TVED Long Term Curriculum Map

Trust Intent & Entitlement

At Tees Valley Education our knowledge-rich national curriculum-based offer is mapped to reflect, and meets, the bespoke needs of all children in the trust; across mainstream, unit and specialist provision. Through defined pathways the curriculum encompasses a mainstream, unit and specialist curricula offer delivered through a SEND continuum of formal, semi-formal and informal. Designed to ensure academic progress for all children, using the latest research in the science of learning, the inclusive practice and provision demonstrates the trusts determination to achieve excellence.

We want all our children to make progress: to know more, remember more and do more. We provide learning opportunities that will widen, deepen and build on prior knowledge across all curriculum areas, fostering curiosity, aspirations, a passion for learning and the cultural capital needed to succeed in life.

At Tees Valley Education we are utterly committed to narrow the gaps and support the development of the reading, vocabulary and oracy as we recognise the trusts community needs, supported during the transition phase through blended learning and digital agency. The intentions are to enable pupils to communicate effectively, become independent learners and prepare them well for the next stage of their education, their future lives and employment and to be responsible active citizens.

'The limits of our language are the limits of our world' Ludwig Wittgenstein

Long-term Rationale: EYFS

Learning for today…. preparing for tomorrow

The TVEd long-term plan for EYFS has been designed to fulfil the early years framework, whilst considering the area in which we serve.

Intent:

Our early years curriculum aims to develop the pupils holistically, taking into consideration early childhood development and their cognitive stage.

The curriculum is progressive and coherently planned to engage all learners and to build upon the children's prior knowledge. Through continuous and enhanced provision, and the direct teaching of knowledge and skills, our curriculum develops each child's unique characteristics, builds resilience, self-regulation and independence, thereby increasing their knowledge and sense of themselves and the wider world. The development of communication and language is a fundamental skill which allows pupils to be increasingly articulate in their learning and prepare them for the next stage of their education

Overview

The documentation is based upon the Early Years Framework with the statutory requirements. It reflects the expectations of sequential and progressive direct teaching, using the supporting documents of Development Matters and Birth to Five. The '*characteristics of effective learning*' are at the heart of our early years curriculum which provides opportunities for pupils to develop in environments which enable learning and ignite curiosity and enthusiasm. In addition to this the trust has an expectation that continuous provision reflects all prime areas, meeting the needs of the children in the setting. The coherent long-term learning sequence has been developed to ensure a secure foundation for social and academic development and readiness for year 1.

TVED Long Term Curriculum Map

Characteristics of Effective Learning
Engagement: Playing and exploring • Finding out and exploring • Playing with what they know • Being willing to 'have a go'
Motivation: Active learning • Being involved and concentrating • Keeping trying • Enjoying achieving
Thinking: Creating and thinking critically • Having own ideas • Making links • Choosing ways to do things

Areas of Development	Aspects
Prime areas	
Personal, Social and Emotional Development	Self-regulation
	Managing self
	Building relationships
Physical Development	Gross motor skills
	Fine motor skills
Communication and Language	Listening, attention and understanding
	Speaking
Specific areas	
Literacy	Comprehension
	Word reading
	Writing
Mathematics	Number
	Numerical patterns
Understanding the World	Past and present
	People, culture and communities
	The natural world
Expressive Arts	Creating with materials
	Being imaginative and expressive

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TEES VALLEY EDUCATION
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EYFS PRIME AREA: PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Intent: To provide opportunities for pupils to develop a positive sense of self, and create strong relationships with those around them. By learning how to manage their emotions, pupils with develop skills in co-operation and dealing conflict, in order to support their ability to achieve in school and later life.

By the end of nursery (based Development Matters) most children will be able to:	By the end of reception (ELG) most children will be able to:
• Talk about family and friends • Talk about similarities / differences between how we feel • Develop strategies for dealing with feelings, emotions and behaviours • Begin to make / develop new friendships • Understand how to deal with mistakes – take ownership of own learning • Understand cause and effect – follow school rules and routines • Celebrate other people's achievements	**Self-Regulation** • Show understanding of own feelings and those of others and begin to regulate their own behaviour • Set and work towards simple goals appropriately, being able to wait for what they want and control their impulses • Give focussed attention to what the teacher says, responding appropriately • Show an ability to follow instructions involving several ideas or actions **Managing Self** • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **Building Relationships** • Work and play co-operatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and others' needs

PSED: DIRECT TEACHING (order to be determined by teaching staff)

	Autumn	Spring	Summer
Nursery Self-Regulation	All about me and my family Learning about different emotions	Understand emotions / Talk about feelings	Show confidence in new situations (transition) Understand how other people might be feeling
Nursery Managing Self	All about me (self - care) – Toilet training and hand washing Introduce classroom rules and routines	Create and model activities designed to allow independence and perseverance in the face of challenge. Select and use resources independently Understand and follow rules and routines	Being healthy - exercise Talk with others to solve conflict Follow rules and routines without adult support
Nursery Building Relationships	All about me (co-operative play / positive relationships) Playing alongside others. Being aware of others in their environment.	Playing with one or more children, turn taking, sharing.	Being confident with unfamiliar adults. (transition)Extending playing ideas with others.
Reception Self-Regulation	Me, my family, my friends Adapt behaviour to match environment	Control their own impulses, being able to wait	Understanding of own feelings and how others might feel in a given situation
Reception Managing Self	Understand cause/effect consequences for actions. See themselves as a valuable individual Create and model activities designed to allow independence, resilience and perseverance in the face of challenge.	Healthy Eating Celebrate others achievements Explain reasons for rules	Being healthy: exercise Ownership of own learning. Mistakes are a part of learning
Reception Building Relationships	Me, my family, my friends (positive attachments, showing sensitivity) Make/develop new friendships Talk about own family and friends	Chinese New Year cultural similarities and differences. Why are we all different/same? (Show sensitivity to their own and others' needs) Understand other people's needs and feelings Discuss conflicts in play and negotiate solutions	Following instructions to build constructive and respectful relationships

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EYFS PRIME AREA: PHYSICAL DEVELOPMENT	
Intent: To develop all-round physical development to enable healthy and active lives. Through specialist and direct teaching and ongoing weekly provision, opportunities are provided to develop both gross and fine motor skills and develop co=ordination and control.	
By the end of nursery (based Development Matters) most children will be able to:	**By the end of reception (ELG) most children will be able to:**
• Move in different ways including running, walking, climb on different surfaces, climb stairs using alternate feet • Have developing control with ball skills including throwing, catching and kicking • Link a sequence of movements together • Create lines and circles pivoting from the shoulder and elbow • Uses a range of small tools-brushes, pencils, chalk, whisks, pegs, threading • Shows accuracy when drawing using lines and circles • Hold scissors correctly to snip • Use a range of lines and shapes when painting and drawing to create a representation	**Gross motor** • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrates strength, balance and co-ordination when playing • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing **Fine motor** • Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to use accuracy and care when drawing

PHYSICAL: CONTINUOUS PROVISION AND DIRECT TEACHING Order to be determined by teaching staff****

	Autumn	Spring	Summer
Nursery **Gross motor**	Movement in different ways including running, walk, run and climb on different surfaces, climb stairs using alternate feet	Ball skills including throwing, catching and kicking Create lines and circles pivoting from the shoulder and elbow	Refine movements in different ways such as running forwards and backwards, jumping upwards and forwards Link a sequence of movements together
Nursery **Fine motor**	Use a range of small tools-brushes, pencils, chalk, whisks, pegs, threading Develop grip strength in hands- dough disco- Squeeze, stretch, pinch, roll	Show accuracy when drawing using lines and circles Focus on developing tripod pencil grip Hold scissors correctly to snip	Learn to write some letters in their name Use a range of lines and shapes when painting and drawing to create a representation
Reception **Gross motor**	Move in a range of ways, speed and directions to avoid obstacles slithering, shuffling, rolling, crawling, jumping, skipping, sliding and hopping Move around, over, under and through balancing and climbing equipment Jump off objects and land appropriately	Ball skills including throwing, catching, kicking, batting and aiming using a variety of equipment and with increasing accuracy and precision Movement including spatial awareness negotiating space successfully, adjusting speed and direction to avoid obstacles	Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
Reception **Fine motor**	Refine pencil grip Writing letters/numbers using correct formation Use cutlery with increasing control	Adding smaller details to drawing and paintings using a range of media Writing letters/numbers using correct formation	Increase accuracy, size and orientation of letters and numbers

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EYFS PRIME AREA: COMMUNICATION AND LANGUAGE	
Intent: To develop the spoken language and vocabulary of pupils to enable them to access all areas of learning. Through conversation, questioning and modelling, children will be able communicate effectively with people around them.	
By the end of nursery (based Development Matters) most children will be able to:	**By the end of reception (ELG) most children will be able to:**
• Listens when somebody else is talking • Talk in sentences using 4-6 words • Begin to extend some sentences using and or because • Talk about the future and past with increasing accuracy around tense • Answer simple why questions • Asks questions to find out more • Participate and respond in small group discussions or 1:1 interactions • Listens to and talks about stories to build familiarity and understanding • Retell a story using some exact repetition and some of their own words	**Listening, attention and understanding** • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers **Speaking** • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

COMMUNICATION AND LANGUAGE: DIRECT TEACHING (order to be determined by teaching staff)			
	Autumn	**Spring**	**Summer**
Nursery **Listening, attention and understanding**	Listen and respond when they are spoken to by an adult. Listen to and identify sounds from the indoor and outdoor Explore instruments for listening and response skills Sit still, listen and join in for rhymes, stories or register routine Follow a simple single instruction	Answer questions in a small group situation linked to well-known stories. Answers are becoming more appropriate to the question Listen for a growing length of time in a small group Follow a simple two step instruction	Understand why questions. Listen and maintain attention for a growing length of time as a class Give greater detail in answers Follow a more complex set of instructions
Nursery **Speaking**	Answer the register. Talking one to one with a key adult. Repeating key vocabulary modelled. Begin to understand the conventions of talk and response	Start a conversation and continue to turn take. Use talk to organise themselves and their play Communicate to meet needs Communicate for a purpose Use a wider range of appropriate vocabulary	Retell well-known stories and sing a repertoire of rhymes. Name a story that they like and say why
Reception **Listening, attention and understanding**	Take turns in a group and class situation Listen with intent to other people when they speak Give reasons for their answers Identify main characters in a story	Ask own relevant questions to find out more (who, where, why) Use story language and subject specific language in context to answer questions	Use talk to help work out problems and organise thinking. Explain how things work and why they might happen. Answer how do you know questions Sequencing events and words in sentences to describe detail
Reception **Speaking**	One to one and small group discussions around direct teaching areas. Focus on speaking in sentences. Develop social phrases	Sharing own ideas and opinions. Articulate their ideas and thoughts in well-formed sentences	Connect ideas using a range of connectives. Opportunities to offer own ideas and explanations Speaking in more complex sentences.

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EYFS SPECIFIC AREA: LITERACY	
Intent: To develop secure foundations in communication, language, reading and writing. The curriculum aims to instil a love of books and reading, with the offer developing skills in both word reading and comprehension. Children will be able to listen to, and talk about stories, poems, rhymes and non-fiction, and develop secure foundations in decoding printed words. Equally as important, children will develop good language comprehension which will support the development of self and wider world. Reading, is crucial to the development of writing and direct and continuous opportunities to record will be offered provide a secure foundation in handwriting, spelling and writing for meaning in readiness for year 1.	
By the end of nursery (based Development Matters) most children will be able to:	**By the end of reception (ELG) most children will be able to:**
• Engage in extended conversations about stories, learning new vocabulary. • Recognise words with the same initial sound • Spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Begin to join in with rhyming strings like 'hat' and 'cat'. • Orally segment and blend • Use some print and letter knowledge in their early writing. • Write some or all their name	**Comprehension** • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate-where appropriate- key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. **Word Reading** • Say a sound for each letter of the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including common expectation words **Writing** • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others

READING AND WRITING: DIRECT TEACHING

****Order to be determined by teaching staff****

	Autumn	Spring	Summer
Nursery **Word reading** **Comprehension**	Adults share books- how to hold, print has meaning, identify print in the environment Tuning into sounds through songs, rhymes, body sounds Copying sequences with your body and voice	share books in groups- name different parts of the book share books in groups- how follow text Engage in rhythm and rhyme to learn vocabulary and responses Learn that names and objects start with a sound Count/clap syllables in a word	Sounds effects and letter sounds using their voice Orally segment and blend – using objects then pictures Introduce RWI pictures Recognise words with the same initial sound
Nursery **Writing**	Adding marks to their pictures to show meaning	Adding marks to their pictures to show meaning Begin to create individual marks to represent meaning	Begin to form some letters correctly in their name
Reception **Word reading** **Comprehension**	Begin 1:1 reading Read individual letters by saying the sound (SET 1) Blend sounds into words (SET 1 and begin blending)	Read some letter groups that represent one sound (SET 1 Photocopy ditty) Read simple phrases and sentences (SET 1 Red)	Read simple phrases and sentences with some CEW (SET 1 Red ditty/SET 2 Green) Read simple phrases and sentences with some CEW (SET 2 Green/purple)
Reception **Writing**	Form lower case letters correctly Write cvc words Write lists using known sound-letter correspondence	Write cvcc words and some red words Write captions using known sound-letter correspondence Write phrases/ short sentences	Write short sentences using a capital letter and full stop Reread what they have written to check it makes sense

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EYFS SPECIFIC AREA: MATHEMATICS

Intent: To provide a strong grounding in numbers to 10, developing a deep conceptual understanding of which to provide the building blocks for future mathematical concepts. Curiosity around number, shape, space and measures will be developed through a range of opportunities to support their readiness for school and the mathematical world around them.

By the end of nursery (based Development Matters) most children will be able to:	By the end of reception (ELG) most children will be able to:
• Know that the last number reached when counting a small set of objects tells you how many there are in total. • Show 'finger numbers' up to 5. • Matches numerals and amounts up to 5. • subitise up to 3. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Understand position through words alone. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Talk about and identify the patterns around them. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern.	**Number** • Have a deep understanding of numbers to 10, including the composition of each number • Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. **Numerical patterns** • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers to 10, including evens and odd, double facts and how quantities can be distributed evenly. • Select, rotate and manipulate shapes in order to develop spatial awareness • Investigate how shapes can be combined to make new shapes • Copy, continue and create repeating patterns • Compare length, weight and capacity using comparative language

MATHS: DIRECT TEACHING

****Order to be determined by teaching staff****

	Autumn	Spring	Summer
Nursery **Number** **Number Patterns**	Counting rhymes and songs using fingers to represent numbers Recite numbers counting past 5	Cardinal value to 3 and counting groups to 3 Link numeral amounts up to 3 Compare quantities using vocabulary such as more than, less than Talk about and identify patterns Discuss routes and locations using appropriate vocabulary	Recognition of up to 3 objects Show finger numbers up to 5 Cardinal value to 5 Link numeral amounts up to 5 Notice and correct an error in a repeating pattern
Nursery **Shapes and Measures**	Talk about and explore 2D shapes and language associated	Talk about and explore 3D shapes and language associated Investigate size, length, weight and capacity	Combining shapes to make new shapes Select appropriate shape for building Make simple comparisons between size, length, weight and capacity
Reception **Number** **Number Patterns**	Recite numbers to 10 Subitise to 6 Representing, comparing, composition of 1-3 Matching and sorting Introduce zero Representing, comparing, composition of 4-6 1 more and 1 less Copy a repeating pattern	Recite numbers past 10 Cardinal and ordinal to 10 Representing, comparing, composition of 7-10 Combining 2 groups Consolidation 1-10 Bonds to 10 Adding more Taking away Continue a repeating pattern	Recite numbers beyond 20 Building numbers beyond 10- comparing and ordering Counting patterns beyond 10- adding to full sets of 10 Instant recall of bonds to 10 Recognise doubles facts Odd and even Sharing and grouping Create repeating patterns
Reception **Shapes and Measures**	**Measure** Compare size, capacity and mass **Shape** Recognise circles and triangles Recognise shapes with 4 sides and know simple properties	**Measure** Compare size-(length, height) mass and capacity Length and height **Shape** Find 2d shapes within 3d shape and patterns Simple properties of 3d shapes	**Shape** Spatial reasoning - visualise and build Comparing simple properties of 2d and 3d shapes

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EYFS SPECIFIC AREA: UNDERSTANDING THE WORLD	
Intent: To ensure a range of personal experiences which increases the children's knowledge and sense of the world around them, fostering an understanding of our diverse world. The opportunities would enrich and widen vocabulary, supporting the development in oracy and comprehension.	
By the end of nursery (based on Development Matters) most children will be able to:	**By the end of reception (ELG) most children will be able to:**
• Remember and talk about significant events in their own experience. • Talk about some of the similarities and differences between places they have been, where they live • Show care and concern for living things and the environment. • Use technology for a purpose and with a simple outcome • Notice and talk about the differences between people, families and communities	**Past and present** • Talk about the lives and roles of people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. **People Culture and Communities** • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate- maps. **The Natural World** • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

UNDERSTANDING THE WORLD: DIRECT TEACHING (order to be determined by teaching staff)

	Autumn	Spring	Summer
Nursery **Past and present**	Talk about weekend news	Remember and talk about significant recent events in their own experience Look at photos of events in their lives	Remember and talk about significant recent events in their own experience
Nursery **People, culture and communities**	Bonfire night, Diwali and Christmas - (what are they) Birthdays- (why and how) Children in Need Look at different occupations	Chinese New Year and Easter (what are they) Talk about similarities and differences between people Comic Relief	Talk about similarities and differences between places they have been and where they live
Nursery **The Natural World**	Seasons: Weather (autumn / winter) Exploration of the immediate environment grass, mud, puddles, plants, animals Using senses, sights, sounds and smells Identify through stories different environments and nature	Seasons: Weather (winter / spring) To talk about some of the things they have observed such as plants, animals, natural and found objects To plant seeds and care for them	Seasons: Weather (summer) Woodland Environment including comparison to local area Mini beasts and woodland animals Show care and concern for the environment
Reception **Past and present**	Remembrance Day- look at pictures and stories	Past V Present -homes or toys Discuss images of a familiar past What happened before they were born?	Compare and contrast characters from stories including figures from the past
Reception **People, culture and communities**	Children in Need Diwali: Cultural similarities and differences Christmas: How is it celebrated around the world People who help us (people's lives and their roles in society)	Chinese New Year: Cultural similarities and differences The Easter Story Comic Relief	Reading simple maps Talk about important figures in the community Know that some places are special to members of their community
Reception **The Natural World**	Seasons: Changes in the natural world (autumn / winter) Recognise some environments are different to the ones they live in	Seasons: changes in the natural world (winter / spring) Complete an investigation linked to British Science week Understand change of state- melting, freezing	Seasons: Changes in the natural world (summer) Seaside Environment including comparison to local and woodland area Investigate forces- push, pull

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EYFS SPECIFIC AREA: EXPRESSIVE ARTS AND DESIGN	
Intent: To develop artistic and cultural awareness which allows creativity and imagination to be fostered. Repetition and depth of their experiences is fundamental to enhancing their appreciation across the arts.	
By the end of nursery (based on Development Matters) most children will be able to:	**By the end of reception (ELG) most children will be able to:**
• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc • Engage in imaginative role-play based on own first-hand experiences • Create simple representations of events, people and objects • Make simple models which express their ideas • Use various construction materials to build, balance and create their own representations and designs • Join different materials and explore different texture • Recite a range of nursery rhymes • Enjoy creating simple beat and rhythm activities • Respond to what they have heard, expressing their thoughts and feelings	Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use props and materials when role playing characters in narratives and stories • Being Imaginative and Expressive • Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and-when appropriate- try to move in time with music.

EXPRESSIVE ARTS AND DESIGN: DIRECT TEACHING (order to be determined by teaching staff)

	Autumn	Spring	Summer
Nursery **Creating with materials**	Explore different materials Create closed shapes with continuous lines Explore colour Mark making leading to drawing	Explore different materials using all senses Show emotions in paintings and pictures	Artist study- Kandinsky- abstract art Make simple models Use drawing to represent ideas
Nursery **Being imaginative and expressive**	Introduce pretend play Listen with increased attention to sounds Performance for others: Nursery Rhymes Christmas	Sing a range of nursery rhymes – recognise rhythm and repetition Take part in pretend play Remember and sing entire songs Performance for others: Easter concert	Make imaginative small worlds Respond to what they have heard, expressing their thoughts and feelings Sing pitch of a tone sung by another person Performance for others: music and singing Graduation
Reception **Creating with materials**	Explore colour mixing Join different materials and explore different textures	Develop own ideas and decide which materials to use for a purpose Artist study- Seurat- pointillism	Artist study-Mondrian- abstract art Show and explain how they made their creations to others
Reception **Being imaginative and expressive**	Begin to develop / make complex 'small worlds' Listen attentively, move to and talk about music, expressing their feelings and responses Performance for others: Nursery Rhyme Week Christmas	Developing story lines in their pretend play Sing the melodic shape of familiar songs Watch and talk about dance and performance art, expressing their feelings and responses Performance for others- invent own performance for peers	Create their own songs or improvise a song around one they know Play instruments with increasing control to express their feelings and ideas Sing in a group or on their own increasingly matching the pitch and following the melody Performance for others- rhythm and rhyme

Long-term Rationale KS1 and KS2

The TVEd long-term plan has been designed to fulfil the national curriculum programme of study whilst considering the area in which we serve and the specific needs of the children. A coherent learning sequence has been developed to ensure that knowledge is built cumulatively from beginning to end. Our curriculum gives children the opportunities to activate and build on prior knowledge, drawing this from their long-term memory, to make meaningful connections and increase understanding. The key to developing this knowledge is providing children with experiential learning, linked to the local area and region, as well as first hand experiences. Ultimately, we aim to build confidence, cultural capacity and raise aspirations for their future life.

Intent:

Across the formal curriculum we ensure our pupils have the learning dispositions and attitudes to question and explore subject specific learning through a structured approach, modified accordingly.

We provide opportunities for pupils to develop their knowledge and skills, with growing confidence, resilience and independence, so they can apply their learning in a range of situations. All pupils access opportunities to develop metacognitively to support them to take risks in their learning. Teaching is delivered on a whole class, small group and targeted approach and is designed with end goals and outcomes at the forefront in order that we build deep, long lasting knowledge cumulatively.

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English Long-Term Plan

Intent: We recognise that English is essential to everyday life and to a child's ability to communicate effectively using a rich and varied vocabulary. We aim to provide a high-quality English education which provides them with the best possible opportunities to become confident and literate with a deep love and understanding of English language and literature.

To be used in conjunction with TVED Narrative and Poetry genres

English	Autumn	Spring	Summer
Year 1	Instructions Narrative Recount Non-chronological report	Instructions Narrative Recount Non-chronological report	Instructions Narrative Recount Non-chronological report Narrative: overcoming a monster
Year 2	Instructions Narrative: Fairy Tales Recount Narrative: Story with a dilemma, issue or moral Non-chronological report	Narrative: Quest or journey Recount Instructions Narrative: Mystery	Narrative: Myth or legend Non-chronical report Recount Instructions Narrative: Overcoming a monster Poetry
Year 3	Poetry Narrative: Fairy Tales Non-chronological report Narrative: Story with a dilemma, issue or moral Recount Instructions	Explanation Narrative: Quest or journey Poetry Narrative: Mystery Recount	Explanation Narrative: Myth or legend Narrative: Overcoming a monster Non-chronological report Poetry
Year 4	Instructions Narrative: Fairy Tales Recount Explanation Narrative: Story with a dilemma, issue or moral Poetry	Narrative: Quest or journey Persuasion Poetry Narrative: Mystery Non-Chronological report	Narrative: Myth or legend Persuasion Narrative: Overcoming a monster Poetry Recount
Year 5	Explanation Narrative: Fairy Tales Poetry Narrative: Story with a dilemma, issue or moral Non-chronological report Persuasion	Instructions Narrative: Quest or journey Poetry Narrative: Mystery Recount	Narrative: Myth or legend Persuasion Discussion Explanation Narrative: Overcoming a monster Poetry
Year 6	Narrative: Fairy Tales Poetry Recount Discussion Non-chronological report Narrative: Story with a dilemma, issue or moral	Explanation Narrative: Quest or journey Poetry Narrative: Mystery Persuasion	Instructions Poetry Narrative: Myth or legend Discussion Recount

Use professional judgement to inform length and order of teaching blocks throughout the year (Leaders/teacher discussion)

Timings for blocks Genres	**Y1-** Genres will be fluid throughout the term, however there must be direct teaching of each genre a minimum of twice per term. A text or curriculum links may provide opportunities for multiple genres to be taught and applied. **Y2-Y6 Poetry x1 week**, **Narrative x2-3 weeks, Non-Narrative x2-3 weeks Non-narrative**: If an academy wishes to link topics from curriculum subjects to teach writing, please see '**Bank of Ideas for Teaching Non-narrative Genres'** document **Narrative genres are to include:** Fairy Tales, Story with a dilemma, issue or moral, Quest or journey, Mystery, Myth or legend, Overcoming a monster (order at academy discretion – see **TVED Narrative and Poetry genres** document for examples and overviews) **Poetry genres are to include:** Haiku, Free Verse, Rhyming Couplets, Kennings Please see appendix 1 for clarity on definitions of narrative forms and appendix 2 for non-narrative teaching ideas. Appendix 6 Provides key features for each text type.

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Mathematics Long-Term Plan						
We recognise that mathematics is essential to everyday life, critical to science, technology and engineering. We aim to deliver a high-quality mathematics education which allows pupils to reason and explain their thinking, solve problems in a range of contexts, note connections between areas of maths and prove their answers by using a wide range of mathematical vocabulary and thinking.						
Order of blocks within each half term to be determined by teaching staff						
Mathematics	Autumn		Spring		Summer	
Year 1	Number and Place Value Number- Calculation Number - Fractions Measurement Geometry		Number and Place Value Number- Calculation Number - Fractions Measurement Geometry		Number and Place Value Number- Calculation Number-Fractions Measurement Geometry	
Year 2	Number – PV 1wk Number- Calculation 4 wk Measuring- 1 wk Geometry- 1 wk	Number- Calculation 3 wk Measuring- 1 wk Geometry- 1 wk Statistics- 1 wk	Number – PV 1 wk Number- Calculation 4 wk Measuring- 1 wk	Number- Calculation 3 wk Measuring- 1 wk Geometry – 1 wk Statistics- 1 wk	Number – PV 1 wk Number- Calculation 4 wk Measuring- 1 wk	Number- Calculation 4 wk Geometry- 1 wk Measuring- 1 wk
Year 3	Number – PV 2wk Number- Calculation 4 wk Measuring- 1 wk	Number- Calculation 2 wk Number- Fraction 2 wk Measuring- 1 wk Geometry- 1 wk	Number – PV 1 wk Number- Calculation 3 wk Measuring- 1 wk Statistics- 1 wk	Number- Calculation 2 wk Number- Fraction 2 wk Measuring- 1 wk Geometry – 1 wk	Number – PV 1 wk Number- Calculation 3 wk Measuring- 1 wk Statistics- 1 wk	Number- Calculation 2 wk Number- Fraction 2 wk Geometry- 1 wk Measuring- 1 wk
Year 4	Number – PV 1wk Number- Calculation 4 wk Measuring- 1 wk Geometry- 1 wk	Number- Calculation 2 wk Number- Fraction 2 wk Measuring- 1 wk Statistics- 1 wk	Number – PV 1 wk Number- Calculation 3 wk Measuring- 1 wk Geometry – 1 wk	Number- Calculation 2 wk Number- Fraction 2 wk Measuring- 1 wk Statistics- 1 wk	Number – PV 1 wk Number- Calculation 3 wk Measuring- 1 wk Geometry- 1 wk	Number- Calculation 2 wk Number- Fraction 2 wk Measuring- 1 wk Statistics- 1 wk
Year 5	Number – PV 1wk Number- Calculation 4 wk Measuring- 1 wk Geometry – 1 wk	Number- Calculation 2 wk Number- Fraction 2 wk Measuring- 1 wk Statistics- 1 wk	Number – PV 1 wk Number- Calculation 3 wk Measuring- 1 wk Geometry- 1 wk	Number- Calculation 2 wk Number- Fraction 2 wk Measuring- 1 wk Statistics- 1 wk	Number – PV 1 wk Number- Calculation 3 wk Measuring- 1 wk Geometry- 1 wk	Number- Calculation 3 wk Number- Fraction 2 wk Measuring- 1 wk
Year 6	Number – PV 1wk Number- Calculation 2 wk Number- Fraction 2 wk Measuring- 2 wk	Number- Calculation 2 wk Number – Fraction 2 wk Algebra- 1 wk Geometry- 1 wk	Number- Calculation/Fraction 3 wk Geometry- 1 wk Measuring- 1 wk Statistics- 1 wk	Number- Calculation/Fraction 3 wk Measuring- 1 wk Geometry – 1 wk Statistics- 1 wk	SATS REVISION/REVISITING CONCEPTS	Application and extension into other mathematical projects/enterprise.

TVED Long Term Curriculum Map

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Intent for TVED Science

We aim for all children to become scientifically knowledgeable, scientifically literate and methodical problem solvers, by facilitating independent inquiry, nurturing curiosity and bringing current, relevant, real-world science into the classroom. This will develop the natural curiosity of the child, encourage respect for living organisms and the physical environment and provide opportunities for critical evaluation of evidence.

All children will work scientifically through: Identifying, Classifying Grouping, Observing Over Time, Pattern Seeking, Research using secondary sources and Comparative and Fair Testing. Elements of working scientifically need to be within all blocks. **Refer to the TVED Working Scientifically document**

	Autumn	Spring	Summer
Year 1	Seasonal changes	Everyday materials	Animals, including humans Plants
	What are the changes over the four seasons?	Can you name and compare materials based on their properties?	How can animals be compared? What are the different parts and types of plants and trees?
Year 2	Uses of every day materials Living things and their habitats	Animals, including humans	Plants
	Can you name, compare and classify materials based on their properties? How do the characteristics of plants and animals suit their habitats?	What do humans need to grow and be healthy?	What does a plant need to stay healthy?
Year 3	Animals, including humans Rocks	Forces and magnets	Plants Light
	How do you move and grow? How are rocks formed?	What is a force?	What is a life cycle of a plant? What is a source of light and what happens when it is blocked?
Year 4	Sound Electricity	States of matter	Living things and their habitat Animals, including humans
	How do you hear things? How does a circuit work?	What makes a liquid, solid or gas?	How do animals thrive in their habitat? What happens to your food when you eat it?
Year 5	Living things and their habitat Animals, including humans	Earth and space	Properties and changes of materials Forces
	What are the life cycles and processes of reproduction in some plants and animals? What are the stages of human development?	How does Earth move within the solar system?	When is a change reversible or irreversible? How do forces act and what are their effects?
Year 6	Evolution and inheritance Light	Electricity	Animals, including humans Living things and their habitats
	How have animals, humans and plants adapted over time? How do we see things?	How do components affect a circuit?	How does your heart work and stay healthy? What characteristics could you use to classify animals and plants?

TVED Long Term Curriculum Map

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Intent for TVED Art

Art allows pupils to become confident independent artists who are creative and have the ability to express themselves using a wide range of materials and media. Through exposure to diverse local, national and international cultural heritage, pupils will foster a love of art and understand how art contributes to the creativity and wealth of our nation and wider world. The curriculum is artist driven and structured to ensure drawing is the strand that underpins and is woven through the entire curriculum.

Outcomes

By the end of KS1 most children will be able to:	By the end of KS2 most children will be able to:
• to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	• to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.

	Autumn	Spring	Summer
Year 1	Artist: Iris Scott Techniques: Drawing and **Painting**	Artist: Lucy Pittaway Techniques: **Drawing**	Artist: Angie Lewin Techniques: Drawing and **Printing**
	What process does Iris Scott use to create her artwork?	How is the work of **Lucy Pittaway** influenced by local landscapes?	How does nature inspire Angie Lewin's artwork?
Year 2	Artist: Friedensreich Hundertwasser Techniques: Drawing and **Painting**	Artist: Mackenzie Thorpe Techniques: **Drawing**	Artist: Alberto Giacometti Techniques: Drawing and **Sculpture**
	How does **Friedensreich Hundertwasser's** work incorporate nature?	How is Mackenzie **Thorpe's** artwork influenced by local landmarks?	How does Giacometti represent figures in his work?
Year 3	Artist: Lowry Techniques: Drawing and **Painting**	Artists: Giuseppe Arcimboldo Techniques: Drawing and **Collage**	Artist: William Morris (designer) Techniques: Drawing, **Textiles and Printing**
	How does **Lowry** use perspective in his artwork?	What inspiration does **Giuseppe Arcimboldo** use and how does he create his portraits?	How is William Morris' artwork influenced by repeated floral patterns?
Year 4	Artist: Anthony Gormley (architect) Techniques: Drawing and **Sculpture**	Artist: David Hockney Techniques: Drawing and **Painting (ipad tech)**	Artist: Claude Monet Techniques: Drawing and **Painting**
	How does **Antony Gormley** use shape and form in his artwork?	What is digital art and how has David Hockney developed this medium?	How does nature inspire Claude Monet's work?
Year 5	Artist: Andy Goldsworthy Techniques: Drawing and **Sculpture**	Artist: Peter Thorpe Techniques: Drawing and **Painting**	Artist: Joe Cornish (photographer) Techniques: Drawing and **Photography**
	How does **Andy Goldsworthy** use natural products to create his sculptures?	How does **Peter Thorpe** use the theme of space to create dramatic effect in paintings?	How does Joe Cornish use light and dark to create a mood in photography?
Year 6	Artists: Barbara Hepworth and Henry Moore Techniques: Drawing and **Sculpture**	Artists: Andy Warhol Techniques: Drawing and **Printing**	Artist: Costume Design (Linked to Trust Performance) Techniques: Drawing and **Textiles**
	How does the work of **Barbara Hepworth** capture the feeling of family life in her art?	Why was the work of Andy Warhol so popular and what effect did it have on popular culture?	How can I apply my knowledge to support a production?

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Intent for TVED Computing

Our ambition is for our children to be digitally literate and to develop digital agency across a range of domains and tools creatively. We want to develop well rounded digital citizens who can navigate and shape their digital world responsibly and safely to be digital creators, not digital consumers. Our curriculum will equip children with the attitudes, knowledge and skills to succeed in an increasingly digital world in education, home and the workplace. The curriculum will, throughout each unit, be underpinned by consistent and relevant E-Safety and Digital Literacy teaching with links made to the PHSE curriculum.

The computing curriculum is designed with three clear strands:

- Computer science – programming strand.
- Information Technology (IT) – this is broken into the teaching of three different digital artefacts (text and image, visual and audio)
- Digital literacy (this is embedded across all units and delivered as part of our PSHE curriculum)

Outcomes

By the end of KS1 most children will be able to:	By the end of KS2 most children will be able to:
• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Computer Science	IT – Text and Image	Computer Science	IT – Visual	Computer Science	IT – Audio
	Can I explain what an algorithm is and create one to move a person?	Can I make a poster that includes text and a picture?	Can I programme a Beebot to reach a specific destination?	Can I create a simple movie with a voiceover?	Can I move a sprite using blocks and commands in Scratch Jr?	Can I create sound and music in an app for a given theme?
Year 2	Computer Science	IT – Text and Image	Computer Science	IT – Visual	Computer Science	IT – Audio
	How do I write an algorithm to move a robot to a set destination?	How do I digitally present information about a topic? Can you use a checklist?	How do I produce sequences and work with sprites in Scratch Jr?	How do I create and edit a simple movie?	How do you produce and edit sequences in Scratch?	How do I use an app to create a performance?
Year 3	Computer Science	IT – Text and Image	Computer Science	IT – Visual	Computer Science	IT – Audio
	How do I produce multiple sequences and work with sprites in Scratch?	How do I create an informative poster/flyer using digital technology? How do I work with basic spreadsheets?	How do I write algorithms to move a robot using multiple sequences of commands?	How do I create a movie for a specific audience?	How do I program sprites to interact with an event?	How do I create a multi-layered tune?
Year 4	Computer Science	IT – Text and Image	Computer Science	IT – Visual	Computer Science	IT – Audio
	How do I create a story using timed sequences?	How do I create a multi-layered document? How do I create an animated presentation?	How do create shortcuts in code using loops?	How can I create a stop motion animation? How can I choose appropriate online content to use?	How do you use a coding app to move a programmable toy?	How do I create a voiceover track with multiple layered instruments?
Year 5	Computer Science	IT – Text and Image	Computer Science	IT – Visual	Computer Science	IT – Audio
	How do I program commands so that arrow keys control a sprite?	How do I produce an eBook incorporating a spreadsheet table?	How do I use 'if' and 'then' commands to control a quiz?	How do I create objects in virtual/ augmented reality?	How do I program a programmable toy to complete a specific task?	How do I create a short podcast with multiple sections? How do I perform with other children on a 'jam' session?
Year 6	Computer Science	IT – Text and Image	Computer Science	IT – Visual	Computer Science	IT – Audio
	How do I use variables in games to affect how the game is played and designed?	How do I use my computing knowledge to support revision and recall?	How do I use my computing knowledge to create a design project?	How do I use my computing knowledge to support careers knowledge?	How do I use my computing knowledge to support the work of others?	How do I use my computing knowledge to help prepare for Key Stage 3?

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Intent for TVED Design Technology

We aim to equip children with technical knowledge to develop life skills for the world beyond school. To make and create products through independent and creative thinking, individually and as part of a team. They will also be able to evaluate effectively utilising acquired vocabulary.

Outcomes

By the end of KS1 most children will be able to:	By the end of KS2 most children will be able to:
• use a range of materials to design and make simple products; • select materials, tools and techniques and explain their choices; • understand simple mechanisms and structures; • measure, assemble, join and combine materials in a variety of ways using basic tools safely; • investigate and evaluate simple products, commenting on the main features.	• use knowledge and understanding of a range of materials, components and techniques to design and make quality products; • evaluate work as it develops and, if necessary, suggest alternatives; • produce designs and plans which list the stages involved in making a product, and list tools and materials used; • accurately measure, mark, cut, join and combine a variety of materials, working safely and recognising hazards to themselves and others; • understand the use of electrical and mechanical systems and more complex structures; • evaluate what is or is not working well in a product.

	Autumn	Spring	Summer
Year 1	Cooking and nutrition: Making soup	Mechanisms: bridge building	Textiles: Make a glove / sock puppet
	How do you make a healthy soup?	How can you build a strong bridge?	How can you make a glove / sock puppet?
Year 2	Cooking and Nutrition: Bake a cake	Mechanisms: Make a vehicle	Textiles: Make a finger puppet
	Can you design and make a cake for somebody?	How can you make a vehicle that moves?	How did you join your finger puppet?
Year 3	Textiles: Make a cushion	Cooking and Nutrition: Make a salad	Mechanisms: Make a clay pot
	What stitching types can you use to join materials?	How can you make a healthy and appealing salad?	How can you join different clay parts?
Year 4	Textiles: Make a soft toy	Cooking and Nutrition: Healthy Pizza	Mechanisms: Make a light house
	What techniques can you use to make a soft toy?	What cooking process can you use to make a healthy pizza?	Can you design and create a working lighthouse?
Year 5	Mechanisms: Make a space buggy	Textiles: Make a water bottle holder	Cooking and nutrition: Make a two-course meal
	How can you make a moving space buggy?	What complex sewing techniques can you use to create a water bottle carrier?	Can you make a healthy two-course meal?
Year 6	Mechanisms: Make a moving toy	Textiles: Make a pencil case	Cooking and Nutrition: Make a three-course meal
	What techniques can you use to make a toy move?	What complex sewing and joining techniques can you use to meet the design brief?	How can you create a balanced three-course meal?

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Intent for TVED Geography

We aim to provide children with the knowledge and vocabulary to understand how the human and physical features of a place shapes its location and can change over time. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it.

Outcomes

By the end of KS1 most children will be able to:	By the end of KS2 most children will be able to:
• describe the main features of localities and recognise similarities and differences; • recognise where things are and why they are as they are; • express their own views about features of an environment and recognise how it is changing; • find out about places and environments by asking and answering questions, by using their own observations and other geographical enquiry skills and resources.	• explain the physical and human characteristics of places, and their similarities and differences; • know the location of key places in the United Kingdom, Europe and the world; • explain patterns of physical and human features; • recognise how selected physical and human processes cause changes in the character of places and environments; • describe how people can affect the environment and explain the different views held by people about environmental change; • undertake geographical investigations by asking and responding to questions and using a range of geographical enquiry skills, resources and their own observations.

Geography	Autumn	Spring	Summer
Year 1	Locational knowledge: the geography of our school and the surrounding area- Inc. maps	Locational knowledge: overview of the continents and oceans- Inc. maps	Human and physical: weather patterns in the UK and the world - Inc. polar regions and the Equator
	Can you explain where you live?	Can you name the continents of the world and which one England is in?	What is the weather like in different parts of the world?
Year 2	Locational geography: The UK and the surrounding seas	Human and physical: Comparing contrasting areas	Place Knowledge: focus on Australia
	Which countries make up the UK and what are their capital cities?	Can you compare the physical and human features of two different areas?	What are the similarities and differences between Middlesbrough and Sydney?
Year 3	Locational Knowledge: Wales, Scotland and Northern Ireland	Human and physical geography: Volcanoes and earthquakes	Place Knowledge: Scandinavia
	What are the human features of your county, and can you compare them with another?	What happens when the Earth moves?	How is mainland Scandinavia different to the United Kingdom?
Year 4	Place knowledge: Italy	Human and physical: Hot and cold areas of the world	Locational knowledge: North East - hills, rivers, coasts
	How has the geography of Lazio, in Italy and the North East of England affected the way people live there?	How does the location of a place affect its temperature?	What are the physical and human features of where you live?
Year 5	Human and physical: Rivers and basins including the water cycle	Human and physical geography: Biomes and vegetation belts	Human and physical: Pollution and climate change
	Why are rivers important in the development of human settlements?	Can you name a biome and its characteristics?	How are our weather patterns changing?
Year 6	Human and physical: Settlements	Place knowledge: North, South and Central America	Locational knowledge: Europe and the capital cities
	How does the geography of a settlement explain its population?	What makes the physical geography of the Americas unique?	What are the similarities and differences of countries that make up the continent of Europe and can you name their capital cities?

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Intent for TVED History

We aim to provide children with an understanding of chronology and the knowledge to communicate the impact of significant historical events and individuals on our lives today, and the lives of others, using appropriate vocabulary. We want children to be curious to know more about the past and to have the skills required to explore their own interests. It is important for children to develop a sense of identity through learning about the past and we want them to know how history has shaped their own lives.

Outcomes

By the end of KS1 most children will be able to:	By the end of KS2 most children will be able to:
• speak and write about familiar and famous people and events from the recent and more distant past, using everyday terms concerned with the passing of time; • distinguish between aspects of their own everyday lives and the lives of people in the past; • identify some ways in which the past is represented; • find out about the past by asking and answering questions using a range of sources of information.	• describe the contribution made by people, events and developments in the recent and more distant history of Britain and other countries and make links across the periods of history studied; • give some reasons for, and results of, main events and changes and provide explanations about why people in the past acted as they did; • find out about the past by asking and answering questions using a range of sources of information; • give some explanations for the different ways the past is represented and interpreted; • record their knowledge and understanding about the past in a variety of ways using dates and historical terms.

History	Autumn	Spring	Summer
Year 1	Past and present	Life of a significant local individual: Captain Cook	Local history study: The Transporter Bridge
	What was different when my parents and grandparents were little?	Why is Captain Cook important?	What was Middlesbrough like when the transporter bridge was built?
Year 2	British History: The Great Fire of London	Local history study: Middlesbrough	Life of a significant individual: Queen Elizabeth II
	What and how do we know about the Great Fire of London?	How has Middlesbrough changed in the last 200 years?	Why is Queen Elizabeth II important?
Year 3	Empires and Civilisations: Stone Age through to Iron Age	Local history study: Impact of the River Tees	Empires and Settlements: The Vikings and the Anglo Saxons
	What changes happened between the Stone Age and the Iron Age and how did it impact on Britain?	How has the River Tees changed Middlesbrough?	Who were the Vikings and what impact did they have on Britain?
Year 4	Empires and Civilisations: Roman Empire and its impact on Britain	Local history study: Academy specific eg Pennyman family/Steel works/Chemical works	British History: British Kings and Queens
	Who were the Romans and what was their impact on Britain?	How has (the Pennyman Family/ Middlesbrough Football Club/ local industry) impacted on our academy community?	How did Henry VIII impact Britain and how does he compare to Queen Elizabeth II?
Year 5	Empires and Civilisations: Ancient Egypt	Empires and Civilisations: Ancient Greece	Significant individuals: Margaret Thatcher
	Who were the Ancient Egyptians and what impact did they have?	Who were the Ancient Greeks and what impact did they have?	Who was Margaret Thatcher and what was her impact on Britain and the North East?
Year 6	British History: Britain and World War II	Empires and Civilisations: Opening up America	
	How did WWII start and what was the impact on the life of a child?	Who were the North Americans and what impact did they have on the indigenous people?	

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Intent for TVED Music
We aim for children at TVED to enjoy a rich music curriculum that gives them opportunities to sing, play instruments, compose, listen to and appraise music. They will develop new skills, learning to read music, understand the importance of music on our mental health and wellbeing as well as understanding how a rich musical background can bring enjoyment and fulfilment in our lives. The children will have a wide range of opportunities to perform in a range of settings and enjoy the music of professional musicians and specialists and we aim to provide music and performing arts to the children in our disadvantaged communities giving experiences that would be outside of their normal world.

Outcomes	
By the end of KS1 most children will be able to:	**By the end of KS2 most children will be able to:**
• Use their voices expressively and creatively singing songs and speaking chants and rhymes; • Play tuned and untuned instruments musically; • Listen with concentration and understanding to a range of high quality live and recorded music; • Experiments with, create, select and combine sounds using the interrelated dimensions of music.	• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing fluency, control and expression; • Improvise and compose music for a range of purposes using the interrelated dimensions of music; • Listen with attention to detail and recall sounds with increasing aural memory; • Use and understand staff and other musical notations; • Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians • Have some understanding of the history of music.

	Autumn	**Spring**	**Summer**
Year 1	Un-tuned percussion and songs & Christmas performance	Samba music and singing using Musik8 musical terms	Tuned percussion and styles of music
	Can you create rhythms and sound effects, using graphic scores, on an un-tuned instrument?	Can you sing a range of songs, chants and rhymes including question and answer phrases?	Can you create sound effects to enhance a story?
Year 2	Un-tuned percussion and songs & Christmas performance	Samba music and singing	Tuned percussion and styles of music
	Can you create a piece of music to represent a rocket launch?	Can you compose and perform question and answer phrases using un-tuned percussion instruments?	Can you read notation to perform a simple tune?
Year 3	Recorders	Recorders	Recorders and singing
	Can you play a melody using 3 notes?	Can you compose your own melody using a known rhythm?	Can you perform in a group?
Year 4	Music Technology & Christmas performance	Boomwhackers	African Drumming
	Can you compose a piece of music using Garageband?	Can you read and perform a piece of music using notes C-A?	Can you perform a piece of African music?
Year 5	Music Technology & Christmas performance	African Drumming	Samba music
	Can you record and play a melody using the keyboard on Garageband with a chord accompaniment?	Can you read and perform notation for African drumming?	Can you perform for an audience?
Year 6	African Drumming & Christmas performance	Music Technology	Musical Performances
	Can you compose and perform a piece of African music using African drumming notation?	Can you compose and play a piece of music using a whole octave?	Can you contribute to the performance of a school concert?

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Intent for TVED PE

The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle. We aim to develop the knowledge, skills and capabilities necessary for mental, emotional, social and physical well-being in our children now and for their future. Physical fitness is an important factor. It teaches self-discipline and that to be successful you must work hard, cooperate, collaborate and demonstrate resilience.

Outcomes

By the end of KS1 most children will be able to:	By the end of KS2 most children will be able to:
• Master basic movements including running, jumping, throwing and catching • Develop balance, agility and co-ordination and begin to apply these in a range of activities • Participate in team games, developing simple tactics for attacking and defending • Perform dances using simple movement patterns	• Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns • 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 • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively • Perform safe self-rescue in different water-based situations.

	Autumn	Spring	Summer
Year 1	**Invasion Games** Can you keep a ball under control?	**Net/Wall** Can you hold a racket in the correct place?	**Striking Fielding** Can you hold a bat using in the correct place?
	Gymnastics Can you show a starting position for a shape/movement?	**Dance** Can you move in variety of ways?	**Athletics** Can you begin to explore the correct technique in running, throwing & jumping?
Year 2	**Invasion Games** Can you pass/send a ball accurately to a partner or target?	**Net/Wall** Can you start to show a dominant hand when holding a racket?	**Striking Fielding** Can you start to show a dominant hand when holding a bat in 1 or 2 hands?
	Gymnastics Can you show how to move from a starting position to a shape/movement?	**Dance** Are you able to move more than one body part whilst moving?	**Athletics** Can you explore the correct technique in running, throwing & jumping?
Year 3	**Invasion Games** Can you pass/send a ball accurately to a partner whilst moving?	**Net/Wall** Can you consciously hold the racket using the correct technique?	**Striking Fielding** Can you hold the bat using the correct technique all the time?
	Gymnastics Can you move from one shape / movement to another?	**Dance** Can you replicate simple dance shapes & movements?	**Athletics** Can you begin to show the correct technique in running, throwing & jumping?
Year 4	**Invasion Games** Can you use a range of passes in a game situation?	**Net/Wall** Can you begin to use a 1 handed shot when hitting the ball?	**Striking Fielding** Can you begin to use a 1 handed shot when hitting the ball in certain games?
	Gymnastics Can you show a sequence of shapes / movements?	**Dance** Can you link different movements together to make a pattern / sequence?	**Athletics** Can you frequently show the correct technique in running, throwing & jumping?
Year 5	**Invasion Games** Can you pass, receive and move into space to create attacking opportunities?	**Net/Wall** Can you select the correct shot choice when hitting a ball?	**Striking Fielding** Can you select the correct shot choice when hitting a ball in a game situation?
	Gymnastics Can you show a complex sequence of shapes / movements?	**Dance** Can you use your imagination to create a short routine?	**Athletics** Can you consistently show the correct technique in running, throwing & jumping?
Year 6	**Invasion Games** Can you pass, receive and move to maintain possession?	**Net/Wall** Can you use different shots consistently under pressure in a game situation?	**Striking Fielding** Can you use different shot and bowling techniques consistently in a game situation?
	Gymnastics Can you move in a variation of ways with increased control and fluency?	**Dance** Are you able to dance with confidence and fluency to make a dance routine?	**Athletics** Can you adapt your running, throwing and jumping techniques to suit different aspects of athletics?
	Invasion Games include: Football, Tag-Rugby, Basketball, Netball, Boccia, Wheelchair Basketball; **Artistic includes**: Gymnastics, Cheerleading and Dance; **Striking Fielding:** Cricket, Rounders, Table Cricket, Tri-Golf; **Net Wall Games:** Tennis, Badminton, Volleyball, Seated Volleyball, Table Tennis; ***Dance/orienteering academy specific and timetabled around specialist availability**		

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Intent for TVED Relationships Education, Relationships and Sex Education and Health Education (RSE)

At TVED, Relationship Education is learning about the emotional, social and physical aspects of growing up. It will prepare children, building knowledge, vocabulary and confidence, to value who they are and understand how they relate to other people in this ever-changing world.

Outcomes

By the end of KS1 most children will be able to:	By the end of KS2 most children will be able to:
• Value and respect one another • Appreciate themselves and those around them • Understand how to keep safe and healthy • Be respectful and kind	• Value each other and act in a responsible and ethical way • Have a sense of self so they can become engaged citizens • Understand how to stay safe individually and with others • Be confident and independent

	Autumn	Spring	Summer
Year 1	**Caring friendships**: Importance of friendships **Respectful relationships**: Manners	**Families and people who care for me**: Importance of family **Mental Wellbeing**: Being healthy	**Being safe**: Personal boundaries **Physical Health**: Being healthy
	Who are your friends and why? What are good manners?	Why are families important when growing up? What is mental health?	What are appropriate boundaries? Why do I need to exercise and eat healthily?
Year 2	**Caring friendships**: Characteristics of friends **Respectful relationships**: Differences	**Families and people who care for me**: Characteristics of a healthy family **Mental Wellbeing**: My feelings	**Being safe**: Secrets **Physical Health**: Diet
	What are the characteristics of a good friend? How are we all different?	What are the characteristics of a healthy family? How can I express my feelings and why is that important?	When is it right to keep a secret? What is the impact of diet on my health?
Year 3	**Caring friendships**: Healthy friendships **Respectful relationships**: Respect	**Families and people who care for me**: Differences **Mental Wellbeing**: Myself and others	**Being safe**: Physical contact **Physical Health**: Sleep
	How do good friends make you feel? What is respect and why is it important?	How are families different? How can I look after my own and others wellbeing?	What is appropriate physical contact? How can a lack of sleep impact on my health?
Year 4	**Caring friendships**: Resolving conflict **Respectful relationships**: Respecting myself	**Families and people who care for me**: Security **Mental Wellbeing**: Hobbies and interests	**Being safe**: Strangers **Physical Health**: Illness
	What do I do when a friend falls out with me? How do I respect myself?	How does my family make me feel safe and secure? Why are my hobbies important for my wellbeing?	How do you know which adults to trust? What can I do if I feel unwell?
Year 5	**Caring friendships**: Building trust **Respectful relationships**: Bullying and stereotypes	**Families and people who care for me**: Commitment **Mental Wellbeing**: Being isolated	**Being safe**: Being unsafe **Changing me**: Puberty and personal hygiene **Physical Health**: Keeping clean
	What is a trustworthy friend? What are stereotypes and how may they lead to bullying?	How do individuals show their commitment to each other? How does loneliness and bullying affect wellbeing?	What is risk taking behaviour? How does my body change as I get older? Why is it important to keep clean?
Year 6	**Caring friendships**: Judgement calls **Respectful relationships**: Mutual respect	**Families and people who care for me**: Respect **Mental Wellbeing**: Seeking support	**Being safe**: Getting help **Changing me**: Puberty **Physical Health**: Drugs, alcohol and tobacco
	When is a friend not a friend? How do we show mutual respect in society?	Are my family always right? How do I seek support if I am worried about my own or someone else's wellbeing?	How can I get help if I do not feel safe? Why are my emotions changing? What are the dangers of different substances?
Additional Content	*Basic first aid *Age appropriate self-care *Online Relationships and Internet Safety and Harms		

TVED Long Term Curriculum Map

TEES VALLEY EDUCATION
www.teesvalleyeducation.co.uk

Intent for TVED RE	
We aim to help children appreciate that they live in a multicultural country. They will develop an understanding of how religious beliefs shape people's lives and behaviours, evidenced through discussions using appropriate vocabulary. They will develop the ability to make reasoned and informed judgements about religious and moral issues, enhancing their spiritual, moral, social and cultural knowledge and their understanding of key religious concepts.	
Outcomes	
By the end of KS1 most children will be able to:	**By the end of KS2 most children will be able to:**
• To understand beliefs and teachings • To understand practices and lifestyles • To understand how beliefs are conveyed • To reflect • To understand values • To study the main stories of Christianity. • To study Judaism. • To study other religions of interest to pupils.	• To understand beliefs and teachings • To understand practices and lifestyles • To understand how beliefs are conveyed • To reflect • To understand values • To study the beliefs, festivals and celebrations of Christianity. • To study Buddhism, Hinduism, Islam and Sikhism. • To study other religions of interest to pupils.

	Autumn	**Spring**	**Summer**
Year 1	Introducing Religion	Christianity: Easter	Religious Stories: Parables
	What does it mean to belong in Christianity?	Why is Easter important to Christians?	What do parables teach Christians?
Year 2	Christianity: beliefs, customs and practices	Judaism: beliefs, customs and practices	Religious Stories: Miracles of Jesus
	What is important in the Christian faith?	What is important in the Jewish faith?	What do the miracles of Jesus teach Christians?
Year 3	Use of light in religion	The Christian Year	Judaism: Passover
	What does light symbolise in different religions?	Can you name the key events in the Christian year and why they are important?	Why is Passover important to the Jewish faith?
Year 4	Different Christian denominations	Islam: beliefs, customs and practices	Use of colour in religion
	Can you name and explain some differences between Christian denominations?	What is important in the Muslim faith?	Why is colour important in religions?
Year 5	Creation stories across religion	Sikhism: beliefs, customs and practices	Buddhism: beliefs, customs and practices
	How did the world begin according to Christians, Jews and Muslims?	What is important in the Sikh faith?	What is important in the Buddhist faith?
Year 6	Hinduism: beliefs, customs and practices	Humanism: beliefs, customs and practices	Multicultural Britain
	What is important in the Hindu faith?	How do Humanists live their lives?	What are the benefits of a multicultural Britain?