

2025-2026

Cross Gates Primary School Curriculum Offer



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Introduction

Cross Gates' motto is 'Aspire, Learn, Succeed.' Our Curriculum Offer lies at the very heart of our thinking and provides our children with a well-balanced diet of academic rigour and curriculum enrichment. We regularly review our curriculum to ensure it is relevant and fit for purpose in a fast changing social, political, technological and educational landscape.

Intent

The intent of our curriculum goes far beyond the outcomes seen at the end of Year 6. Using the National Curriculum 2014, we have thoughtfully constructed a planned and sequential curriculum framework which focuses not solely on academia but on shaping our pupils into resilient and lifelong learners. We want our children to foster the early characteristics of effective learning, through exploration, active learning and creating and thinking critically.

Thus, when designing this curriculum, we endeavored to ensure it was relevant to our children, engaging and acquisition of knowledge and application of skill was at the heart of our thinking.

Our curriculum has been designed around an intent to acquire a key body of knowledge in each year group, which over time, sequentially builds and 'sticks' with the child. This is facilitated by a consistent approach to teaching and learning with a five-part POWER model to ensure knowledge is gained and skill is acquired:



P rior Knowledge	O pportunity	W ord Building	E xtension	R ich tasks
<p>Our units begin with a launch lesson to identify children's starting points. This provides us with accurate baselines to build on. Fab four starters and questioning techniques are used in lessons to retrieve prior knowledge.</p>	<p>Our study units enrich children with opportunities and experiences they may not normally be exposed to which ensure equal opportunities for all children regardless of social or economic background.</p> <p>These opportunities and experiences provide meaningful context to learning, making learning 'sticky' and enhancing life skills such as taking a train journey from Cross Gates or meeting opera singers they might not usually have access to.*</p>	<p>Key vocabulary (both subject specific and higher level) is crucial to closing the word gap for our most word poor children.</p> <p>Language acquisition is done through discrete and non-discrete teaching.</p> <p>Increasing the breadth of children's vocabulary for all children including disadvantaged and those with SEND maximises understanding of key concepts in learning.</p>	<p>By mirroring a mastery approach, children work independently, making connections to different areas of learning, interweaving their conceptual understanding and prior learning to answer questions in less familiar contexts.</p>	<p>The tasks set by staff are tiered (adapted and adjusted) ensuring multiple representations are encouraged.</p> <p>Children can devise their own approach to exploring unfamiliar contexts and reflect on their responses using their metacognitive skills.</p>

* We believe in providing children with **O**pportunities which enhance their understanding of the wider society and ensure they are on a par with all demographics across the UK. On a seven-year journey, from Reception to Year 6, the 'Cultural Capital' enrichment is delivered through a 'Cross Gates Passport' to the wider world. Weaving aspects of the curriculum and important life opportunities into the pupil passport helps children become socially

mobile and raises aspirations. We are proud to have constructed a curriculum design with 50 things the children will experience before age 12.

Implementation

At Cross Gates Primary, we believe that children will become effective, lifelong learners if they possess the skills that will help them have a growth mindset and an ability to keep going even if they find things difficult. The work of Professor Guy Claxton stresses the need to teach children tools and skills that will help to build their learning power and teach them how to 'learn to learn'. At Cross Gates Primary, we focus on **7 main values** which were based initially on the work of Guy Claxton; these have evolved to suit our children and prepare them for their next stage in education.

<p>Resilience</p> <p>Our best learners are those who keep trying even when challenges are hard.</p>	<p>Relationships</p> <p>Our best learners are those who foster positive relationships with peers and adults. They have good mental health themselves – this leads to effective communication and collaborative learning.</p>	<p>Risk taking</p> <p>Our best learners are those who take risks with new or unfamiliar learning, being prepared to fail and knowing it's a learning curve.</p>	<p>Responsibility</p> <p>Our best learners are those who strive to be the best they can be, setting personal goals and embracing all learning opportunities in and out of school.</p>	<p>Resourceful</p> <p>Our best learners are those who are independent learners, developing a sense of enquiry and have the ability to problem solve, reason and act creatively in their decision making.</p>	<p>Reflective</p> <p>Our best learners are those who apply their prior knowledge to new situations. They use their metacognitive skills to think about what hasn't gone well and learn from it.</p>	<p>Respect</p> <p>Our best learners respect themselves, friends, adults and resources in school.</p>
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The implementation of our Curriculum Offer is responsive to the changing world in which we live. With a range of existing starting points, teachers use this document as a scaffold for delivering learning. Knowledge Organisers as well as our 10 key vocabulary words for each subject compliment the statutory National Curriculum requirements, reflecting what must be taught, alongside additional knowledge linking to what would benefit our children at Cross Gates.

Our subjects are taught discreetly. Our children are aware of the many subjects within our curriculum, the skills required to gain knowledge in each and the relevance of these subjects for their future lives. Transferable skills are made reference to and used where children can make connections between different areas of learning.

Impact

Our school monitoring calendar reflects where both quantitative data is collected (end of Key Stage assessments or end of term assessments) and qualitative data is collected (pupil voice, staff voice, book looks, parent surveys). All stakeholders contribute to the evaluation of learning as we work to refine our curriculum intent and how it is implemented. Subject leaders play an important role in evaluating the outcomes in their own subjects by monitoring the progression of children's knowledge, checking skills are being taught correctly and refining the learning intentions for each lesson.

** Subject Offers are available from school detailing the Intent, Implementation and Impact of each subject.*

** To support our Curriculum Offer- we produce Knowledge Organisers for Science, History, Geography, DT and Art - these are shared with children and families. Progression Documents are also produced showing the knowledge progression expected from children in Years 1 to Year 6.*

50 things we experience before Age 12

Cross Gates Primary School

1. Visit a Gurdwara

2. Play the recorder

3. Explore my locality

4. Dress up from the past

5. Discover inside a museum

6. Watch a live performance

7. Listen to a guest speaker

8. Play competitive hockey

9. Design and make a pizza

10. Learn to cross stitch

11. Learn a different language

12. Learn to ride a bike

13. Observe new life being born

14. Roast marshmallows on a camp fire

15. Travel down a zip line

16. Have a visit from a scientist

17. Learn to stay safe on the road

18. Experience life as a Roman

19. Learn how to make the bed

20. Learn how to set a table

21. Visit a rural area in Yorkshire

22. Listen to a Stem visitor

23. Take a ferry across the Mersey

24. Enjoy a countryside day

25. Visit Armley Mills

26. Go on a library visit

27. Become an entrepreneur

28. Taste food from around the world

29. Listen to a Sikh speaker

30. Visit a Synagogue

31. Listen to an Islamic speaker

32. Visit a Church

33. Learn to play the ukulele

34. See exotic animals

35. Travel on a train

36. Learn to swim

37. Speak in a class debate

38. Visit a recycling centre

39. Visit the seaside

40. Vote in an election

41. Fundraise for charity

42. Celebrate your success

43. Learn to bake

45. Take part in den building

46. Stargaze at night

47. Whittle wood

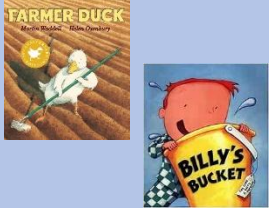
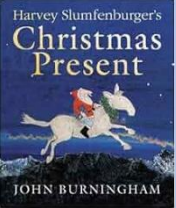
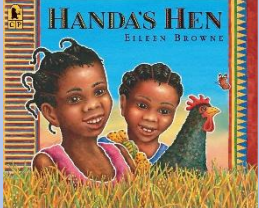
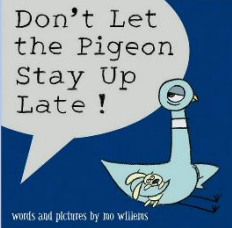
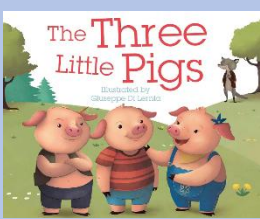
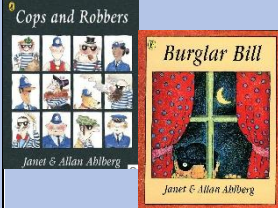
48. Handle insects

49. Have a picnic

50. Build a dry stone wall

Key Stage 1

Curriculum Offer

Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Opportunity (Cultural Capital experiences/WOW)	Animal Club	Local Walk in Cross Gates	Hot and cold climates day	Harlow Carr	Seasons Walk	Temple Newsam – Victorians RE visit/ speaker – Islam
Class Text/ Guided Reading Book Class Author: Julia Donaldson	 <p>Farmer Duck by Martin Waddell Billy's Bucket by Kes Gray</p>	 <p>Harvey Slumfenburger's Christmas Present by John Burningham</p>	 <p>Handa's Hen by Eileen Browne</p>	 <p>Don't Let the Pigeon Stay Up Late! words and pictures by Mo Willems</p>	 <p>The Three Little Pigs Illustrated by Christopher O'Leary</p>	 <p>Cops and Robbers Burglar Bill Janet & Allan Ahlberg</p> <p>Cops and Robbers and Burglar Bill by Janet and Allen Ahlberg</p>
English	<p>Outcome 1: To write a character description based on the Monkey Puzzle.</p> <p>Outcome 2: To explore patterns and rhythm based on Queue for a Zoo by Clare Bevan.</p>	<p>Outcome 1: To write a setting description based on the Lonely Beast.</p> <p>Outcome 2: To write a persuasive piece of writing convincing a family to let the Lonely Beast stay in their house.</p>	<p>Outcome 1: To write a narrative retelling Lost and Found using T4W.</p> <p>Outcome 2: To write a letter from a hot or cold country.</p>	<p>Outcome 1: To write a narrative retelling Jack and the Beanstalk using T4W.</p> <p>Outcome 2: To explore and write our own Riddles.</p>	<p>Outcome 1: To write a narrative retelling The Three Little Pigs using T4W.</p> <p>Outcome 2: To select words linked with senses and rhyme based on Spaghetti, Spaghetti by Jack Preutsky.</p>	<p>Outcome 1: To write a narrative retelling Eliot the Midnight Superhero using T4W.</p> <p>Outcome 2: To write a diary entry about their trip to Temple Newsam.</p>

	<p>Science <i>[Science is taught as an on-going programme throughout the year]</i> Animals including humans (animal statements) Everyday materials Animals including humans (parts of the human body statements) Plants Seasonal change</p> <p>On-going Science: Plants - Name and identify plants. Changes over the year. Animals, including humans - Explore and answer questions about animals in their habitat. Seasonal changes - Gathering data about seasonal change. Observe and describe the weather associated with these seasons.</p>					
	<p>Geography -</p>	<p>Geography – Cross Gates Locational knowledge /Geographical skills and fieldwork.</p>	<p>Geography – Hot and cold countries Locational knowledge Geographical skills and fieldwork - Comparing hot and cold – Kenya and Antarctica.</p>	<p>Geography -</p>	<p>Geography- Weather and Seasons Physical Geography - Seasons, months of the year, weather symbols, recording daily weather and identifying patterns.</p>	<p>Geography -</p>
	<p>History – Toys then and now Changes within living memory <i>Comparing toys</i></p>	<p>History -</p>	<p>History -</p>	<p>History – Famous explorers Lives of significant individuals in the past, who have contributed to national and international achievements.</p>	<p>History -</p>	<p>History – Temple Newsam Significant historical events, people and places in the locality. <i>Visit Temple Newsam: understand the lives of people who lived and worked there.</i></p>

	Art Drawing: Exploring line and mark making to draw from observation <i>inspired by Bridget Riley and Zaria Forman.</i>	Art -	Art Painting and Mixed Media: Landscapes <i>inspired by Van Gogh.</i>	Art -	Art Sculpture and 3D: Clay Houses <i>inspired by Barbara Hepworth.</i>	Art -
	DT	DT Mechanisms: wheels and axles	DT -	DT Structures: Construct a windmill	DT Cooking and nutrition: Fruit and Veg	DT Textiles: Puppets
	Computing Online Safety & exploring Purple Mash	Computing Maze Explorers & Pictograms	Computing Coding	Computing Grouping and Sorting	Computing Lego Builders & Animated Story Books	Computing Spreadsheets & Technology outside school
	PSHE Physical Health & Wellbeing Fun Times	PSHE Identity, Society & Equality Me & Others	PSHE Keeping Safe & Managing Risk Feeling Safe	PSHE Mental Health & Emotional Wellbeing Feelings	PSHE Drug, Alcohol & Tobacco Education What do we put in our bodies?	PSHE Careers, financial capability and economic wellbeing My Money
	Mindmate Feeling good and being me	Mindmate Friends and family	Mindmate Solving problems/ Making it better	Mindmate Strong emotions	Mindmate Being the same, being different	Mindmate Life changes and transition

	RE How can we make good choices?		RE How and why do some people pray?		RE What does it mean to belong to a community of belief?	
	PE (Responsibility) Agility & Teambuilding	PE (Risk-Taking) Gymnastics & Agility	PE (Resilience) Dance & Invasion - Football	PE (Reflective) Gymnastics & Invasion – Tag Rugby	PE (Resourceful) Striking/ Fielding – Kwik Cricket & Invasion – Tag Rugby	PE (Relationships) Net/Wall - Tennis & Athletics
	Music Timbre – Pulse and Beat Evaluating Music	Music Tempo – Singing	Music Pitch and Notes Singing	Music Rhythm Playing Untuned Instruments	Music Dynamics - Following Instructions to Play and Sing	Music Singing Ensemble – Tuned Percussion
	French Greetings		French Colours and Numbers		French Nursery Rhymes	
Mathematics (White Rose) <i>NB. Teachers may alter timings of units as required by their cohort)</i> Mastery number programme to be taught from Autumn 2 to Summer 2.	Number: -Place Value (within 10) -Addition and Subtraction (within 10)	Number: -Addition and Subtraction (within 10) continued Geometry: -Shape	Number: -Place Value (within 20) -Addition and Subtraction (within 20)	Number: -Place Value (within 50), multiples of 2, 5, 10 to be included. Measurement: - Length and Height - Mass and Volume	Number: -Multiplication and Division (reinforce multiples of 2, 5, 10 to be included) -Fractions Geometry: -Position and direction	Number: -Place Value (within 100) Measurement: -Money -Time

Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Opportunity (Cultural Capital experiences/WOW)	Mini Sports Day Jewish speaker/ visit - festivals	Trip to National Railway Museum	Pirate Day	Gardening day (Planting/ living things)	Great Fire of London workshop Tropical World	Mexico Day
Class Text/ Guided Reading Book Class Author: Anthony Browne	 Carnival of the Clocks by Nick Sharratt	 Superdad's Day Off by Phil Earle and Steve May	 The Sandman and the Turtles by Michael Morpurgo	 Animal Explorers; Lola the Plant Hunter by Sharon Rentta	 Daisy and the Trouble with London by Kes Gray	 Einstein the Penguin by Iona Rangeley
English	Outcome 1: To write a narrative using a familiar story – Willy the Wimp. Outcome 2: To substitute ideas and perform our own versions of 'Let's Go!'	Outcome 1: To write a narrative with a familiar setting based on Traction Man. Outcome 2: To write instructions about how to travel safely on the train.	Outcome 1: To write a narrative with a familiar setting based on The Pirates Next Door. Outcome 2: To recite poems by heart, exploring word classes and vocabulary.	Outcome 1: To write a character description based on Harry and the Dinosaurs. Outcome 2: To write a non-chronological report about dinosaurs.	Outcome 1: To write a setting description based on The Great Fire of London. Outcome 2: To write an explanation text about The Great Fire of London.	Outcome 1: To write a letter to Flat Stanley in Mexico. Outcome 2: To write an acrostic poem about Summer.

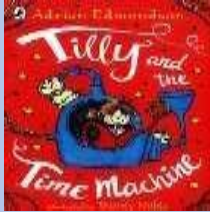
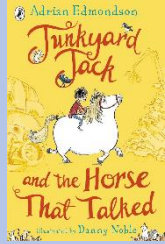
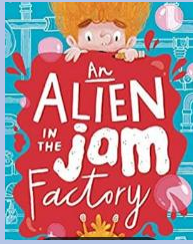
<p>Science <i>[Science is taught as an on-going programme throughout the year]</i></p> <p>Animals including humans (Health statements) Everyday materials (Properties and uses of materials statements) Animals including humans (Basic needs statements) Living things and their habitats, including food chains Everyday materials (Changing shapes of materials statements) Animals including humans (offspring statements) Living things and their Habitats (Habitats and microhabitats)</p> <p>On-going Science: Plants (growing seeds and bulbs outside) - <i>Observe and describe how seeds and bulbs grow into mature plants</i></p>						
	<p>Geography – Map makers Geographical skills and fieldwork <i>Using compasses, aerial photographs, Digimaps.</i></p>	<p>Geography -</p>	<p>Geography - Oceans and Continents Locational knowledge Naming and locating oceans and continents.</p>	<p>Geography -</p>	<p>Geography -</p>	<p>Geography - Mexico Non-European comparison Locational knowledge, place knowledge, human and physical features.</p>
	<p>History -</p>	<p>History – The first railways Events beyond living memory that are significant nationally or globally. The expansion of the railway linked to George Stephenson.</p>	<p>History -</p>	<p>History – Significant women in medicine Lives of significant individuals in the past, who have contributed to national and international achievements (<i>Mary Seacole and Florence Nightingale</i>).</p>	<p>History – The Great Fire of London Events beyond living memory that are significant nationally or globally. <i>The events that led to Great fire of London, and how London changed as a result.</i></p>	<p>History -</p>

	Art Drawing: Tell a Story inspired by Roy Lichtenstein / Keith Haring.	Art -	Art Craft and Design: Map it Out inspired by Joan Miro.	Art -	Art Painting and Mixed Media: London skyline inspired by Megan Coyle / Boubin.	Art -
	DT	DT Textiles- Design and make a pouch (Christmas decoration).	DT -	DT Mechanisms- Design and make a moving monster.	DT -	DT Cooking and nutrition – A balanced diet.
	Computing Coding & Online Safety	Computing Spreadsheets	Computing Questioning & Effective Searching	Computing Creating Pictures	Computing Making Music	Computing Presenting Ideas
	PSHE Keeping Safe & Managing Risk Indoors and Outdoors	PSHE Mental Health & Emotional Wellbeing Friendship	PSHE Sex & Relationship Education Boys & Girls, Families	PSHE Sex & Relationship Education Boys & Girls, Families	PSHE Drug, Alcohol & Tobacco Education Medicines and Me	PSHE Physical Health & Wellbeing What keeps me Healthy?
	Mindmate Feeling good and being me	Mindmate Friends and family	Mindmate Solving problems/Making it better	Mindmate Strong Emotions	Mindmate Being the same, being different	Mindmate Life changes & transition

	RE Why are festivals important in a community?		RE Which books and stories are important?		RE How are symbols used to welcome new life?	
	PE (Responsibility) Agility & Teambuilding	PE (Risk-Taking) Gymnastics & Agility	PE (Resilience) Dance & Invasion - Football	PE (Reflective) Tri-Golf & Skipping	PE (Resourceful) Striking/ Fielding - Kwik Cricket & Invasion - Tag	PE (Relationships) Net/Wall - Tennis & Athletics
	Music Pattern and Rhythmic Phrases Recognising changes in timbre, dynamics and pitch	Music Create short, rhythmic phrases	Music Composition (untuned instruments)	Music Use symbols to represent composition (tuned and untuned instruments)	Music Instruments – composition to create different effects Tuned instruments	Music Tunes and improvising Singing
	French Greetings		French Colours and Numbers		French Nursery Rhymes	
Mathematics (White Rose) <i>NB. Teachers may alter timings of units as required by their cohort)</i> Mastery number programme to be taught from Autumn to Summer.	Number: -Place Value -Addition and Subtraction	Number: -Addition and Subtraction continued Geometry: -Shape	Measurement: -Money Number: -Multiplication and division	Measurement: -Length and Height -Mass and Capacity -Temperature	Number: -Fractions Measurement: -Time	Statistics Geometry: -Position and direction Problem-solving and efficient methods

Lower Key Stage 2

Curriculum Offer

Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Opportunity (Cultural Capital experiences/WOW)	Local walk	Stone Age Day	Egyptian Workshop – Leeds City Museum	RE speaker and visit – Gurdwara	Visit to Leeds City Centre	Ancient Civilisation Day
Class Text/ Guided Reading Book Class Author: Adrian Edmondson	Tilly and the Time Machine by Adrian Edmondson 		Junkyard Jack and the Horse that Talked by Adrian Edmondson 		An Alien in the Jam Factory by Chrissie Sains 	
English	Outcome 1: To write a narrative with a familiar setting - Tilly and the Time Machine. Outcome 2: To write a non-chronological report about Cross Gates.	Outcome 1: To write a narrative based on the Stone Age Boy. Outcome 2: To write a set of instructions based on How to Wash a Woolly Mammoth.	Outcome 1: To write a diary entry based on the death of Tutankhamun. Outcome 2: To write a senses poem using descriptive language.	Outcome 1: To write a narrative focusing on setting description based on the Tin Forest. Outcome 2: To write an argument, developing speaking and listening to perform in a debate.	Outcome 1: To write a persuasive leaflet about visiting Leeds. Outcome 2: To write and perform a rhythmic poem.	Outcome 1: To write a narrative creating atmosphere using figurative language. Outcome 2: To perform and write a limerick poem.

	<p>Science <i>[Science is taught as an on-going programme throughout the year]</i></p> <p>Animals including humans Rocks Forces and Magnets Plants (Parts and their functions) Light Plants (Lifecycles)</p> <p>On-going Science: Plants - <i>Gathering evidence of life cycles</i></p>					
	<p>Geography - Cross Gates Geographical skills and fieldwork Human Geography <i>Cross Gates (Local Study)</i></p>	<p>Geography -</p>	<p>Geography -</p>	<p>Geography - Mountains Locational knowledge Place knowledge <i>(Key features of a mountain range, world's major mountain ranges, climates)</i></p>	<p>Geography – Leeds Locational knowledge Geographical skills and fieldwork <i>Mapping and compass work</i></p>	<p>Geography -</p>
	<p>History -</p>	<p>History - Stone Age to Iron Age Changes in Britain from the Stone Age to the Iron Age</p>	<p>History – Ancient Egypt The achievements of the early Civilisations</p>	<p>History -</p>	<p>History -</p>	<p>History – Ancient Civilisations The achievements of the early Civilisations <i>Overview of the Indus Valley Civilisations, Shang Dynasty, Sumer civilisation</i></p>

	Art Drawing: Botanical drawing <i>inspired by William Morris / Georgia O'Keefe.</i>	Art -	Art Craft and Design: Ancient Egyptian scrolls <i>inspired ancient Egyptian art</i>	Art Painting and Mixed Media: Light and Dark <i>inspired by Paul Cezanne.</i>	Art -	Art -
	DT -	DT Cooking and nutrition – Eating seasonally	DT	DT Structure- Constructing a pyramid and/or mountain	DT Textiles – Cross stitch and applique	DT Electrical- Electric poster
	Computing Online Safety & Spreadsheets	Computing Coding	Computing Touch typing	Computing Email & Email safety	Computing Branching Databases	Computing Simulations & Graphing
	PSHE Physical Health and Wellbeing What helps me choose?	PSHE Keeping Safe and Managing Risk Bullying – see it, say it, stop it!	PSHE Mental Health and Emotional Wellbeing Strengths and Challenges	PSHE Identity, Society and Equality Celebrating Difference	PSHE Drug, Alcohol & Tobacco Education Tobacco is a drug	PSHE Careers, financial capability and economic wellbeing Saving, spending and budgeting
	Mindmate Feeling good and being me	Mindmate Friends and family	Mindmate Solving problems/ Making it better	Mindmate Strong Emotions	Mindmate Being the same, being different	Mindmate Life changes & transition

	RE How do ancient stories influence modern celebrations?		RE How do the five pillars help Muslims to lead a good life?		RE What faiths and beliefs can be found in our country and community?	
	PE (Responsibility) Teambuilding & Invasion - Hockey	PE (Risk-Taking) Gymnastics & Agility	PE (Resilience) Dance & Invasion - Football	PE (Reflective) Dodgeball & Net/Wall - Badminton	PE (Resourceful) Net/wall – Tennis (Tennis) & Striking/Fielding Kwik Cricket	PE (Relationships) Striking/ Fielding – Kwik Cricket & Athletics
	Music Music and Me – Pop, Electronic and Rock Body Beats Basics	Music Rhythmic Roots	Music Music and Me – Hip Hop, Jazz, Motown Vocal Exploration	Music Tuned Instruments – Recorder	Music Drumming Legends – Chair Drumming	Music Composing - Drumming
	French Phonetics 1 and recap: KS1 (greetings, numbers and colours)	French I am Learning French	French Animals	French Instruments	French I am Able...	French Consolidation of content and SPAG for the year. Cultural Learning – Le Carnival de Nice
Mathematics (White Rose) NB. Teachers may alter timings of units as required by their cohort)	Number: -Place Value -Addition and subtraction	Number: -Addition and subtraction (continued) -Multiplication and Division A	Number: -Multiplication and Division B Measurement: -Length and perimeter	Number: -Fractions A Measurement: -Mass and capacity	Number: -Fractions B Measurement: -Money -Time	Geometry -Shape Statistics Consolidation

Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Opportunity (Cultural Capital experiences/WOW)	Ancient Greece Day Methodist Workshop	Herd Farm residential	Science of Sound workshop	RE visit - Sikhism	RE speaker - Buddhism	Visit to a Rural Location in Yorkshire.
Class Text/ Guided Reading Book Class Author: Anne Fine	 Bill's New Frock by Anne Fine	 I was a rat! by Philip Pullman	 Romans on the Rampage by Jeremy Strong	 Diary of a Killer Cat by Anne Fine	Oh Maya Gods! by Maz Evans	 Oh Maya Gods! by Maz Evans
English	Outcome 1: To write a narrative retelling a Greek myth. Outcome 2: To write an acrostic poem linking to the theme of Ancient Greece.	Outcome 1: To write a section of a narrative based on the text I Was a Rat, focusing on setting description. Outcome 2: To read and write simple riddles.	Outcome 1: To write a playscript based on a section of Julius Caesar. Outcome 2: To write a letter home from a Roman soldier.	Outcome 1: To write a narrative imitating the events in Escape from Pompeii. Outcome 2: To write an explanation text on volcanoes.	Outcome 1: To write a non-chronological report on the Mayas. Outcome 2: To perform a poem with effective use of sound effects and pace parts.	Outcome 1: To write a narrative based on the story of the Varmints. Outcome 2: To write a persuasive text about visiting Yorkshire.


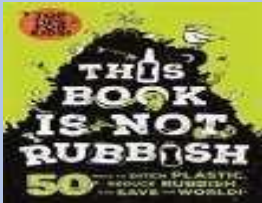
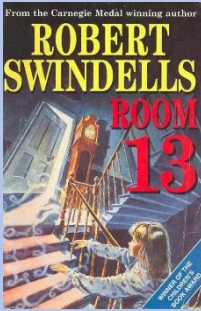
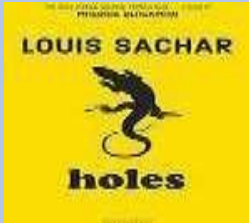
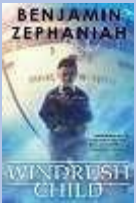
	<p>Science [<i>Science is taught as an on-going programme throughout the year</i>] Electricity States of matter Sound Animals including humans Living things and their habitats</p> <p>On-going Science Living things and their habitats -Naming and identifying things in the local environment, noting how the habitat changes throughout the year.</p>					
National Curriculum Objectives	<p>Geography -</p>	<p>Geography - Greece Locational knowledge Physical and human geography <i>European comparison – a region of Greece compared with Leeds.</i></p>	<p>Geography -</p>	<p>Geography - Volcanoes Human and physical geography <i>Explaining how volcanoes are formed, where in the world volcanoes are located.</i> Fieldwork study</p>	<p>Geography -</p>	<p>Geography – Yorkshire Locational knowledge Human/ physical Geography Fieldwork study</p>
	<p>History – Ancient Greece Study of Greek life and achievements and their influence on the Western world.</p>	<p>History -</p>	<p>History – Romans The Roman Empire and its impact on Britain.</p>	<p>History -</p>	<p>History - Maya A non-European society that provides contrasts with British history.</p>	<p>History -</p>

	Art Drawing: A Greek Urn <i>inspired by Henri Matisse / Kandinsky</i>	Art -	Art Sculpture and 3D – Clay pots <i>inspired by Roman pottery.</i>	Art -	Art -	Art Painting and Mixed Media: Landscapes from Yorkshire <i>inspired by David Hockney.</i>
	DT -	DT Mechanical systems – Making a slingshot car	DT Cooking and nutrition – Quiche	DT Structure: Pavilions	DT Electrical Systems- design and make a torch	DT -
	Computing Online Safety & Making Music	Computing Coding	Computing Touch Type and AI	Computing Logo	Computing Animation	Computing Effective Searches & Hardware Investigators
	PSHE Identity, Society & Equality Democracy	PSHE Keeping Safe & Managing Risk Playing Safe	PSHE Physical Health & Wellbeing What is Important to me?	PSHE Drug, Alcohol & Tobacco Education Making Choices	PSHE Sex & Relationship Education Growing Up & Changing	PSHE Sex & Relationship Education Growing Up & Changing
	Mindmate Feeling good and being me	Mindmate Friends and family	Mindmate Solving problems, making it better	Mindmate Strong emotions	Mindmate Being the same, being different	Mindmate Life changes and transition

	RE How do Jews use stories to remember God's covenant?		RE Why do the lives of the Gurus inspire Sikh believers?		RE- Gurdwara visit How do different people express their spirituality?	
	PE (Responsibility) Teambuilding & Invasion – Tag Rugby	PE (Risk-Taking) Gymnastics & OAA (Multiskills)	PE (Resilience) Handball and Dance	PE (Reflective) Invasion – Netball and Tri-Golf	PE (Resourceful) Athletics & Tennis	PE (Relationships) Invasion – Hockey & Multi-skills
	Music Music and Me – Alternative, Blues and Classical. Body Beats Basics	Music Rhythmic Roots	Music Music and Me – Country, Disco, R&B Vocal Exploration	Music Tuned Instruments Tuned Percussion - Chime Bars	Music Drumming Legends – Chair Drumming	Music Composing - Drumming
	French Phonetics 1-2 and recap: I am Learning French	French Seasons	French Vegetables	French Presenting Myself	French My Family	French Consolidation of content and SPAG for the year. Cultural Learning 2 – La Fête des Rois
Mathematics (White Rose) <i>NB. Teachers may alter timings of units as required by their cohort)</i> <i>Mastery number programme to be taught from Autumn to Summer.</i>	Number: -Place Value -Addition and Subtraction	Measurement: -Area Number: -Multiplication and division A Consolidation	Number: -Multiplication and division B Measurement: -Length and Perimeter	Number: -Fractions Number: -Decimals A	Number: Decimals B Measurement: -Money -Time Consolidation	Geometry: -Shape Statistics Geometry: -Position and direction

Upper Key Stage 2

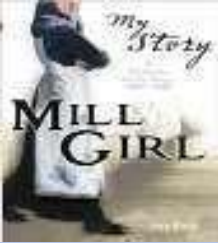
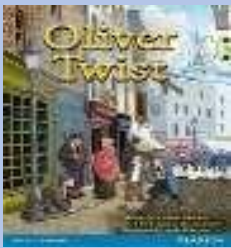
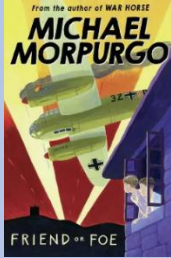

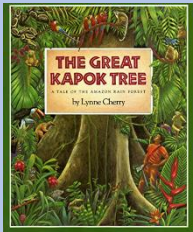
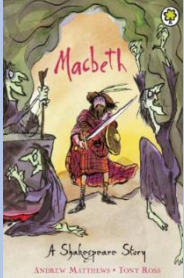
Curriculum Offer

Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Opportunity (Cultural Capital experiences/WOW)	Leeds City Museum – Anglo Saxons	Plastic bottle collection and sculpture / visit to waste recycling facility. Bottle Rocket Day!	Suitcase containing artefacts. Where has the owner been? RE speaker/ visit - Hinduism	Residential to Whitby	North America Day	KPMG
Class Text/ Guided Reading Book Class Author: Michael Morpurgo	 Beowulf by Michael Morpurgo	 This Book is Not Rubbish by Isabel Thomas	Room 13 by Robert Swindells	 Room 13 by Robert Swindells	 Holes by Louis Sachar	 Windrush Child by Benjamin Zephaniah
English	Outcome 1: To write a newspaper article based on the arrival of Grendel. Outcome 2: To write a kenning poem about Anglo-Saxons.	Outcome 1: To write a diary entry about the day in the life of a plastic bottle. Outcome 2: To write a set of instructions about how to make something recycled.	Outcome 1: To explore Silver, the Listeners focusing on vocabulary for setting descriptions. Outcome 2: To write a setting description based on Room 13.	Outcome 1: To write and perform an argument based on Whitby. Outcome 2: To retell part of a narrative (Room 13) in first person.	Outcome 1: To write a persuasive leaflet on Camp Green Lake. Outcome 2: To write a non-chronological report on yellow-spotted lizards.	Outcome 1: To write a historical narrative based on the Windrush Generation. Outcome 2: To recite and perform poems by Valerie Bloom.

	Science <i>[Science is taught as an on-going programme throughout the year]</i>					
	Properties and changes of materials Forces Living things and their habitats (Lifecycles and reproduction of animals) Earth and space Animals including humans					
National Curriculum Objectives	Geography -	Geography – Climate change and conservation Human and physical geography <i>Biomes and climate change</i>	Geography – Coastal study Geographical skills and fieldwork Locational knowledge <i>Whitby</i>	Geography -	Geography – North America Locational and Place knowledge Geographical skills and fieldwork <i>Learn some of the countries of North America and the environmental regions and their physical features, latitude and longitude, Greenwich mean time</i>	Geography -
	History – Anglo Saxons Britain's settlement by Anglo Saxons and Scots	History -	History -	History - Vikings The Viking and Anglo Saxon struggle for the Kingdom of England, to the time of Edward the Confessor.	History -	History - Windrush A study of an aspect of British history that extends chronological knowledge beyond 1066.

	Art Drawing: Make My Voice Heard <i>inspired by Banksy / Keith Haring.</i>	Art -	Art -	Art Sculpture and 3D: Interactive Installation <i>inspired by Michelle Reader.</i>	Art Painting and Mixed Media: North America linked to Holes by Louis Sachar <i>inspired by Steven Brown.</i>	Art -
	DT -	DT Cooking and nutrition: What could be healthier?	DT Textiles: Stuffed Toys	DT	DT -	DT Mechanisms: pop up books
	Computing Online Safety & Spreadsheets	Computing Coding	Computing Databases	Computing Game Creator	Computing 3D modelling	Computing Word processing
	PSHE Physical Health & Wellbeing In the Media	PSHE Keeping Safe & Managing Risk Making safer choices	PSHE Identity, Society & Equality Stereotypes, discrimination and prejudice (including tackling homophobia)	PSHE Mental Health & Emotional Wellbeing Dealing with feelings	PSHE Drug, Alcohol & Tobacco Education Different Influences	PSHE Careers, financial capability and economic wellbeing Borrowing and earning money
	Mindmate Feeling good and being me	Mindmate Friends and family	Mindmate Solving problems/ Making it better	Mindmate Strong emotions	Mindmate Being the same, being different	Mindmate Life changes and transition

	RE How and why are Jewish festivals celebrated today?		RE What do Hindu people believe about God?		RE What values do people live by?	
	PE (Responsibility) Teambuilding & Swimming	PE (Risk-Taking) Gymnastics & Swimming	PE (Resilience) Striking/ Fielding – Kwik Cricket & Swimming	PE (Reflective) Net/wall – Tennis & Swimming	PE (Resourceful)) & Invasion – Tag Rugby & Swimming	PE (Relationships) Multi-skills & Swimming
	Music Music and Me – Funk, House and Metal Find Your Voice	Music Rhythmic Roots	Music Tuned Instruments – Ukulele	Music Music and Me – Reggae, Soul, Synth and Pop Vocal Exploration	Music Drumming Legends – Chair Drumming	Music Composition – Learn to Compose
	French Phonetics 2-3 and recap: I am Learning French	French The Date	French Do you have a pet?	French What is the weather?	French My Home	French Consolidation of content and SPAG for the year. Cultural Learning 3 – Le Poisson D'Avril
Mathematics (White Rose) NB. Teachers may alter timings of units as required by their cohort) Mastery number programme to be taught from Autumn to Summer.	Number: -Place value -Addition and subtraction -Multiplication and division A	Number: -Multiplication and division A continued -Fractions A	Number: -Multiplication and division B -Fractions B -Decimals and percentages	Number: -Decimals and percentages (continued) Measurement: -Perimeter and area Statistics	Geometry: -Shape - Position and direction Number: -Decimals	Number: -Decimals (continued) -Negative numbers Measurement: -Converting units - Volume

Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Opportunity (Cultural Capital experiences/WOW)	Armley Mill Visit	STEM speaker: Heart and circulatory system.	WW2 Evacuation Day - speaker	Fair Trade Food shop and produce RE speaker – Christianity	Rainforest VR Workshop	KPMG Residential Visit
Class Text/ Guided Reading Book Class Author: Malorie Blackman	 The Mill Girl by Rosie Goodwin	 Oliver Twist by Charles Dickens	 Friend or Foe by Michael Morpurgo	 Skellig by David Almond	 The Great Kapok Tree by Lynne Cherry	 Macbeth by Andrew Matthews
English	Outcome 1: To write a historical narrative based on the Industrial Revolution. Outcome 2: To write a newspaper article based on the Industrial Revolution.	Outcome 1: To write a diary entry in the role of Oliver (and/or other central characters), develop characterisation. Outcome 2: To explore poetic features and figurative language based on The River by Valarie Bloom.	Outcome 1: To analyse In Flanders Fields by John McCrae and develop empathetic responses. Outcome 2: To retell part of a story from a German soldier's point of view.	Outcome 1: To write a non-chronological report about a mythical creature. Outcome 2: To explore word classes, recite and perform our own nonsense poem based on Jabberwocky by Lewis Carroll.	Outcome 1: To write an adventure narrative focusing on setting descriptions. Outcome 2: To write and perform an argument on deforestation.	Outcome 1: To write a modern version of Macbeth. Outcome 2: To write a letter to your new High School.

	<p>Science <i>[Science is taught as an on-going programme throughout the year]</i></p> <p>Electricity Animals including humans Living things and their habitats Evolution and inheritance Light</p>					
	<p>Geography -</p>	<p>Geography – Rivers Locational knowledge Human and physical geography</p>	<p>Geography-</p>	<p>Geography -Fairtrade cocoa farmer Locational knowledge Human and physical geography Global trade, time zones</p>	<p>Geography - Rainforests (South America) Locational knowledge Place knowledge Geographical skills and fieldwork</p>	<p>Geography -</p>
	<p>History – The Industrial Revolution A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.</p>	<p>History -</p>	<p>History – World War II A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.</p>	<p>History -</p>	<p>History -</p>	<p>History – Slavery A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.</p>

	Art Drawing: Perspective <i>inspired by LS Lowry / Salvador Dali</i>	Art -	Art Craft and Design: Propaganda posters <i>inspired by Andy Warhol</i>	Art -	Art Painting and Mixed Media: Faces of the rain forest <i>inspired by Frida Kahlo.</i>	Art -
	DT -	DT Electrical systems/steady hands	DT -	DT Cooking and nutrition – Come dine with me	DT -	DT Structures - Playgrounds
	Computing Online Safety & Spreadsheets	Computing Coding	Computing Blogging	Computing Text Adventures	Computing Quizzing	Computing Networks
	PSHE Keeping Safe & Managing Risk Keeping safe - out and about FGM	PSHE Identity, Society & Equality Human Rights	PSHE Mental Health & Emotional Wellbeing Healthy Minds	PSHE Drug, Alcohol & Tobacco Education Weighing Up Risk	PSHE Sex & Relationship Education Healthy relationships	PSHE Sex & Relationship Education How a baby is made.
	Mindmate Feeling good and being me	Mindmate Friends and family	Mindmate Solving problems/ Making it better	Mindmate Strong Emotions	Mindmate Being the same, being different	Mindmate Life changes & transition

	RE How do Sikhs symbolise their commitment?		RE What do Christians believe about the old and new covenants?		RE Why do some people go on pilgrimage?	
	PE (Responsibility) Teambuilding & Tri-Golf	PE (Risk-Taking) Gymnastics & Net/Wall - Badminton	PE (Resilience) Dance & Invasion - Netball	PE (Reflective) Net/Wall – Tennis & Handball	PE (Resourceful) Invasion - Tag Rugby & Striking/ Fielding – Rounders/ Cricket	PE (Relationships) Multi-skills & Invasion - Football
	Music Music and Me – Funk, House and Metal Find your Voice	Music Rhythmic Roots	Music Tuned Instruments – Ukulele	Music Music and Me – Reggae, Soul, Synth and Pop Vocal Exploration	Music Drumming Legends – Chair Drumming	Music Composition – Rhythmic Battle of the Bands
	French Phonetics 3-4 and recap: I am Learning French	French The Date	French Do you have a pet?	French Clothes	French At School	French Consolidation of content and SPAG for the year. Cultural Learning 4 – La fête nationale française
Mathematics (White Rose) NB. Teachers may alter timings of units as required by their cohort)	Number: -Place value -Addition, subtraction, multiplication and division	Number: -Fractions A -Fractions B Measurement: -Converting units	Number: -Ratio -Decimals -Fractions, decimals and percentages	Number: -Fractions, decimals and percentages Measurement: -Area, perimeter and volume -Shape	Geometry: -Algebra -Statistics -Position and direction	Themed projects, consolidation and problem solving.