

# **AVENUE JUNIOR SCHOOL CURRICULUM DOCUMENT**

At Avenue Junior School, we aim for every child to become a passionate, lifelong learner with the resilience, curiosity and enthusiasm to enter an increasingly diverse and dynamic world. Our broad and balanced curriculum seeks to equip every child with the language, skills and knowledge to achieve their full potential.

The curriculum will enable children to take risks and learn from their mistakes, identify links between areas of study, discuss and respect the views of others and take crucial steps towards becoming fully independent learners.

Recognising that reinforcement of language, skills and knowledge is crucial to the retention of learning, we aim for subjects to link and crossover whenever possible. The Avenues English Reading Spine drives the choice of topic, and planning is encouraged to go beyond the lens of the National Curriculum in line with the needs and interests of our children. This consistent reinforcement and revisiting aims to secure knowledge retention and equip children to communicate their understanding effectively. As such, core skills in English and Maths are consistently applied to support wider curriculum coverage.

Our curriculum strives to highlight and celebrate the diversity of our country and our community. We aspire to a curriculum which is anti-racist in which our pupils and families regardless of their background can see themselves represented. It aims to prepare our children to be active global citizens with an appreciation and understanding of the world, peoples and cultures around them. Inclusivity and equality are at the heart of our curriculum offer and being a School of Sanctuary, where everyone feels safe, welcome and included, is central to our school identity.

Our mixed-ability classes see that all children have equal opportunities to learn from one another in whole-class, group or independent activities and we aim to provide memorable experiences for all which are enhanced by trips, visitors and extra-curricular opportunities. In some instances, specialist colleagues and organisations further enhance the teaching of PE, Music and Swimming to ensure that every child receives the highest-quality input.

Feedback from children, parents and colleagues drives constant, ongoing review of our provision, so as to ensure our curriculum remains of the highest-quality and continues to engage and inspire.

## Art

### **Intent:**

Our engaging art curriculum aims to inspire and nurture children's innate creativity. Children are given opportunities to study great artists from across the world, inspiring new ideas and perspectives. We are passionate about developing our young artists' critical thinking skills through meaningful discussions that ask children to observe, question and reflect on a diverse range of artwork. Our pupils are given opportunities to regularly practise contemporary and modern art forms which are revisited and developed each year. Wherever possible, sketch-books are used to experiment and record observations. Pupils are given the opportunity to complete final pieces of artwork, incorporating the knowledge and skills taught throughout each unit. We recognise this can often be a deeply personal experience which leads to fulfilment and emotional growth. Therefore, we strive to celebrate our pupils' creativity by ensuring their artwork is exhibited around school and shared with a wider audience, providing children with the confidence to express themselves artistically and fostering a sense of pride in their artistic achievements.

The National Curriculum sets out the skills and knowledge to be completed within lower and upper key stage 2. Below is an outline of the areas that will be covered throughout their time with us:

### **Knowledge – Working Artistically**

#### Knowledge of Artists

Recognise great artists, architects and designers throughout history. Compare the works of different artists. Explore work from other cultures. Experiment with different styles which artists have used.

#### Knowledge of History

Understand different styles of artwork from different periods of history (realism, cubism, surrealism, impressionism, modernism, expressionism etc.). Explore the historical and cultural development of the art form.

#### Knowledge of Terminology

Evaluate and analyse inspirational artwork and own artwork using the language of art, craft and design.

#### Knowledge of Techniques

Develop knowledge about a range of art and design techniques. Be able to record about the styles and qualities of their work.

### **Art Forms**

#### **Drawing**

- Experiment with a range of drawing materials.
- Develop drawing techniques including: pencil strokes, accurate proportions, using perspective to represent a three-dimensional object on a two-dimensional surface, shading, highlighting, gradation of tone, stippling, hatching, cross hatching, scribbling, tracing and blending.

#### **Painting**

- Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.
- Show and awareness of composition.
- Use a range of brushes to create different effects.

#### **Printing**

- Carry out different printing techniques for example- rubbings, relief printing (using cardboard), mono-printing, block printing.
- Print using a variety of materials and objects.
- Explore pattern and shape, creating designs for printing.

#### **Sculpting**

- Children should be able to manipulate materials to create a planned effect; evaluate their 3D form; change and modify it.

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| <ul style="list-style-type: none"><li>• Build up layers, colours and textures.</li><li>• Explain the processes used to produce a print.</li></ul> |  |
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**Sketchbooks**

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| <ul style="list-style-type: none"><li>• Plan ideas using a visual journal or sketchbook to support the development of a design over a number of stages.</li><li>• Record, review and revisit observations in sketchbooks leading up to a final piece.</li><li>• Compare ideas and methods in their own and others' work and say what they think and feel about them.</li><li>• Adapt their work and describe how they might develop it further.</li></ul> |
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## DT

### **Intent:**

Design and Technology is an inspiring, rigorous and practical subject. Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. At Avenue Junior School, we encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We aim to, wherever possible, link work to other subjects such as mathematics, science, engineering, computing and art. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers. DT should provide children with a real life context for learning. Through the DT curriculum, children should be inspired by engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with a real life purpose.

Through food technology, children will learn about the importance of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques · understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

The National Curriculum sets out the skills and knowledge to be completed within lower and upper key stage 2. Below is an outline of the areas that will be covered throughout their time with us:

### **Knowledge – Working technically**

#### Technical knowledge:

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- understand and use mechanical systems in their products.
- understand and use electrical systems in their products.
- Understand some of the ways that food can be processed and the effect of different cooking practices (including baking and grilling).

### **When designing and making children are taught to:**

#### Design

Research designs based on functional, appealing products with purpose.  
Plan by appropriate methods; drawing, templates, talking and mock ups, annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer aided design.

#### Make

Children can select from a wide range of tools  
Children should use from and select a wider range of materials and components; textiles, construction equipment and ingredients.

#### Evaluate

Evaluations should be in comparison to existing products.  
Children should evaluate against a design criteria.  
Children should understand how key events and individuals have helped shape design and technology globally

### Impact of DT

We ensure the children:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users and critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook. Children will design and make a range of products

## **French**

**Intent:** At Avenue Junior School we believe that the learning of a language provides a valuable educational, social and cultural experience for our children. It helps them to develop communication skills in speaking, listening, reading and writing and in addition, children's knowledge of how language works will be developed to lay the foundations for further language learning in future.

We believe that learning another language gives children a new and broader perspective on the world, encouraging them to understand both their own culture and those of others, and links with the importance we place on global learning in our school.

It is intended that when children leave Avenue Junior School, they will have a natural curiosity and confidence to explore other countries, cultures and languages, accepting that, in a multi-lingual society, it is a valuable skill to be able to communicate effectively with others in another language. They will be enthusiastic and well prepared to continue language learning at secondary school.

By the end of Key Stage 2, the overwhelming majority of children know, apply and understand the matters, skills and processes specified below. They are well prepared for further language learning at Key Stage 3 and beyond.

### **Speaking & Listening**

The children will learn:

- to listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English;
- to understand and respond with increasing competence, accuracy and confidence in a range of situations;
- to join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way; to take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings; to memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard for the audience.

### **Reading and writing**

The children will learn:

- to remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities;
- to read stories and rhymes for enjoyment and to gain awareness of the structure of the written language;
- to read, copy and write independently familiar words and simple phrases in context e.g. classroom items, display labels, weather chart, date;
- to write sentences and short texts independently and from memory.

### **Intercultural understanding**

The children will learn:

- to describe the life of children in the countries where the language is spoken;

- to identify similarities and differences in everyday life, social conventions, traditional stories and celebrations;
- to recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;
- to recognise and be wary of stereotypes, and understand and respect cultural diversity.

## Geography

### **Intent:**

Our Geography curriculum aims to promote curiosity about the world we live in, encourages critical thinking about complex environmental issues and fosters a deep understanding of different environments and cultures around the world. Across the school, children will learn about important issues such as climate change, deforestation and the expanding use of palm oil. They will explore how these issues both positively and negatively impact different environments and communities. Wherever possible, we aim to deliver learning through practical, hands on sessions where children can use different equipment, conduct investigations and explore locations first hand. Having recently achieved the British Council's International School Award, for our commitment to delivering an engaging internationally themed curriculum, we will endeavour to look to further enrich children's learning opportunities. We aim to build on our existing links with our partner school in Malawi and we hope children feel excited and inspired by this. We want children to feel passionate about their learning and empowered to share their knowledge and skills with others.

The National Curriculum sets out the skills and knowledge to be completed within lower and upper key stage 2. Below is an outline of the areas that will be covered throughout their time with us:

### **Knowledge & Skills**

The National Curriculum sets out the knowledge and skills to be delivered across Key Stage 2. The Geography curriculum itself is broken down into specific areas of focus. These are taught across the year groups with differing levels of challenge and depth. Whilst many elements of the Geography curriculum are theoretical and knowledge based, we also aim to teach the children a range of practical geographical skills. We do this through hands on experiences, data collection opportunities and field trips.

### **Areas of Focus**

#### **Physical Geography**

Know how to describe key aspects of physical geography such as climate zones, rivers and mountains, volcanos, earthquakes and the water cycle.

#### **Human Geography**

Know how to describe key aspects of human geography such as land use, settlement types, trade links, and the distribution of natural resources including energy, food, minerals and water.

### **Place Knowledge**

Understand geographical similarities and differences through the study of human and physical geography in different locations around the World.

### **Locational Knowledge**

Locate the world's countries, using a broad range of maps including digital technologies.  
Understand the different environmental regions, key physical and human characteristics and identify major cities and landmarks.

Name and locate counties and cities of the United Kingdom.  
Identify physical and human characteristics of a region, topographical features (including hills, mountains, coasts and rivers) and changing land use patterns.

Identify the position of significant global geographical features such as the Equator, Northern/Southern Hemispheres, the Tropics, Arctic and Antarctic circles and global time zones.

### **Geographical Fieldwork and Skills**

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

Use the 8 points of a compass, 4 and 6-figure grid references, mapping symbols and keys to build knowledge of the United Kingdom and the wider world.

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## History

### Intent:

At the heart of our History curriculum is the teaching of equality and diversity. As part of this, children will learn how refugees who have sought sanctuary have shaped and influenced our society, both locally and nationally. We aim to inspire pupils' curiosity about the past and provide them with the skills to empathise with the lives of historical characters. We encourage our children to ask perceptive questions, think critically and consider evidence sources before making their own, informed opinions. The skills and knowledge of our History curriculum will steer a range of engaging learning activities, enabling all children to experience success by revisiting and building on these skills year on year.

### Primary History- Core skills

#### Knowledge

#### Skills

#### Changes in Britain from Stone Age to Iron Age

- Hunter – gatherers and early farmers
- Bronze Age religion, technology and travel
- Iron Age art and culture

#### Chronology (connections, contrasts and trends)

To continue to develop understanding of chronology and to be able to note connections, contrasts and trends over time.

#### Roman Empire

- Romanisation of Britain (religion, technology, infrastructure etc.)
- Roman invasion and power of their army
- British resistance (Boudicca)

#### Establish narratives

To be able to talk about key people, places and events across periods covered.

#### Britain's settlement of Anglo-Saxons and Scots

- Anglo-Saxon invasions, settlements and kingdoms (place names)
- Anglo-Saxon art and culture
- Scots invasions from Ireland to north Britain

#### Develop appropriate use of historical terms

To understand key historical vocabulary and to apply it.

#### The Viking and Anglo-Saxon struggle for Britain

- Viking raids and invasions
- Resistance by Alfred the Great and Athelstan, first King of England
- Edward the Confessor and his death in 1066

#### Questioning

To be able to devise historically valid questions in order to explore the time period further.

#### British history post 1066

- Changing power of monarchs
- Changes in as an aspect of social history
- The legacy of Greek and Roman culture

#### Interpreting primary and secondary sources

To understand that the past is constructed through a range of sources and to be able to interpret and evaluate these.

#### Changes in an aspect of social History

- How 'trial-blazers' shaped our society
- The impact of refugees seeking sanctuary on our local and national community

#### Emotional literacy

To learn about and identify with the lives of historical characters.

## **Music**

### **Intent:**

Our aim is to engage all our pupils in music. Instrumental tuition is made available to all our pupils and those who choose to learn an instrument will perform with others in either the String Group or Wind Band. Many also progress to perform in the School Orchestra. Singing is integral to identity of Avenues, where every child and adult sings as part of a choir. Many choose to develop their singing yet further by joining the Chamber Choir. There are various opportunities for performance throughout the year that include a Carol Service at St. Thomas', a music festival at St. Andrew's Hall, a Spring Concert here at Avenues and an end of year musical production. Pupils develop their knowledge and understanding of music through an hour of curriculum time dedicated to music each week that is taught by a music specialist. The school is well resourced and classroom music lessons use keyboards, djembes, ukuleles as well as various different percussion instruments in order to provide a holistic curriculum that embraces and celebrates different cultures, countries and ages.

### **Knowledge**

- Orchestral Instruments and instruments from around the world.
- Music and composers from different parts of the world, historical periods and genres.
- How musical notation is used.
- How musical devices such as structure, rhythm, melody and harmony are used.

### **Musical Skills**

#### **Singing**

Pupils will be taught to sing in tune and learn to control their voice to be sensitive to other parts. They will learn to sing both melodic and harmonic parts. They will rehearse and work towards performances and be given to opportunity to perform in public.

#### **Performing**

Pupils will be taught instrument specific skills. They will learn to perform their part with sensitivity towards other parts. They will perform both melodic and harmonic parts.

#### **Composing**

Pupils will learn about compositional devices such as pitch, rhythm, dynamics and structure. They will compose music that reflects specific actions or emotions. They will compose music that responds to a brief.

#### **Listening and Appraising**

Pupils will learn to recognise music from different genres, cultures and places in history. They will be able to describe music in terms of pitch, rhythm, texture, timbre, style and structure.

### **Performance Opportunities**

- Assembly
- Year Group Choir
- String Group
- Wind Band
- Orchestra
- Ukulele Group
- Chamber Choir

## PE Intent:

At Avenue Junior School, it is our intent that all children are supported to develop a life-long love of physical activity and sport. We have a strong and inclusive skills-based curriculum that enables all children to access learning and development at their own pace, whilst challenging them to excel. Children are born to move and explore the world around them and we aim to help children refine and develop their fundamental movement skills, dance skills, gymnastic skills and sporting skills in a fun and engaging curriculum tailored to them which evolves with them as they move through the year groups. We want all children to look forward to PE lessons and to develop the confidence and passion for physical activity that will stand them in good stead to live healthy, active lives as they move through every stage of their life.

## Primary PE- Core skills

### Skills and Knowledge



#### TAKE RESPONSIBILITY FOR MY LEARNING

I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.



#### LEAD OTHERS

I can involve others and motivate those around me to perform better.



#### APPLY WITH CONSISTENCY

I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.



#### EMBRACE CHALLENGE

I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.

#### IMPROVE OTHERS

I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.

#### COMBINE WITH FLUENCY

I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.

### Expected - End of Upper Key Stage 2



#### CONSISTENTLY TRY TO IMPROVE

I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.

#### ORGANISE AND GUIDE OTHERS

I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.

#### LINK WITH QUALITY

I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.

### Expected - End of Lower Key Stage 2



#### TAKE CONTROL

I know where I am with my learning and I have begun to challenge myself.

#### WORK WELL WITH OTHERS

I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.

#### PERFORM WITH CONTROL

I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.



#### STAY ON TASK WITH HELP

I enjoy working on simple tasks with help.

#### PLAY WITH OTHERS WITH HELP

I can play with others and take turns and share with help.

#### TRAVEL IN DIFFERENT WAYS

I can move confidently in different ways.



Cognitive



### ANALYSE PERFORMANCE

I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.



Creative

### VARIETY AND DISGUISE

I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.



Health and Fitness

### PLAN MY OWN FITNESS

I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme.



### MAKE GOOD DECISIONS

I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.

### EXPRESS, ADAPT AND ADJUST

I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.

### PREPARE MYSELF FOR ACTIVITY

I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.

## Expected - End of Upper Key Stage 2



### DESCRIBE HOW TO IMPROVE

I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.

### REFINE AND CHANGE

I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.

### EXPLAIN HOW TO EXERCISE

I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.

## Expected - End of Lower Key Stage 2



### EXPLAIN WHY

I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.

### RECOGNISE AND RESPOND

I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.

### EXPLAIN WHY

I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.

## PSHE

### Intent:

At Avenue Junior School, it is our intent that all children have the ability to develop skills to meet new experiences, challenges and situations with respect and confidence. Across the school, we help children understand their own value and voice, as well as the value and voice of others. We aim to show them how they and others fit into and contribute to the world. As a whole school approach, we focus on emotional literacy, building resilience, and nurturing mental and physical health. Through PATHs, zones of regulation, and our RSHE framework, our approach aims to develop the qualities and strengths of each child to enable them to thrive as individuals, members of their family, school, local and global community.

### Primary PSHE- Core skills

#### Knowledge

Families and people who are for me:

- Characteristics of a healthy family.
- Love and marriage
- Young Carers
- Running away is never okay.

Caring friendships

- Friendships have ups and downs.
- Peer pressure
- Fun friendships
- FGM- a role of a friend

Respectful relationships

- What a stereotype is.
- Respecting different identities

#### Skills

To recognise and distinguish

- Recognise a wide range of relationships and analyses positive relationships.
- Know how to recognise if family relationships are making them happy and what to do.
- Distinguish between conflict and know how to get help.
- Identify the difference between a secret and a surprise. They can recognise when this breaks confidence.
- They can recognise when they need help managing a situation.
- They can recognise an emergency situation and what to do.

Online relationships and safety

- Online friendships
- Sharing secrets
- Play, like, share
- Sharing information
- Media messages and me

To manage risk

- Know how to protect themselves and respond to unwanted contact
- Understand risk taking behaviours
- Understand and navigate online risk
- Think about healthy choices
- Know some cultural practices are against UK law including FGM. They know how to support a friend who may be at risk to FGM.

Being safe

My body/changing body

- My body, my right
- Growing up
- Public vs Private? Touch
- Puberty
- Menstrual wellbeing
- When and how to get help
- How a baby is conceived and born.

To reflect

- Identify strengths of themselves.
- Reflect and challenge gender stereotypes.
- Anticipate how their bodies may change.

<p>Mental and physical wellbeing</p> <ul style="list-style-type: none"> <li>• Happy to be me!</li> <li>• Physical activity</li> <li>• Healthy eating</li> <li>• Emotional responses</li> <li>• Emotions and puberty</li> <li>• Managing challenges and change</li> </ul>	<p>To build emotional Literacy</p> <ul style="list-style-type: none"> <li>• How to judge how they are feeling.</li> <li>• Judge if their behaviour is appropriate.</li> <li>• Anticipate how their emotions may change</li> <li>• They know who to talk to</li> </ul>
<p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> <li>• Peer pressure</li> <li>• Informed choices</li> <li>• The law</li> </ul>	<p>To building strategies and problem solve.</p> <ul style="list-style-type: none"> <li>• Keeping Safe Online by understanding not to interact with strangers and share personal information</li> <li>• Manage conflict and friendships.</li> <li>• Knowing when to speak to an adult and who to talk to.</li> <li>• Knowing how to report accidental exposure to explicit images to an adult and hosting website</li> </ul>
<p><b>Health and Prevention</b></p> <ul style="list-style-type: none"> <li>• Sun safety</li> <li>• Keeping my body clean and healthy</li> <li>• Sleep</li> <li>• Sexual health</li> </ul> <p><b>First Aid</b></p> <ul style="list-style-type: none"> <li>• What is first aid?</li> <li>• Staying safe</li> <li>• Emergency action</li> <li>• Practical first aid</li> </ul>	<p>To recall and remember:</p> <ul style="list-style-type: none"> <li>• How to respond to emergency situations.</li> <li>• Strategies for personal hygiene.</li> <li>• The importance of sleep.</li> </ul>

## **Religious Education**

### **Intent:**

We believe that the development of the children's religious literacy is essential for them to be able to ask questions, consider others' viewpoints and engage in balanced and well-informed conversations about their own and others' beliefs and values. We ask key questions to engage and facilitate discussions which are informed by our learning in class. We aim for children to be able to make sense of, and celebrate the diversity of, the complex world in which we live.

Children will know about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical, and human/social science lenses. They will be able to express their ideas and insights, and use the skills they have gained to engage critically with religious and non-religious worldviews.

The Norfolk Agreed Syllabus for Religious Education sets out the skills and knowledge to be completed within lower and upper key stage 2. Below is an outline of the areas that will be covered throughout their time with us:

### **Theology – Thinking through believing**

#### **Where beliefs come from**

Identify and understand different sources of authority and how they are connected to beliefs. Discuss different interpretations and the reliability of sources for believers.

#### **How beliefs change over time**

Understand how events in history have influenced some religious and non-religious worldviews.

#### **How beliefs relate to each other**

Explore connections between different beliefs. Identify similarities and differences between and within religions and worldviews.

#### **How beliefs shape the way believers see the world and each other**

Understand ways in which beliefs shape the way people see the world and each other.

### **Philosophy – Thinking through thinking**

#### **The nature of knowledge, meaning and existence**

Explore philosophical answers to questions about the world around them. Use philosophical vocabulary and be able to explain how philosophers approach abstract concepts.

#### **How and whether things make sense**

Analyse arguments to evaluate whether a position is coherent and logical. Use evidence to support or counter a particular argument.

#### **Issues of right and wrong, good and bad**

Explore a range of answers to ethical and moral questions and issues. Understand the diversity of opinion and why there are differences.

### **Human/Social Sciences – Thinking through living**

### The diverse nature of religion

Understand the difference between the terms “religion” and “belief”. Show awareness that talking about religion and beliefs can be complex.

### Diverse ways in which people practise and express beliefs

Understand some of the varying ways in which religions and beliefs are practised locally, nationally and globally.

### The ways in which beliefs shape individual identity, and impact on communities and society and vice versa

Understand how beliefs impact on, influence and change individual lives, community and society, and how individuals, community and society can also shape beliefs.

## **Science**

**Intent:** At Avenue Junior School, we encourage our children to be inquisitive, ask questions and be curious about their surroundings. We aim to nurture a love of Science through a varied and engaging curriculum. The learning of Science fosters a healthy curiosity in children about our universe and promotes respect for the living and non-living and encompasses the acquisition of knowledge, concepts, skills and positive attitudes. Wherever possible, we plan for the children to learn through practical experience: using equipment, planning and conducting experiments, building arguments and explaining concepts confidently. Co-curricular opportunities are also identified, mapped and planned to ensure contextual relevance wherever possible. We strive to ensure the children's experiences of Science are fun, engaging and high-quality and will provide them with the foundations of skills and knowledge to understand the world in which they live.

The National Curriculum sets out the skills and knowledge to be completed within lower and upper key stage 2. Below is an outline of the areas that will be covered throughout their time with us:

### **Skills – Working Scientifically**

#### **Asking questions and making predictions**

The children will become increasingly confident about raising questions and using their experiences to explore them. They will make predictions and begin to justify these.

#### **Planning and performing tests**

The children will use equipment with increasing confidence to set up practical enquiries, recognising when a test is fair and which variables need to be controlled.

#### **Observing and measuring**

The children, with increasing skill and precision, make systematic and careful observations and take careful measurements. They will make decisions about what equipment to use, what to measure and for how long and recognise when repeated measurements may be appropriate, explaining why.

#### **Reporting, presenting and communicating data and findings**

Increasingly complex data and results will be collected and recorded in a variety of charts and tables, labelled diagrams and keys. The children will use this to draw conclusions, identify patterns and support or refute ideas or questions.

#### **Identifying and classifying**

The children will discuss their ideas for sorting and classifying objects and will use and develop keys and other information records to identify, classify and describe.

### **Knowledge of the world (physics and chemistry)**

#### **Matter and Materials**

##### **Rocks:**

Compare and group together different kinds of rocks based on their properties and describe how fossils are formed.

##### **States of matter / Properties and changes of materials:**

Observe that some materials (e.g. water) change state. Decide how mixtures of materials could be separated in

### **Knowledge of living things (biology)**

#### **Plants**

Identify and describe the function of the different parts of a flowering plant. Explain the role of the roots, stem/trunk, leaves and flowers.

Explore the processes that plants need to survive (air, light, water, nutrients from the soil and room to grow) and how these vary between plants.

<p>to their constituent parts (e.g. by filtering).          Demonstrate and explain when dissolving, mixing and changing of state are reversible changes or irreversible changes.          Compare and group materials on the basis of their properties and suggest reasons for their uses based on these properties.</p>	<p>Investigate the way in which water is transported within plants.</p>
<p style="text-align: center;"><b><u>Energy and Forces</u></b></p> <p><b><u>Light:</u></b>          Learn about how light travels, how we see things, how shadows are formed and investigate how light reflects.</p> <p><b><u>Forces and magnets:</u></b>          Learn how pushes and pulls (including friction) act upon an object. Observe how magnets attract or repel each other and which materials are attracted to a magnet.</p> <p><b><u>Sound:</u></b>          Identify how sounds are made and find patterns between the pitch and the volume of sound.</p> <p><b><u>Electricity:</u></b>          Identify common appliances that run on electricity and the dangers associated with them. Construct circuits from components, explaining how they work, and use circuit symbols to draw diagrams.</p>	<p style="text-align: center;"><b><u>Living things and their habitats</u></b></p> <p>Describe how living things are grouped and classified and use classification keys to help identify, group and name them.          Describe the differences in the life cycles of a mammal, an amphibian, and insect and a bird.</p> <p style="text-align: center;"><b><u>Evolution and Inheritance</u></b></p> <p>Recognise that living things have changed over time (evolution) and that fossils provide information about living things that inhabited the earth millions of years ago.          Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>
<p style="text-align: center;"><b><u>Earth and Space</u></b></p> <p>Describe the Sun, Earth and Moon, and describe the movement of the Earth, other planets and the Moon within the solar system.          Use the idea of the earth's rotation to explain day and night and the apparent movement of the Sun across the sky. Provide an explanation of why we have seasons using the tilt of the Earth.</p>	<p style="text-align: center;"><b><u>Animals, including humans</u></b></p> <p>Identify that animals, including humans, require the right sort of nutrition to remain healthy. Learn about the impact of diet, exercise, drugs and lifestyle on how the human body functions.          Describe the skeletal (including teeth), digestive and circulatory system in humans.          Describe the changes as humans develop from birth to old age.</p>