

Art and Design

Art and design will encase our children in the richness and diversity of the experience that art can offer. We will enthuse, challenge and inspire creativity through the study of influential artists and designers, covering a diverse range of male and females. This will be the foundation from which our children will be taught the techniques artists use and how they influence our world today.

The teaching and experiences our children are offered will develop strong, critical thinkers who will bring a holistic approach to their own pieces of art and design. Children will be taught the language of art appreciation which will enrich their knowledge of art and their vocabulary. We want our children to be individual artists who have a bank of skills, knowledge and techniques to use in their own creative way.

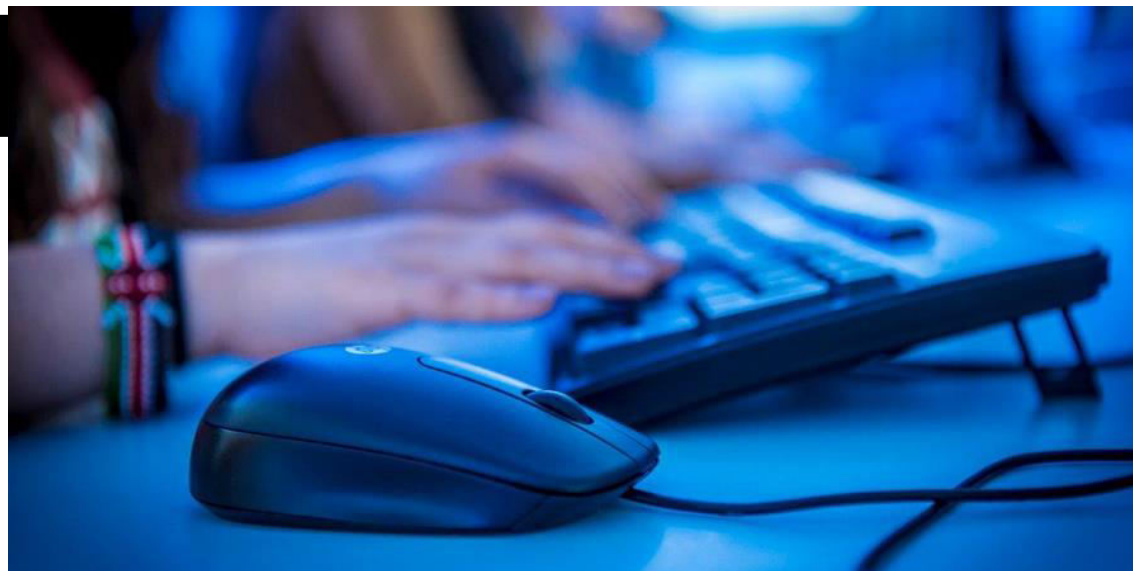


	Autumn		Spring	Summer
Nursery	Drawing and Painting create closed shapes with continuous lines and begin to use these shapes to represent objects use drawing to represent ideas like movement or loud noises show different emotions in their drawings and paintings Artists: Mondrian/Seurat		Collage & Textiles explore different materials develop their own ideas and then decide which materials to use to express them join different materials and explore different textures Artist: Matisse	Sculpture develop their own ideas and then decide which materials to use to express them Artist: Andy Goldsworthy
Reception	Drawing & Painting Observational drawing Artists: Kandinsky/Van Gogh/O'Keefe		Collage & Texture Weaving and joining Artist: Eric Carle	Painting, Pastels & Printing Repeating patterns Artist: William Morris
Year 1	Drawing Artist: Molly Haslund	Painting Artist: Paul Klee	Collage Artist: Henri Matisse	Sculpture Artist: Paul Klee
Year 2	Drawing Artist: Vincent Van Gogh	Painting Artist: Paul Cezanne	Collage Artist: Kadinsky	Sculpture Architect: Huntertwasse
Year 3	Painting Artist: Hannah Rae/ Alice Kettle	Drawing Artist: Degas	Sculpture Artist: Rosie Hurley	Collage Egyptian Art
Year 4	Drawing Artist: Laura Carlin/ Shaun Tan	Painting Artist: Paul Cezanne	Collage Artist: Paul Cezanne	Sculpture Artist: Andy Goldsworthy
Year 5	Drawing Artist: Louise Fili	Painting Artist: Vanessa Gardiner	Collage Artist: Henri Matisse	Sculpture Artist: Shoreditch Sketcher
Year 6	Drawing Artist: Pablo Picasso	Painting Artist: Liz West	Collage Artist: Mike Barrett	Sculpture Artist: <u>Lubaina Himid</u>

Computing

At Shield Row Primary School, we are DIGITAL INNOVATORS! We want our children to understand the potential of technology and start to build computing skills for the future. We want them to become digital creators, using technology to support other areas of their work and lives, and also to understand the responsibilities of being digital consumers on their time, relationships and wellbeing.

We know the digital workplace is continuously evolving and want them to grow up wanting to be a part of that as software engineers, video game designers, web developers or IT consultants. At Shield Row, our Computing curriculum strives to develop resilient, reflective, creative and independent learners. It gives space for children to become “computational thinkers”, tackling complex problems, making mistakes and learning from them. It also engages our children, through the creative use of technology, to prepare pupils for the demands of the 21st century and the technological world that awaits them in the future.



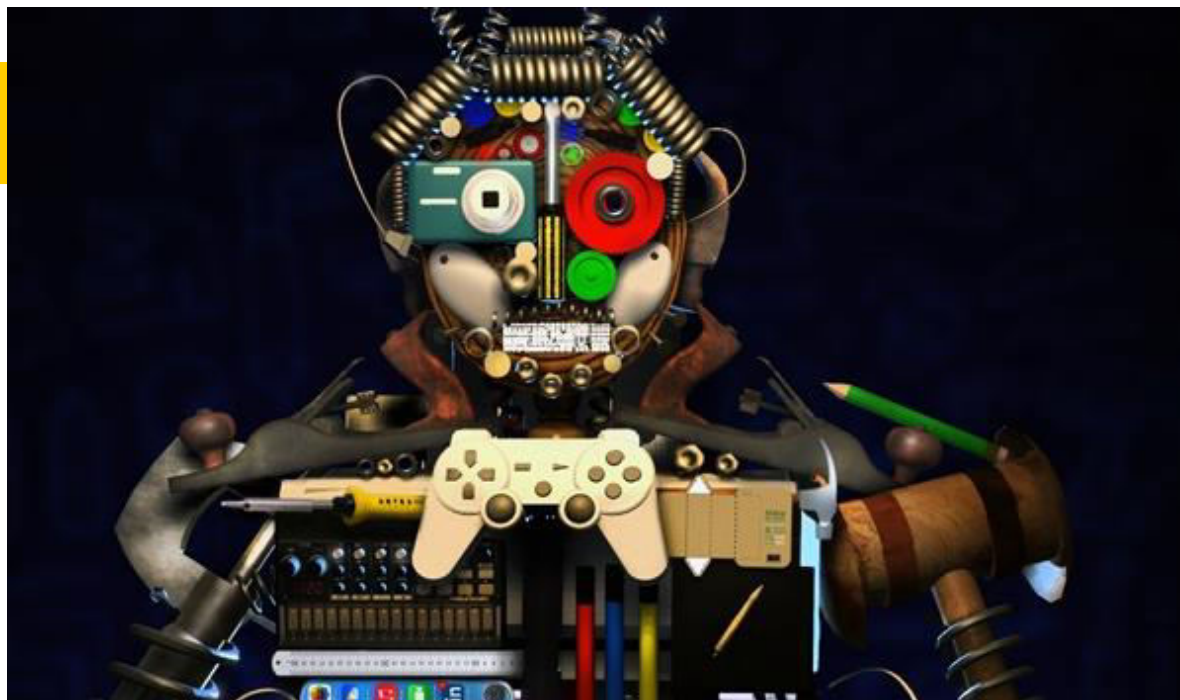
	Autumn	Spring	Summer
EYFS	Watching video clips/ Listening to music Taking a photograph using an ipad/ Accessing activities on the IWB Searching for information on the internet using an iPad/ Using Google Maps to explore the local area/ Using Google Earth to explore the globe		
Year 1	E-Safety: Using the internet safely / Online emotions Improving mouse skills Algorithms unplugged	E-Safety: Always be kind & considerate/Posting / sharing online Introduction to data Programming Beebots	Digital Imagery Rocket to the Moon
Year 2	E-Safety: What happens when I post online? / How do I keep my things safe online? What is a computer? Algorithms and debugging	E-Safety: Who should I ask? / It's my choice Word Processing Programming: Scratch Junior	International Space Station Digital Photography
Year 3	E-Safety: Beliefs, opinions and facts on the internet /When online makes me upset Networks and The Internet Emailing	E-Safety: Sharing of information / Rules of social media platforms Programming: Scratch	Top Trumps Database Video Trailers
Year 4	E-Safety: What happens when I search online? / How do companies encourage us to buy online? Collaborative Learning	E-Safety: Fact, opinion or belief? / What is a bot? / What is my #techtimetable like? Computational thinking	Website design HTML
Year 5	E-Safety: Online protection /Online communication Search Engines Micro bit (programming)	E-Safety: Online reputation / Online bullying / Online health Stop Motion Animation	Programming Music (Charanga)
Year 6	E-Safety: Life online / Sharing online / Creating a positive online reputation Bletchley Park (WW2 coding)	E-Safety: Capturing evidence/Password protection / Think before you click Intro to Python (language behind apps/programs)	Spreadsheets Inventing a Product

Design and Technology

Design and Technology prepares children to deal with tomorrow's rapidly changing world. It encourages children to become independent, creative problem solvers and thinkers as individuals and part of a team. It enables them to identify needs and opportunities and to respond to them by developing a range of ideas and by making products and systems. Through the study of Design and Technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industry. This allows them to reflect on and evaluate past and present technology, its uses and impacts.

At Shield Row Primary, we provide varied learning opportunities which aim to develop not only children's technical skill in Design Technology; but also to develop their wider knowledge of product design and their ability to apply vocabulary accurately. Our content is categorised into six areas: structures, mechanisms, electrical systems, digital, cooking and nutrition, and textiles.

Each unit of work will have a job role attached to it, *e.g. we are electricians*, and an end of unit task, which will provide a clear purpose for learning, an opportunity for consolidation of learning and will give children a window to the world of possible careers and jobs.



	Autumn	Spring	Summer
Nursery	Make imaginative and constructive small worlds with construction kits and small world equipment Explore and develop ideas and decide which materials to use to express them Join different material and explore different textures		
Reception	Cutting	Joining	Sculpture Designing & Evaluating
Year 1	Food: Fruit & veg smoothie	Textiles: Puppets	Mechanisms: Wheels and Axles
Year 2	Structures: Chairs	Mechanisms: Moving Monsters	Food: A balanced diet
Year 3	Food: Eating Seasonally	Structures: Castles	Textiles: Cross Stitch & Applique
Year 4	Mechanisms: Sling shot cars	Electrical systems: Torches	Food: Adapting a Recipe
Year 5	Digital: Monitoring Systems	Structures: Bridges	Food: What could be healthier?
Year 6	Electrical: Steady Hand Game	Mechanisms: Automata Toys	Digital: Navigate the World Food: Come dine with me

Geography

Geography is a wide and varied subject. We aim to inspire in our pupils a curiosity and fascination for the planet and their place in it. The teaching of Geography at Shield Row Primary School will equip pupils with knowledge about places and people, resources in the environment and an understanding of the interaction between physical and human processes that have shaped our landscape and environments. Geographical knowledge, understanding and skills provide the framework to explain how the Earth's features are shaped, interconnected and change over time.

We want the children to enjoy learning about geography both inside and outside the classroom, including educational visits to develop fieldwork and to practice their geographical skills. We want our pupils to learn to collect and analyse data; use maps, atlases, globes, aerial photographs and digital mapping to name, identify and locate countries, continents and oceans; and be able to communicate their learning in a variety of ways.

Each unit of work will have a job role attached to it, *e.g. we are environmentalists*, and an end of unit task, which will provide a clear purpose for learning, an opportunity for consolidation of learning and will give children a window to the world of possible careers and jobs.



	Autumn	Spring	Summer
Nursery	Know that there are different countries in the world Talk about the differences between them (first-hand experience/from photos)		
Reception	My house My school community Map work	My local area – my community My country: The UK (London)	My World: contrasting environments Our roles and responsibilities
Year 1	Where do I live? (Local Area)	Continents & Oceans	Hot & Cold Places
Year 2	Map Makers (Local Area)	UK Countries, Capitals & Surrounding Seas	Let's visit Australia (UK & Non-European Comparison)
Year 3	Where does our food come from?		Mountains
Year 4	Volcanoes, Earthquakes & Tsunamis		Rivers: North East focus
Year 5	Counties and Cities of the UK	Local Area Study: Stanley and the North East	South America including Rainforests
Year 6	European Countries and Cities: Germany	North America	North America & UK Coastal Comparison

History

Our intent is that the teaching of History will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim for it to inspire pupils' curiosity, enable them to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through the teaching of history we endeavour to teach children to understand the complexity of people's lives, the process of change, the diversity of society and relationships between different groups, as well as their own identity and the challenges of their time.

In Year 1 we begin by looking at changes within living memory related to our locality, through the study of education making links to Beamish and the railways linked to Tanfield Railway. In Year 2 the children look at events beyond living memory and significant events/ people. From Year 3 we develop children's knowledge and understanding as a chronological narrative in two strands: British history and World history.

Each unit of work will have a job role attached to it, *e.g. we are archaeologists*, and an end of unit task, which will provide a clear purpose for learning, an opportunity for consolidation of learning and will give children a window to the world of possible careers and jobs.



	Autumn	Spring	Summer
Nursery	My Life Story and My Family's History		
Reception	My Family A historic event or person (e.g. Pompeii, The King) A year in Reception Ongoing: Timeline of Events, Artist study		
Year 1	School Days Past and Present *Mini-Unit: The Gun Powder Plot*	George Stephenson & The Railways 1814	
Year 2	*Mini-Unit: The Gun Powder Plot*	History of Space Travel	The Great Fire of London
Year 3	Pre-historic Britain 4500 BC – 800 BC	Romans 43 AD	Ancient Egypt 3000 BC
Year 4	The Greeks 800BC	Anglo Saxons & Scots 410 AD – 790 AD	Vikings Vs Scots 793 AD – 1066 AD
Year 5	Local Study: mining 1800s (West Stanley Pit Disaster)		The Mayans 900 AD
Year 6	WW1 1914-1918 WW2 1939-1945		Crime & Punishment

Black History Month Units

Year 1	Sir Louis Hamilton
Year 2	Mae Jemison
Year 3	Maya Angelou
Year 4	Martin Luther King
Year 5	Harriett Tubman
Year 6	Mary Seacole

Modern Foreign Languages

Shield Row Primary uses the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

We follow a clear programme of study, which ensures that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase. The four key language learning skills; **listening**, **speaking**, **reading** and **writing** will be taught and all necessary **grammar** will be covered in an age-appropriate way. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning.

We aim for pupils to develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating.



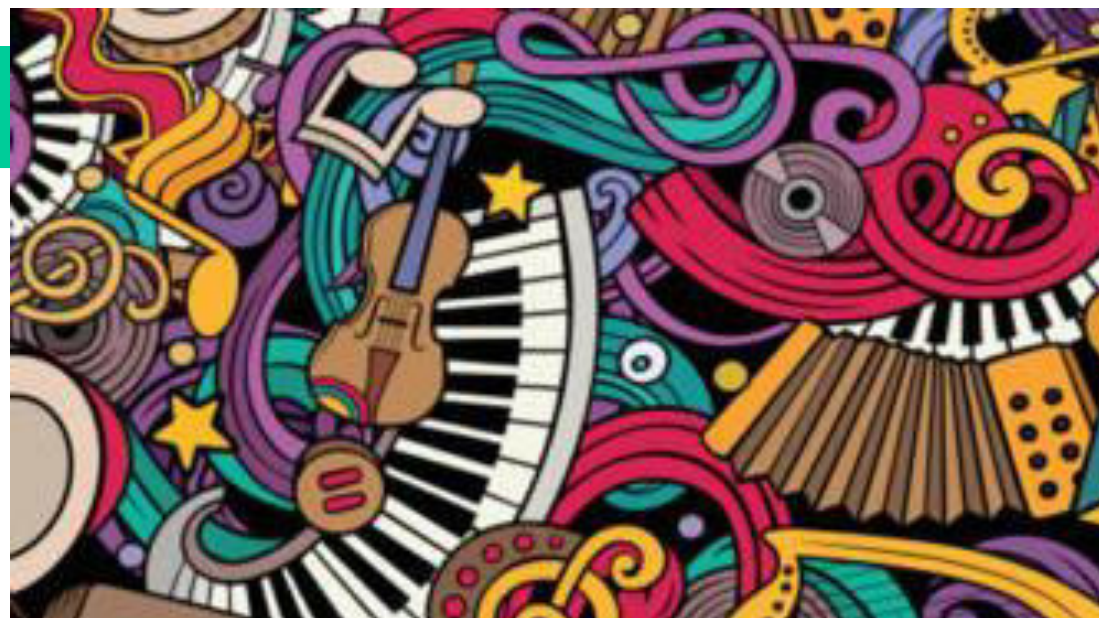
	Autumn	Spring	Summer
Year 3	Core Vocabulary and Phonetics I'm Learning Spanish Animals	Musical Instruments I know how to ...	Fruits Ice-cream
Year 4	Core Vocabulary and Phonetics Seasons Vegetables	Presenting Myself My Family	The Classroom At the Cafe
Year 5	Core Vocabulary and Phonetics My Family What is the Date?	The Weather Do You Have a Pet?	My Home Habitats
Year 6	Core Vocabulary and Phonetics The Date Do You Have a Pet	Clothes At School	At the Weekend Me in The World

Music

The teaching of Music enables personal expression and reflection. We aim for music lessons to be fun and inspiring, engaging the children with songs, lyrics and movement and allowing them to develop their own appreciation of music.

Music is planned in-line with the statements laid out in the national curriculum. Children develop their singing voices, using body percussion and whole body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

We expose the children to many examples of music styles and genres from different times and places so they become critical listeners, responding to a wide range of genres and periods of music. Children explore and understand the 'building blocks' of music such as dynamics and musical notation and technical vocabulary such as volume, pitch, beat and rhythm.



	Autumn	Spring	Summer	Additional
Nursery	Me! Musical Activities Listen Continuous Provision ideas			Rhythm Grids Percussion Instruments
Reception	Me! Everyone! Our World			Musical Activities Rhythm Grids Chime Bars
Year 1	Mt Musical Heartbeat	Exploring Sounds	Learning to Listen	Having fun with improvisation Rhythm Grids Chime Bars Boom Whackers
Year 2	Samba Drumming	Inventing a musical story	Recognising different sounds	Exploring improvisation Quickbeats Rhythm grids
Year 3	Ukulele	Playing in a band	More musical styles	Enjoying improvisation Quick beats
Year 4	Musical structures	Samba Drumming	Compose with your friends	Yustudio A spooky story
Year 5	Recorder	Melody and harmony in music	Sing and play in different styles	Enjoying musical styles Yustudio grime
Year 6	Music and Technology	Creative Composition	Improvising with confidence	Farewell Tour Yustudio Hip Hop

Physical Education

Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and promotes positive attitudes towards a healthy lifestyle.

Our intention is that our PE curriculum will inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. We aim to develop children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of areas. A varied curriculum is in place to support this, with activities including: dance, athletics, gymnastics, games, swimming and water safety and outdoor adventure activities.

We ensure children have the opportunities to compete in sport and other activities to build character and help to embed values such as fairness and respect.



	Autumn	Spring	Summer
Nursery	Introduction to PE Unit 1 Fundamentals Unit 1	Gymnastics 1 Dance 1	Ball skills 1 Games 1
Reception	Introduction to PE Unit 2 Fundamentals Unit 2	Gymnastics 2 Dance 2	Ball skills 2 Orienteering
Year 1	Fundamentals Dance Orienteering	Sending and Receiving Striking and Fielding Games	Invasion games Athletics
Year 2	Fundamentals Gymnastics Orienteering	Sending and Receiving Striking and Fielding Games	Invasion games Athletics
Year 3	Swimming Fundamentals	Gymnastics Ball Skills- kicking, throwing, catching dribbling	Net - Tennis Athletics Orienteering
Year 4	Invasion - Tag Rugby Striking and Fielding – rounders Orienteering	Dance Gymnastics	Swimming Athletics
Year 5	Invasion - Basketball Dance Orienteering	Swimming Fundamentals	Net - Tennis Athletics
Year 6	Invasion - Football Net – Volleyball	Gymnastics Striking and Fielding - Cricket	Athletics Orienteering Swimming

Personal, Social, Health & Citizenship Education

Today's children are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. An integral part of our school mission is to develop well-rounded children. We aim to help our pupils establish a strong moral foundation so that they have a positive self-image and this is reflected in how they behave and interact with others.

Our curriculum aims to help children understand how they are developing personally and socially; tackle many of the moral, social and cultural issues that are part of growing up; and promote British Values. We timetable a weekly PSHCE session as it endorses positive behaviour, mental health, wellbeing, resilience and achievement.

Through weekly Picture News, we also discuss and debate both national and global issues, providing children with the opportunity to voice their opinions as well as listen to and respect the opinions of others. We ensure our children appreciate what it means to be a member of a diverse society and that they are equipped to be independent and responsible citizens who can contribute positively to their community.



	Autumn	Spring	Summer
Nursery	Become more outgoing with unfamiliar people, in the safe context of their setting; Show more confidence in new social situations; Play with one or more other children, extending and elaborating play ideas Find solutions to conflicts and rivalries; increasingly follow rules, understanding why they are important with/without adult present; Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'; Understand gradually how others might be feeling.		
Reception	Me, myself and I What makes me special Feelings Rights and Responsibilities	Be my best Keeping safe Keeping Healthy	Themes revisited through stories; digging deeper
Year 1	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights & Responsibilities	Being My Best Growing & Changing
Year 2	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights & Responsibilities	Being My Best Growing & Changing
Year 3	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights & Responsibilities	Being My Best Growing & Changing
Year 4	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights & Responsibilities	Being My Best Growing & Changing
Year 5	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights & Responsibilities	Being My Best Growing & Changing
Year 6	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights & Responsibilities	Being My Best Growing & Changing

Religious Education

RE helps to promote the spiritual, moral, cultural, mental and physical development of pupils, and prepares them for the opportunities, responsibilities and experiences of later life. At Shield Row Primary we follow the Durham Agreed Syllabus. We aim to develop pupils' knowledge and understanding of Christianity and other principal religions, traditions and world views.

We intend for the teaching of RE to offer pupils the opportunity for personal reflection and spiritual development. We encourage pupils to explore their own beliefs (whether they are religious or not) in the light of what they learn, examine issues of religious beliefs and faith, and consider their own responses to questions raised. Pupils will develop critical thinking and reasoning skills, listen to others, hear and analyse conflicting viewpoints and develop empathy and respect.

Through the RE curriculum we encourage respect for all, including those with differing faiths and beliefs, as pupils develop understanding and appreciation of our diverse society and world. RE helps to challenge prejudice, discrimination and racism.



	Autumn	Spring	Summer
Nursery	Festivals – Harvest Festivals – Christmas	Festivals – Easter	
Reception	The Christmas Story	The Easter Story	Hats of Faith
Year 1	Why do Christians give gifts at Christmas? (Church Visit)	What did Jesus teach us? Easter beginnings	Who was Buddha?
Year 2	What is the Bible and why is it important to Christians? Christmas celebrations	Easter Celebrations: Festivals and Holidays (Church Visit)	Buddhist Festivals
Year 3	What do Hindus celebrate? Diwali	Christian Rites of Passage	Why is the Torah special?
Year 4	Where does the Christian Bible come from? Jewish Celebrations and Jewish beliefs at home	What do we know about Jesus?	What do Muslims celebrate?
Year 5	What is a Church? Stories of Christianity	Why is Easter important?	Islamic Rites of Passage (Mosque Visit)
Year 6	Jewish Worship and Community (Synagogue Visit)	What is the Qu'ran and why is it important to Muslims?	Identity and belonging

Science

Our intent is to spark children's curiosity as scientists, developing a thirst for learning and finding out why things happen in the way that they do. The teaching of science at Shield Row Primary School, follows the objectives laid out in the National Curriculum.

We value science as a core subject and want our pupils to learn key scientific vocabulary and knowledge as well as the skills linked to scientific working. We want our pupils to develop the ability to think independently and raise scientific questions, developing an enthusiasm and enjoyment of scientific learning and discovery so that they have an excitement and passion to pursue science at secondary school and know what career options it could lead to.

Each unit of work will have a job role attached to it, *e.g. we are dieticians*, and an end of unit task, which will provide a clear purpose for learning, an opportunity for consolidation of learning and will give children a window to the world of possible careers and jobs.



	Autumn	Spring	Summer
Nursery	Exploring Our Senses; Exploring materials and their properties; Planting Seeds and Caring for plants; Life Cycles of Plants & Animals Caring for the Natural Environment & Living Things		
Reception	My Body, My Senses Floating & Sinking	Changes of state (freezing/ melting) Forces and Movement	Growing Plants Lifecycles & Minibeasts
	←	Observing Seasons & Weather Growth & Decay	→
Year 1	Everyday Materials	Animals Including Humans	Identifying Plants
	←	Seasonal Changes	→
Year 2	Living Things & Their Habitats	Exploring Everyday Materials	Growing Plants Growth and Survival
Year 3	Light & Shadow Health & Movement	Forces & Magnets	Rocks and Fossils Plants
Year 4	States of Matter Changing Sound	Circuits & Conductors	Eating & Digestion Living in Environments
Year 5	Forces Earth & Space	Properties of Materials	Life Cycles Growth & Reproduction
Year 6	Seeing Light Changing Circuits	Evolution & Inheritance	Classifying Organisms Healthy Bodies