other Personal Development Opportunities	Creative habits of learning- being imaginative, inquisitive, persistent, disciplined and cooperative	Creative habits of learning- being imaginative, inquisitive, persistent, disciplined and cooperative	Weekly assemblies based on British values and current affairs (picture news)	Weekly assemblies based on British values and current affairs (picture news)	Weekly assemblies based on British values and current affairs (picture news)	Weekly assemblies based on British values and current affairs (picture news)	Weekly assemblies based on British values and current affairs (picture news)	Weekly assemblies based on British values and current affairs (picture news)
	Explicit teaching of oracy skills	Explicit teaching of oracy skills	Creative habits of learning- being imaginative, inquisitive, persistent, disciplined and cooperative	Creative habits of learning- being imaginative, inquisitive, persistent, disciplined and cooperative	Creative habits of learning- being imaginative, inquisitive, persistent, disciplined and cooperative	Creative habits of learning- being imaginative, inquisitive, persistent, disciplined and cooperative	Creative habits of learning- being imaginative, inquisitive, persistent, disciplined and cooperative	Creative habits of learning- being imaginative, inquisitive, persistent, disciplined and cooperative
	Black History Month	Black History Month						
	Diversity Day	Diversity Day	Explicit teaching of oracy skills	Explicit teaching of oracy skills	Explicit teaching of oracy skills	Explicit teaching of oracy skills	Explicit teaching of oracy skills	Explicit teaching of oracy skills
			Black History Month	Black History Month	Black History Month	Black History Month	Black History Month	Black History Month
			Diversity Day	Diversity Day	Diversity Day MHST to focus on specific concerns, making friends and keeping friends.	Diversity Day MHST to focus on specific concerns, making friends and keeping friends.	Diversity Day MHST to focus on specific concerns, making friends and keeping friends.	Diversity Day MHST to focus on specific concerns, making friends and keeping friends. Knife workshop moving on Warning Zone

Enrichment Trips and After Schools



Trips for Cycle A and Cycle B

Cycle A						
Year Groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Parent Visitors Autumn Walk	Parent Visitor Santa Visit Police/Fire Visit	Ducks Winter Walk	Aerozone Trip	Twycross Zoo Animal Handling	Summer Walk
KS1	Nottingham Castle	Local Church	Explorer Visit Nigel Vardy – Mr Frostbite		Stonehurst Farm	
LKS2	Stone to Iron age visitor		Sporting Visitor	Easter Church Visit	Get Prept cooking experience	
UKS2	Selly Manor or Burghley House		Sublime Science Workshop	Or Twycross Zoo Biomes		Michelle Reader – 3D sculpture – landscape linked to conservation

Cycle B						
Year Groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Parent Visitors Autumn Walk	Parent Visitor Santa Visit Police/Fire Visit	Butterflies Winter Walk	Aerozone Trip Police/Fire Visit	Twycross Zoo Animal Handling	Summer Walk
KS1		Christingle Visit		Mosque Visit	Lakeside Art Visit	
LKS2	Roman's Day	Or New Walk Museum Leicester		Sublime Science		Lakeside Art Visit
UKS2	Sherwood Observatory Planetarium and Science Centre National Space Centre	Newark Air Museum National Holocaust Museum Or Sherwood Forest for World On		Nottingham Netball Game?	Get Prept cooking experience	

School Values	School Concepts	Year 1 and 2 Cycle A	Year 3 and 4 Cycle A	Year 5 and 6 Cycle A
Friendship	Relationships	A1 - Protective Walls and People		Aut – Raiders and Rulers Spr – Amazing Americas Sum – Faces, Feelings and Identity
Aspiration	Innovation	Sum 1 - Nature Makers Sum 2 – Clay Creatures	Sum – Pattern, Print and Portraits	Sum – Faces, Feelings and Identity
Motivation	Change	Spr 1 – Pole to Pole Sum 2 – Clay Creatures	A1 – Flint to Fortress Spr - Forces of Nature	Aut – Raiders and Rulers Spr – Our chganging world
Inclusion	Identity	Sum 1 - Nature Makers	Sum – Pattern, Print and Portraits	Spr – Amazing Americas Sum – Faces, Feelings and Identity
Learning	Cause & Consequence	Spr 1 – Pole to Pole	A1 – Flint to Fortress Spr - Forces of Nature	Aut – Raiders and Rulers Spr – Our chganging world
You Matter	Place	A1 Protective Walls and People Spr 1 Pole to Pole Sum 1 - Nature Makers	Spr - Forces of Nature	Spr – Amazing Americas Spr – Our chganging world

After School or Lunchtimes for Cycle A

Cycle A					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Girl's Football (Friday After School) - BP	Lunchtime Games Club - BP		Touch Rugby (Friday After School) BP	Football After School (Friday After School)	
	SL – SATs Boosters - Lunch	SL – SATs Boosters - Lunch	SL – SATs Boosters - Lunch	SL – SATs Boosters - Lunch	

After School or Lunchtimes for Cycle B

Cycle B					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Girl's Football (Friday after school) - BP	Lunchtime Club – Draw with Rob – BP (Tuesday)		Touch Rugby (Friday After School) BP	Football After School (Friday After School)	