

AVENUE JUNIOR SCHOOL



Curriculum Document 2025-26





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.

Our curriculum will enable children to take risks and learn from their mistakes, identify and build upon 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 constructively support each other. 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 create 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, people 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.

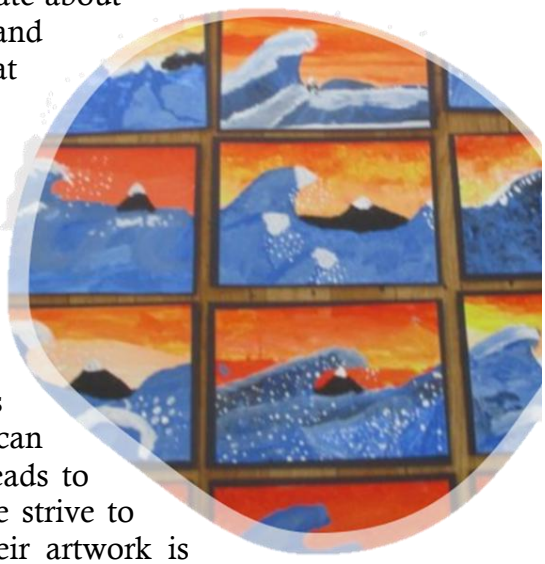
Our mixed-ability classes see that all children have equal opportunities to learn from one another in whole-class, group or independent activities and we aim to provide memorable experiences for all which are enhanced by trips, visitors and extra-curricular opportunities. In some instances, specialist 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

ABOUT THE SUBJECT

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 differing perspectives. We are passionate about developing our young artists' skills of analysis and evaluation 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 across year groups. Wherever possible, sketchbooks 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 Key Stage 2. Below is an outline of the knowledge and skills that are covered and how these are taught and progress throughout the school.

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.

<table>
<tr><th colspan="2">Art Forms</th></tr>
<tr><td><u>Drawing</u>

• 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</td><td><u>Painting</u>

• 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.</td></tr>
<tr><td><u>Printing</u>

• 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.

• Build up layers, colours and textures.

• Explain the processes used to produce a print.</td><td><u>Sculpting</u>

• Children should be able to manipulate materials to create a planned effect; evaluate their 3D form; change and modify it.</td></tr>
<tr><td colspan="2"><u>Sketchbooks</u>

• Plan ideas using a visual journal or sketchbook to support the development of a design over a number of stages.

• Record, review and revisit observations in sketchbooks leading up to a final piece.

• Compare ideas and methods in their own and others' work and say what they think and feel about them.

• Adapt their work and describe how they might develop it further.</td></tr>
</table>

Skills Progression				
Skill	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Drawing	Produce accurately proportioned line drawings. Explore simple shading techniques. Draw positive and negative spaces. Introduce oil pastels as a drawing material.	Develop an awareness of scale and proportion. Use different tones in observational drawings. Use marks and lines to create texture. Introduce charcoals as a drawing material.	Develop an awareness of scale and proportion. Produce a range of tones to create depth and consider the effect of light on an object. Use marks and lines to create texture. Explore tessellation in the abstract form.	Develop their own style of drawing through line, tone, texture, form, proportion, scale and shape. Draw and shade 3D shapes. Develop a basic awareness of perspective.
Painting	Mix colours, knowing which primary colours make secondary colours. Know where each of the primary and secondary colours sit on the colour wheel. Create a background using a wash.	Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Experiment creating texture with washes and thick and thin paints.	Mix and match colours to create atmosphere and light effects. Use complimentary and contrasting colours. Use a range of brushes to create different effects.	Create shades and tints using black and white. Show an awareness of how paintings are created (composition). Use a range of brushes to create different effects.

Skills Progression				
Skill	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Printing	Explore pattern and shape, creating designs for printing. Select materials to create a desired textural effect for instance bark rubbing for a tree, sponge printing for clouds etc Create mixed media collages exploring natural and manmade patterns.	Explore pattern and shape, creating designs for printing, Create their own collagraph plate by layering cardboard, string and found objects. Talk about the processes used to produce a simple print.	Explore pattern and shape, creating designs for printing, Create their own mono-prints using carbon paper or acetate. Talk about the processes used to produce a simple print	Explore pattern and shape, creating designs for printing, Use block printing such as polystyrene tiles or lino printing to create repeating patterns. Combining prints and making connections discussing and evaluating their own work and that of others.
Sculpture	Make a simple papier-mâché object. Manipulate clay in a variety of ways e.g. rolling, kneading and shaping. Using observation, replicate patterns and textures.	Construct a 3D form using malleable or rigid materials. Discuss and evaluate work of sculptors. Analyse and interpret natural and manmade sculptured forms.	Plan a sculpture through drawing. Use recycled materials to create a structure. Create abstract imagery to reflect personal experience or expression.	Plan a sculpture through drawing. Show lifelike qualities and real-life proportions. Use an armature to strengthen and support a 3D form.
Sketchbooks	Review what they and others have done and say what they think and feel about it. Annotate sketchbook- identify what they might change in their current work.	Compare ideas and methods in their own and others' work and say what they think and feel about them. Adapt their work and describe how they might develop it further.	Compare ideas and methods in their own and others' work and say what they think and feel about them. Adapt their work and describe how they might develop it further.	Compare ideas and methods in their own and others' work and say what they think and feel about them. Adapt their work and describe how they might develop it further.

Computing

ABOUT THE SUBJECT



Technology has become a staple part of our lives. Every day, we are being exposed to new innovative ideas and it is important that children are given the opportunity to immerse themselves in what is becoming a big part of our daily routines. Computing is a subject that must be taught for the children to be ready for the workplace and participate responsibly in the digital world. At Avenue junior school, it is our intention to ensure that we develop children's ability to analyse, exchange and present information confidently. Computing skills are a crucial factor in ensuring that children are confident, creative and independent learners.



Through effective teaching of Computing, children will:

- become responsible and respectful users of the digital world.
- solve problems, be creative and imaginative, and develop independence as well as the ability to collaborate.
- understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms, and data representation.
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.

Teach Computing

To ensure full coverage of the Computing curriculum we use the 'Teach Computing' scheme of work. The Teach Computing Curriculum builds on a set of pedagogical principles which are underpinned by the latest computing research, to demonstrate effective pedagogical strategies throughout.

Knowledge and Skills
The Teach Computing Curriculum uses the National Centre for Computing Education's computing taxonomy to ensure comprehensive coverage of the subject. All learning outcomes can be described through a high-level taxonomy of ten strands. These strands are grouped into different headings. In each year children will visit Programming and Creating Media twice, alongside Computer Systems and Networks, and Data and Information. Within these units the following will also be covered: Effective use of Tools, Impact of Technology and Safety and Security.

Programming	Algorithms — Be able to comprehend, design, create, and evaluate algorithms. Design and development — Understand the activities involved in planning, creating, and evaluating computing artefacts. Create software to allow computers to solve problems.
Computer systems and networks	Computer networks — Understand how networks can be used to retrieve and share information, and how they come with associated risks. Computer systems — Understand what a computer is, and how its constituent parts function together as a whole.
Data and information	Understand how data is stored, organised, and used to represent real-world artefacts and scenarios.
Creating media	Select and create a range of media including text, images, sounds, and video. Design and development — Understand the activities involved in planning, creating, and evaluating computing artefacts.
Effective use of tools	Use software tools to support computing work.
Impact of technology	Understand how individuals, systems, and society as a whole interact with computer systems.
Safety and security	Understand risks when using technology, and how to protect individuals and systems.

Knowledge and Skills	
Online Safety	
How to stay safe online	(Linked to Education for a Connected World framework – this is covered withing Computing and RSHE – see sperate coverage document for more information) This groups online safety into eight strands: • Self image and identity • Online relationships • Online reputation • Online bullying • Managing online information • Health, well-being and lifestyle • Privacy and security • Compyright and ownership https://assets.publishing.service.gov.uk/media/5efa05b4e90e075c5492d58c/UKCIS_Education_for_a_Connected_World_.pdf

Skills Progression				
Skill	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Be able to comprehend, design, create, and evaluate algorithms Create software to allow computers to solve problems	To build a sequence of commands To combine commands in a program To order commands in a program To create a sequence of commands to produce a given outcome	To list an everyday task as a set of instructions including repetition To use an indefinite loop to produce a given outcome To use a count-controlled loop to produce a given outcome To plan a program that includes appropriate loops to produce a given outcome To recognise tools that enable more than one process to be run at the same time (concurrency) To create two or more sequences that run at the same time	To choose a condition to use in a program To create a condition-controlled loop To use a condition in an 'if... then…' statement to start an action To use selection to switch program flow To use 'if... then... else…' to switch program flow in one of two ways	To identify a variable in an existing program To experiment with the value of an existing variable To choose a name that identifies the role of a variable to make it easier for humans to understand it To decide where in a program to set a variable To update a variable with a user input To use an event in a program to update a variable To use a variable in a conditional statement to control the flow of a program To use the same variable in more than one location in a program

Skills Progression				
Skill	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Understand how data is stored, organised, and used to represent real-world artefacts and scenarios	To create questions with yes/no answers To choose questions that will divide objects into evenly sized subgroups To repeatedly create subgroups of objects To identify an object using a branching database To retrieve information from different levels of the branching database	To use a digital device to collect data automatically To chose an appropriate timeframe when collecting data automatically To use a set of logged data to find information To use a computer program to sort data by one attribute To export information in different formats.	To choose different ways to view data To choose which attribute and value to search by to answer a given question (operands) To ask questions that need more than one attribute to answer To choose which attribute to sort data by to answer a given question To choose multiple criteria to search data to answer a given question (AND and OR) To select an appropriate graph to visually compare data To choose suitable ways to present information to other people	To calculate data using a formula for each operation To use functions to create new data To use existing cells within a formula To choose suitable ways to present spreadsheet data To explain that formulas can be used to produce calculated data
Select and create a range of media including text, images, sounds, and video (1)	To organise text and image placeholders in a page layout To add text to a placeholder To add and remove images to and from placeholders	To record sound using a computer To play recorded audio To import audio into a project To delete a section of audio To change the volume of tracks in a project	To use different camera angles To combine filming techniques for a given purpose To choose to reshoot a scene or improve later through editing To decide what changes I will make when editing	To review an existing website (navigation bars, header) To create a new blank web page To add text to a web page To set the style of text on a web page

	To edit text in a placeholder To choose fonts and apply effects to text To move resize and rotate images	To recognise that audio can be layered so that multiple sounds can be played at the same time	To use split, trim and crop to edit a video	To embed media in a web page To add web pages to a website To insert hyperlinks between pages To insert hyperlinks to another site
Select and create a range of media including text, images, sounds, and video (2)	To plan an animation using a storyboard To set up a work area with an awareness of what will be captured To move a subject between captures To review a sequence of captured frames as an animation To add media to enhance an animation	To recognise that digital images can be changed for different purposes To use an application to change a digital image To use clone, copy, and paste to change the composition of a digital image To apply filters to a digital image To change the composition of a digital image by rotating and flipping To change the composition of a digital image by cropping To add text to a digital image	To add an object to a vector drawing To select one object or choices made multiple objects To move objects between the layers of a drawing To duplicate objects using copy and paste To modify and reposition objects To group and ungroup selected objects To combine options to achieve a desired effect To create a vector drawing for a given purpose	To position 3D shapes relative to one another To use digital tools to modify 3D objects To combine objects to create a 3D digital artefact To use digital tools to accurately size 3D objects To construct a 3D model which reflects a real world object

Skills Progression				
Skill	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Computer networks — Understand how networks can be used to retrieve and share information, and how they come with associated risks	To describe what an input is To identify input and output devices To explain that a computer system accepts an input and processes it to produce an output To explain how a computer network can be used to share information To explain the role of a switch server and a wireless access point in a network To identify network devices around me	To describe how networks connect to other networks To outline how information can be shared via the World Wide Web To describe the types of content/media that can be added, created, and shared on the World Wide Web To explain how the content of the World Wide Web is created, owned, and shared by people To explain that the World Wide Web comprises of websites and web pages To evaluate the reliability of content and the consequences of unreliable content	To recognise that a system is a set of interconnected parts which work together To describe the role of a particular IT system in their lives To relate that search engines are examples of large IT systems To describe the input and output of a search engine To demonstrate that different search terms produce different results To explain how ranking is determined by rules, and that different search engines use different rules To recognise inputs, processes, and outputs in large IT systems	To recognise that data is transferred across networks using agreed protocols (methods) To explain that data is transferred in packets To outline methods of communicating and collaborating using the internet To choose methods of internet communication and collaboration for given purposes To evaluate different methods of online communication and collaboration To decide what you should and should not share online

Skills Progression				
Skill	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Computer systems — Understand what a computer is, and how its constituent parts function together as a whole	Use technology to organise and present their ideas in different ways. Use the keyboard on their device to add, delete and space text for others to read. Tell you about an online tool that will help them to share their ideas with other people. Save and open files on the device I use.	Use photos, video and sound to create an atmosphere when presenting to different audiences. Explore new media to extend what they can achieve. Change the appearance of text to increase its effectiveness. Create, modify and present documents for a particular purpose. Use a keyboard confidently and make use of a spellchecker to write and review their work. Use an appropriate tool to share their work and collaborate online. Give constructive feedback to their friends to help them improve their work and refine their own work.	Use text, photo, sound and video editing tools to refine my work. Use the skills they have already developed to create content using unfamiliar technology. Select, use and combine the appropriate technology tools to create effects that will have an impact on others. Select an appropriate online or offline tool to create and share ideas. Review and improve their own work and supports other to improve their work.	Talk about the audience, atmosphere and structure when planning a particular outcome. Confidently identify the potential of unfamiliar technology to increase their creativity. Combine a range of media, recognising the contribution of each to achieve a particular outcome. Tell an adult or peer why they select a particular online tool for a specific purpose. Give constructive feedback to peers to help them improve their work and refine their own work.

Design and Technology



ABOUT THE SUBJECT

Design and Technology is a process that underpins all modern life. Every item that is used has been through a complex design process which we believe makes DT an inspiring, rigorous and practical subject.
Design and Technology encourages children to think and intervene creatively to solve problems both as individuals and as part of a team. We want to develop the children's curiosity and encourage them to become risk-takers and innovators.

At Avenue Junior School, children will learn to be critical thinkers when evaluating products, creative planners when designing products and imaginative creators when making products. They will design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. The children will learn that Design and Technology is an iterative process, where the process is often more important than the product. They will have the opportunity to practise specific focussed skills in order to develop the tools to design and make products to fit certain criteria.

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 Key Stage 2. Below is an outline of the knowledge and skills that are covered and how these are taught and progress throughout the school.

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).

<table>
<tr><th colspan="2">When designing and making children are taught to:</th></tr>
<tr><td><u>Design</u>

• Research designs based on functional, appealing products with purpose.

• Plan by appropriate methods; drawing, templates, talking and mock ups, annotated sketches, crosssectional diagrams, prototypes, pattern pieces and computer aided design.</td><td><u>Make</u>

• 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.</td></tr>
<tr><td colspan="2"><u>Evaluate</u>

• 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</td></tr>
<tr><td colspan="2"><u>Impact of DT</u>

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.

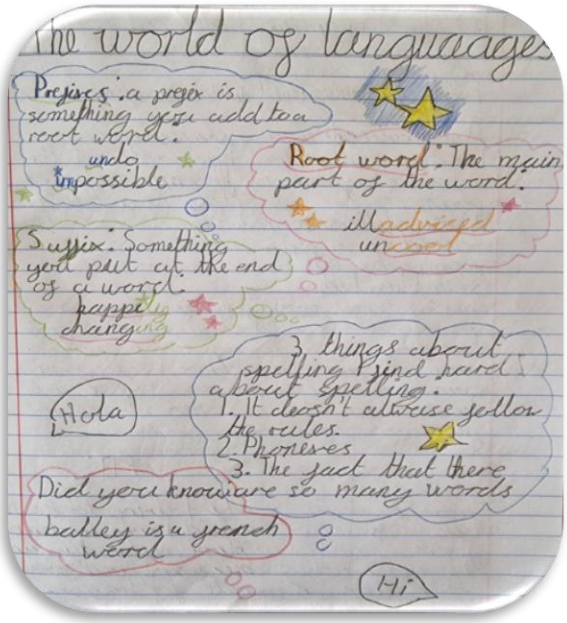
• Understand and apply the principles of nutrition and learn how to cook. Children will design and make a range of products.</td></tr>
</table>

Skills Progression				
Skill	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Use research to design functional. appealing products which are fit for purpose.	Generate ideas and identify a purpose and establish criteria for a successful product. Plan the order of their work before starting. Explore, develop, and communicate design proposals by modelling ideas Make drawings with labels when designing.	Generate ideas, considering the purposes for which they are designing. Make labelled drawings from different views. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making ,if the first attempts fail Evaluate products and identify criteria that can be used for their own designs.	Generate ideas through brainstorming and identify a purpose for their product. Draw up a specification for their design. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail. Use results of investigations, information sources, including ICT when developing design ideas.	Communicate their ideas through detailed labelled drawings. Develop a design specification. Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways. Plan the order of their work, choosing appropriate materials, tools and techniques
Working with tools, equipment, materials and components to make quality products (including food)	Select tools and techniques. Measure, mark out, cut, score and assemble components with more accuracy. Work safely and accurately with a range of simple tools.	Select tools and techniques. Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.	Select appropriate materials, tools and techniques. Measure and mark out accurately Use skills in using different tools and equipment safely and accurately.	Select appropriate tools, materials, components and techniques. Assemble components make working models. Use tools safely and accurately.

Skills Progression				
Working with tools, equipment, materials and components to make quality products (including food)	Measure, tape or pin, cut and join fabric with some accuracy. Demonstrate hygienic food preparation and storage. Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT.	Join and combine materials and components accurately in temporary and permanent ways. Sew using a range of different stitches, weave and knit. Measure, tape or pin, cut and join fabric with some accuracy. Use simple graphical communication technique.	Weigh and measure accurately (time, dry ingredients, liquids). Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens. Cut and join with accuracy to ensure a good-quality finish to the product.	Construct products using permanent joining techniques. Make modifications throughout the making process. Pin, sew and stitch materials together create a product. Achieve a quality product.
Evaluating processes and products	Evaluate their product against original design criteria e.g. how well it meets its intended purpose. Disassemble and evaluate familiar products.	Evaluate their work both during and at the end of the assignment. Evaluate their products carrying out appropriate test.	Evaluate a product against the original design specification. Evaluate it personally and seek evaluation from others.	Evaluate their products identifying strengths and areas for development and carrying out appropriate tests. Record their evaluations using drawings with labels . Evaluate against their original criteria and suggest ways that their product could be improved.

French

ABOUT THE SUBJECT



At Avenue Junior School we strongly believe in the importance of language learning. Children learn French and Linguistics through the teaching of WoLLoW (World of Languages and Languages of the World).

This not only develops curiosity about the enjoyment of languages but enables pupils to understand how languages work as a preparation for studying specific and different languages in the future. It develops and celebrates the linguistic and cultural diversity of our society and encourages children to use languages as a means of encouraging thought across subject divides.

We believe that learning another language helps develop children's communication skills in speaking, listening, reading and writing. It also gives children a broader perspective on the world, encouraging them to understand their own culture as well as those of others, and links with the importance we place on global learning in our school.

It is intended when children leave our 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. As a result of their languages experiences, Children will also be enthusiastic and well prepared to continue language learning in secondary school.

Speaking and 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.

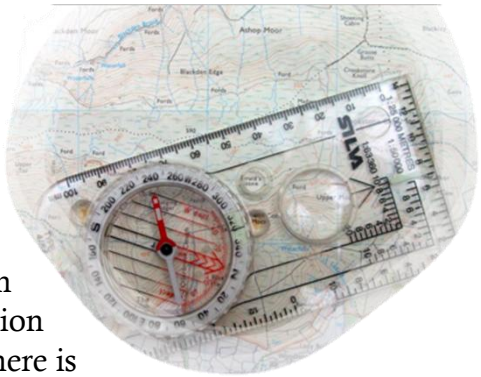
Reading and Writing
The children will learn: • To remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities. • To read stories and rhymes for enjoyment and to gain awareness of the structure of the written language. • To read, copy 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.

Skills Progression				
Skill	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Reading	Recognise simple phrases and questions and recall simple vocabulary. *Ca-va?* *Quelle est la date?* *Quelle age as-tu? J'ai... ans.* Colour vocab. Animal vocab.	Recognise extended questions and phrases and recall simple vocabulary. *Quelle est la date aujourd'hui?* *Quelle est la date de ton anniversaire?* Le Noel. Numbers 1-31. Days of the week, months of the year. Seasons.	Recognise more sophisticated question structures and responses and a wider range of vocabulary. *Quelle heure est-il? Il est... heure.* *Qu'est ce que tu préfères à manger/boire?* *Je préfère...* Food and drink vocabulary. Sport vocab (favourite, opinions etc)	Recognise a wider range of sophisticated question structures and responses and be able to look up new vocabulary (with a sense of their sound and spelling). Holiday vocab. *Où habites-tu? J'habite à...* Weather vocab. *Quel temps fait-il? Quest-ce que tu-aimes?* Dictionary work to understand new nouns.
Listening	Recognise and respond to classroom instructions. Recognise and recall numbers 1-12. Understand and respond to the questions identified in speaking. Recognise key vocabulary for colours, animals and classroom items.	Recognise and recall numbers 1-31. Recognise and recall days of the week. Recognise and recall months of the year and seasons. Understand and respond to the questions identified in speaking. Recognise key vocabulary for parts of the body/ face, shapes. Prepositions.	Recognise and recall number 1-51. Recognise and recall the time (hours to, past etc). Recognise and recall opinions about food, drink, sport. Mealtime vocabulary. Sport vocabulary (faire/jouer & masculine or feminine) and instructions for sport.	Recognise and recall different states of the weather and understand questions and responses about the weather. Recognise and understand questions about yourself (where you live, languages you speak and what you like to do). Holiday vocabulary. Understand short café conversations.

Skills Progression				
Skill	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Speaking	Ask and answer basic questions and be confident with the pronunciation of basic vocabulary. Ask people's name/age and give your own. Ask how someone is and respond. Count to 12. Sentences to describe animals	Ask and answer more extended questions. Refine pronunciation of key vocab. Ask for the date. Ask for someone's birthdate. Body & face parts vocab. Shape vocab. Prepositions (sous, sur, à droite, à gauche, au centre de, dans).	Ask and answer more sophisticated questions. Develop the beginnings of conversations. Say what sports they do. Say what food and drink they like. Give instructions for sport. Say what time it is and respond.	Ask and answer more sophisticated questions with confident pronunciation and drawing on their bank of vocabulary. Be able to hold short conversations about familiar subjects confidently. Participate in short conversations about the weather, themselves etc.
Writing	Write basic statements and vocabulary. *Je m'appelle...* *J'ai huit ans.* *J'ai...* (classroom item) *C'est un* (animal) Colours. Animals (un/ *une-* intro to masc & fem).	Write extended statements and key vocabulary. Numbers 1-31. Days of the week. Months of the year. *Mon anniversaire* est... Use of prepositions e.g. *le stylo est sur la table.*	Write extended statements and key vocab joining statements. Numbers 1-51. Writing time to the hour (Il est...) Write a short sentence about the sport they play and how often (*Le lundi, je joue au tennis*).	Write for a range of purposes using their bank of vocabulary & sentence structures. Use known vocab in sentences e.g. *En hiver, il fait froid.* Write a holiday postcard. Write a short text about where they live. Create a short conversation about themselves.

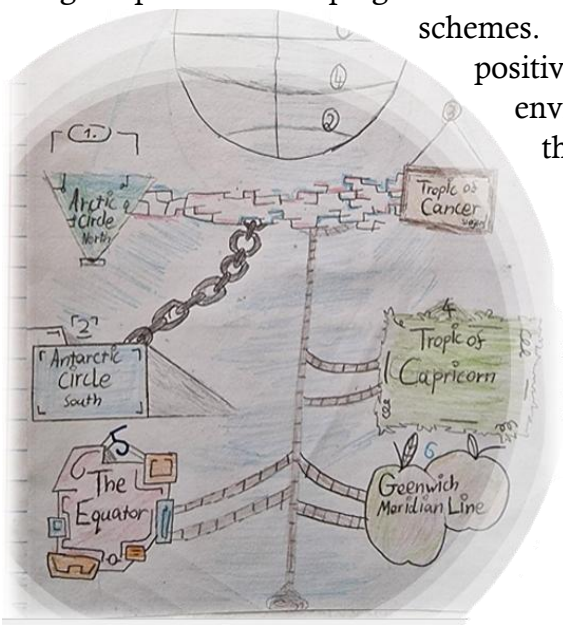
Skills Progression				
Skills	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Grammar	Definite & indefinite articles in the singular with masculine & feminine nouns (*le, la, un, une*). Learn adjectival positioning. Use simple connectives (*et, mais, aussi*).	Intro to plurals with definite article (*les*) e,g, *les yeux, les orielles* (body parts). Use adjectival positioning with more confidence.	Intro to accents on the e and the a (*graves et aigu*)- *préfères* Conjugation of *jouer et faire* (present tense). Plural agreement (*un heure*, *deux heures*).	Conjugation of *aller* (present tense). *Furhter* work on accents. Intro of *à la / au*. Consolidation of masculine and feminine words

Geography



ABOUT THE SUBJECT

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 localised issue of coastal erosion. As well as this, there is a big emphasis on helping our community through recycling and litter monitoring schemes. They will explore how these issues both positively and negatively impact different environments and communities. Having achieved the British Council's International School Award for our commitment to delivering an engaging curriculum, we will endeavour to further enrich children's learning opportunities through exploring locations first hand. We aim to ignite a desire in our children to travel and explore the world around them and further afield. We want children to feel passionate about their learning and empowered to share their knowledge and skills with others.



<table>
<tr><th colspan="2">Knowledge and Skills</th></tr>
<tr><td colspan="2">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.</td></tr>
<tr><th colspan="2">Areas of Focus</th></tr>
<tr><td>Physical Geography
Know how to describe key aspects of physical geography such as climate zones, rivers and mountains, volcanos, earthquakes and the water cycle.</td><td>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.</td></tr>
<tr><td colspan="2">Place Knowledge

Understand geographical similarities and differences through the study of human and physical geography in different locations around the World.</td></tr>
<tr><td colspan="2">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.</td></tr>
<tr><td colspan="2">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.</td></tr>
</table>

Skills Progression				
Skills	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Describe aspects of human geography	Examine early settlements in Britain and explore why people may have chosen to live there. Ask questions about climate change and discover the cause of this.	Explore Anglo-Saxon and Roman settlements in Britain. Understand why people settled here and how this shaped modern day Britain. Understand how historical trade links paved the way for migration across the world. Understand how air pollution contributes towards global warming.	Examine the causes and effects of deforestation. Compare different human settlements around the world.	Reflect on the importance and value of tourism in different areas. Compare and contrast different settlements within the UK and around the world. Understand the economic activity of an area and how this has helped to shape the region.
Place Knowledge	Recognise some of the human and physical geographical similarities and differences of contrasting regions in the UK.	A more in depth look at the key human and physical geographical similarities and differences between a region of the UK and a region of Europe.	An analysis of the human and physical geographical similarities and differences between a region of the UK and one in the Americas. Identify different environmental regions.	Understand the key physical and human geographical features of a region and relate this to the locality. What effect do the geographical features have on the population, tourism and weather.

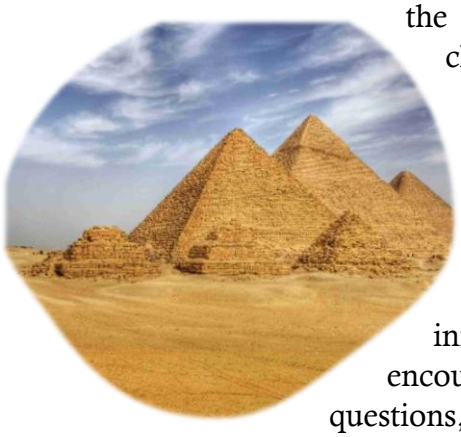
Skills Progression				
Skills	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Locational Knowledge	Locate and name the continents on the world map. Use maps to identify countries mostly within Europe. Use maps to identify different environmental regions as well as other elements of human and physical geography.	Use maps to identify different countries and continents within the northern and southern hemispheres. To raise questions about the human and physical geography of 2 or more contrasting regions. Comment on changing land use patterns in the UK.	Use maps to identify different countries and geographical (human and physical) features with North America. Show an understanding of some of the key environmental regions of the Americas.	Identify the position and understand the significance of the Arctic and Antarctic circles. Identify the tropics of Capricorn and Cancer. To identify the position of the Greenwich Meridian and understand its significance.
Geographical skills and fieldwork	Use maps and atlases to discover a location and describe its features. To explore digital mapping applications such as Google Maps and OS online. To know and confidently use the 4 points of the compass. To use 4 figure grid references to help describe geographical location.	Use four and six figure grid references, to build a knowledge a location. Use OS maps to build to understand our local geography. Use the Key and other symbols within these OS maps to discover specific features within our local area.	Use OS maps and other digital mapping t echnologies to build an understanding of topography and elevation above sea level. Use fieldwork to observe, measure and record human, physical and environment al features in the local area. These may include sketch maps, graphs, plans and digital recordings.	Use maps, atlases, globes, digital and historical maps to gain knowledge about a specific area. Confidently use 8 figure compass directions and 6 figure grid references to find and locate areas on a map. Analyse the similarities and differences between modern day and historical maps.

Skills Progression				
Geographical skills and fieldwork	To use figures and Keys to help identify key features on a map or atlas.	Use fieldwork to observe, measure and record human, physical and environmental features in the local area.	Learn to use the 8 points of the compass and 6 figure grid references to help describe geographical loc ations with greater accuracy.	Use fieldwork to observe, measure and record human, physical and environmental features in the local area. These may include sketch maps, graphs, plans and digital recordings.
Describe aspects of physical geography	Describe and show an understanding of the term 'Climate Zone. Identify different climate zones around the world and describe what it might be like there. Study maps to make assumptions about the physical geography in different locations. Understand the difference between climate and weather.	To understand the term 'biome'. Use ma ps to identify these. Explore different climate zones and biomes. Understand how and why volcanos are formed and earthquakes occur. Locate the different tectonic plates around the world and how these interact with each other. Explore the link between climate and weather.	Compare and contrast climate zones and the biomes around the world. Look at the location of different natural resources around the world and examine how these are (un)fairly distributed. Understand how farming practices have shaped different environments.	To understand the distribution of natural resources. Unders tand how this may impact on the human geography of an area. Understand erosion processes involved with coas tal and river erosion. Explore how this may affect settlements and other infrastructure.

History

ABOUT THE SUBJECT

At the heart of the History curriculum is the teaching of equality and diversity. We aim to inspire pupils' curiosity about the past and equip them with the skills to empathise with the lives of historical figures. We endeavour to create a chronological framework for the pupil's knowledge of significant events and figures, as well as a background for their developing sense of identity. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. We encourage our pupils to ask perceptive questions, thinking critically and consider evidence sources before making their own, informed opinions while considering the impact of alternate choices. 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.





Knowledge and Skills	
Knowledge	**Skills**
Changes in Britain form 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.

Knowledge and Skills	
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 northern 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

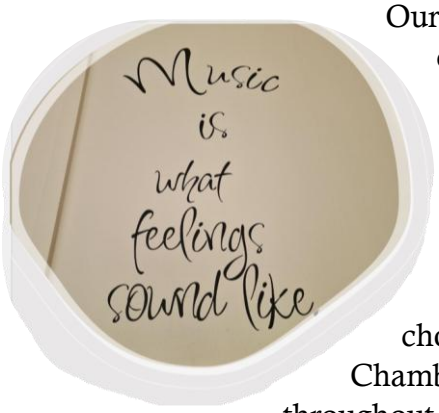
Skills progression				
Skill	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Chronology (connections, contrasts and trends) To continue to develop unde rstanding of chronology and to be able to note connection s, contrasts and trends over time.	Place the time studies on a timeline. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts. Compare and contrast using 'What's the same? What's different?'	Place events from periods studied on timeline. Useterms related to the period and begin to date events. Understand more complex terms eg BC/AD.	Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past.	Place current study on timeline in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a timeline.
Establish narratives To be able to talk about key people, places and events across periods covered.	Find out about everyday lives and begin to use emotional literacy to explain the thoughts and actions of historical figures and events. Compare with our life today. Identify reasons for and results of people's actions.	Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Offer a reasonable explanation for some events. Use emotional literacy to explain (and empathize) with) the thoughts and actions of historical figures and events.	Study different aspects of different people. Examine causes and results of great events and the impact on people. Compare an aspect of life with the same aspect in another period and/or within the same period (start and end of). Use emotional literacy to describe thoughts and feelings of key historical figures during time period.	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Know key dates, characters and events of time studied. Use emotional literacy to describe contrasting perspectives of key historical figures.

Skills progression				
Skill	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Develop appropriate use of historical terms. To understand key historical vocabulary and to apply it.	To be familiar with Tier 3 vocabulary for the subject and specific topics.	To be able to define Tier 3 vocabulary for the subject and specific topics.	To be able to use Tier 3 vocabulary in context for both the subject and specific topics.	To be able to use Tier 3 vocabulary in context and to support and enhance written work.
Questioning To be able to devise historically valid questions in order to explore the time period further.	To pose historical questions to further understanding. Observe small details – artefacts, pictures and question what it shows us. Begin to use the library and internet for research.	Use evidence to build up a picture of a past event and consider what the evidence tells us. Ask a variety of questions. Use the library and internet for research.	Begin to identify primary and secondary sources and question their validity. Select relevant sections of information to answer questions. Use the library and internet for research with increasing confidence.	Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out . Bring knowledge gathered from several sources together in a fluent account.
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.	Distinguish between different sources – compare different versions of the same story. Look at representations of the period – museum, cartoons etc. Look at the evidence available and identify is primary or secondary sources.	Identify and give reasons for different ways in which the past is represented. Begin to evaluate the usefulness /validity of different sources. Combine evidence sources to draw conclusions.	Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events.	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research.

Skills progression				
Skill	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Constructing, organising and communicating responses To construct informed responses through organising of relevant historical information.	Communicate their knowledge through: Drawings and pictures Drama/role play Making models Writing	Communicate their knowledge through: Drawings and pictures Drama/role play Making models Writing Using ICT Discussion and debate	Recall, select and organise historical information. Communicate their knowledge and understanding.	Select and organise information to produce structured work, making appropriate use of dates and terms.

Music

ABOUT THE SUBJECT



Our aim is to provide the opportunities and skills needed for all children to experience the joy of performing, composing, and listening to 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 the identity of Avenues, where every child 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 Concert at St Thomas's Church, 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 uses keyboards, djembes, ukuleles as well as various percussion instruments in order to provide a holistic curriculum that embraces and celebrates different cultures, countries and ages.



<table>
<tr><th colspan="2">Musical Knowledge</th></tr>
<tr><td colspan="2">- 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 devises such as structure, rhythm, melody and harmony are used.</td></tr>
<tr><th colspan="2">Musical Skills</th></tr>
<tr><td>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.</td><td>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.</td></tr>
<tr><td>Composing

Pupils will learn about compositional devises such as pitch, rhythm, dynamics and structure.

They will compose music that reflects specific actions or emotions.

They will compose music that responses to a brief.</td><td>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.</td></tr>
<tr><td colspan="2">Performance Opportunities

Assembly
Year Group Choir
String Group
Wind Band
Orchestra
Ukulele Group
Chamber Choir</td></tr>
</table>

Skills progression				
Skill	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Singing	Singing in-tune	Singing with expression	Singing in two-parts in a large group	Singing in two-parts in a small group. Is able to listen to others and adjust their performance.
Composing	Composes simple ostinatos that are rhythmically accurate. Composes music that has a recognisable be ginning, middle and end.	Composes a functional piece of music that meets the demand of a brief.	Composes an effective piece of music that uses appropriate harmonic and rhythmic devises.	Composes an effective piece of music that has a clear sense of style, structure and purpose.
Improving	Is able improvise simple rhythmic patterns	Is able to use a given selection of notes to improvise within a rhythmic structure.	Is able to use a pentatonic scale or other scale to respond to a brief.	Is able to use different scales to improvise over a changing harmonic sequence.
Performing (on an instrument)	Performs a recognisable recital of a given tune that is accurate in either pitch or rhythm but not both.	Is able to perform own part accurately in a solo performance.	Is able to hold own part in ensemble performance.	Is able to adjust own performance the mselves to fit in with ensemble. Performs with expression.

PE

ABOUT THE SUBJECT



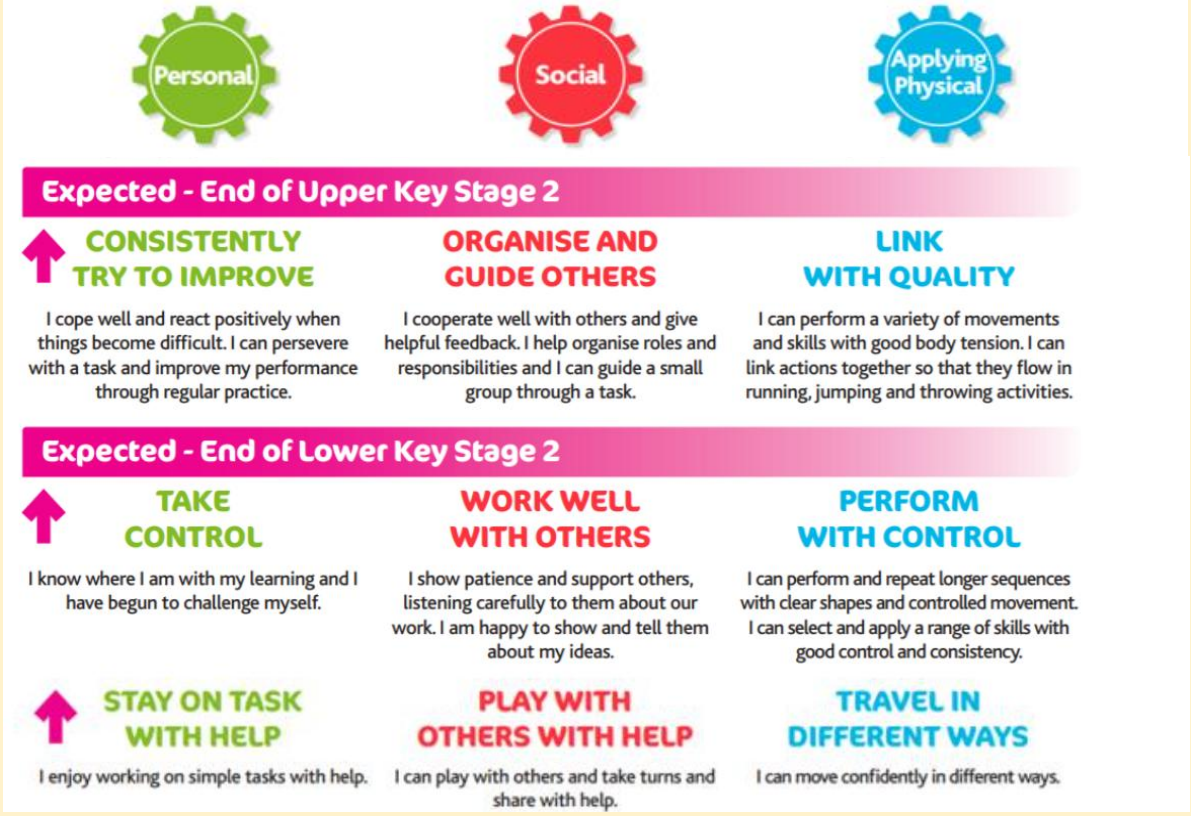
At Avenue Junior School, it is our intent that all children are supported to develop a life-long love of physical activity and sport. We have a strong and inclusive skills-based curriculum that enables all children to access learning and development at their own pace, whilst challenging them to excel. 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.

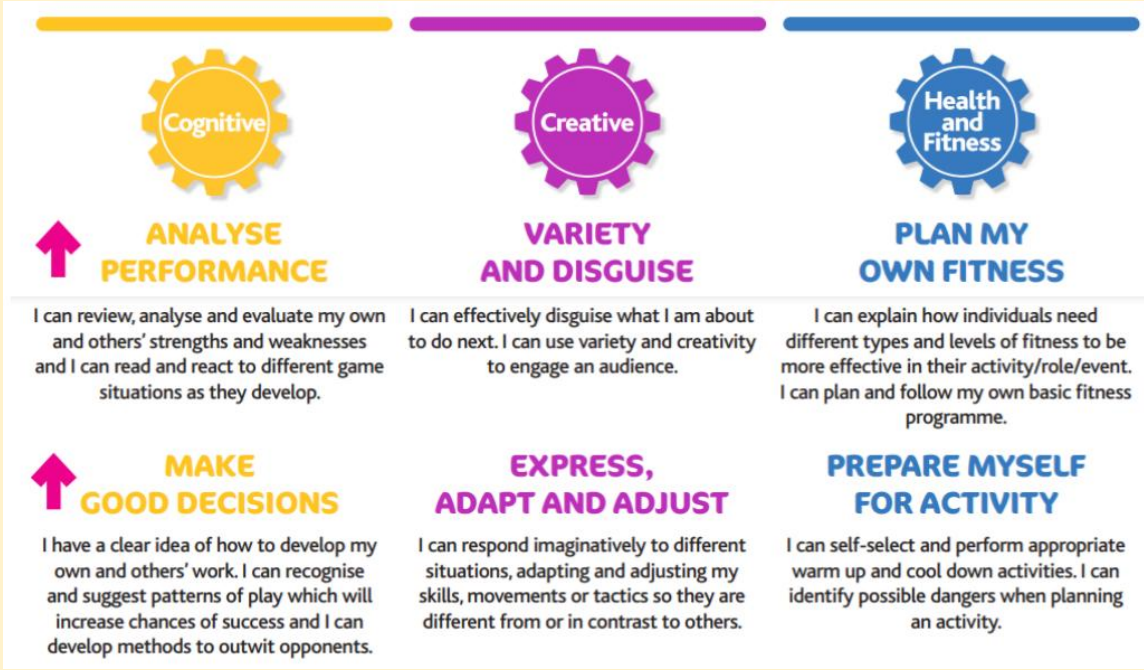


Knowledge and Skills

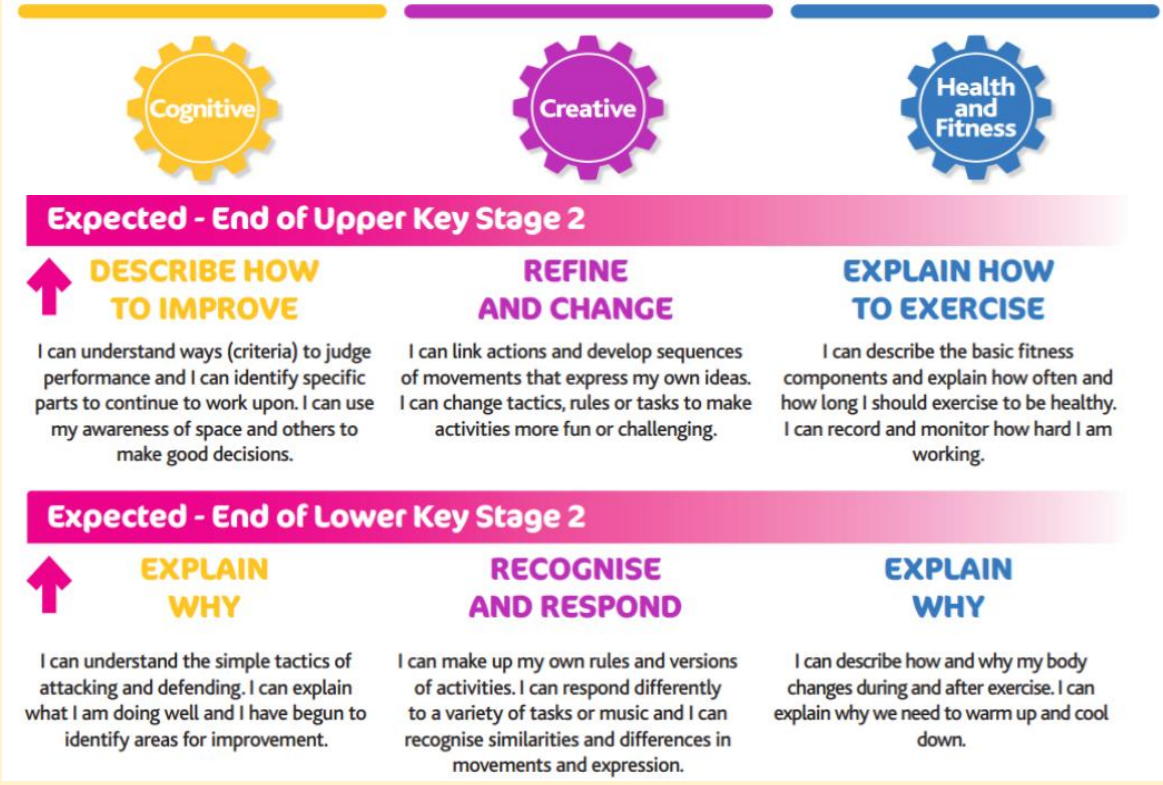


Knowledge and Skills





Knowledge and Skills



PSHE

ABOUT THE SUBJECT



At Avenue Junior School, we ensure that all children can develop skills to meet new experiences, challenges and situations with respect and confidence. Following our school's values, we help children understand their value and voice, as well as the value and voice of others. Furthermore, they develop skills and scripts to challenge social injustices. 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. We ensure they have the skills to keep safe, make informed choices and form healthy relationships with others. Through different projects, we help them actively make the school and community a better place. Through our emotional literacy teaching, zones of regulation, and 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, and local and global community.



PSHE - Knowledge and Skills	
Knowledge	**Skills**
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	**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.

PSHE - Knowledge and Skills	
Knowledge	**Skills**
Being safe and My 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.
Mental and physical wellbeing • Happy to be me! • Physical activity • Healthy eating • Emotional responses • Emotions and puberty • Managing challenges and change	**To build emotional Literacy** • How to judge how they are feeling. • Judge if their behaviour is appropriate. • Anticipate how their emotions may change • They know who to talk to
Drugs, alcohol and tobacco • Peer pressure • Informed choices • The law	**To building strategies and problem solve.** • Keeping Safe Online by understanding not to interact with strangers and share personal information. • Manage conflict and friendships. • Knowing when to speak to an adult and who to talk to. • Knowing how to report accidental exposure to explicit images to an adult and hosting website.

PSHE - Knowledge and Skills	
Knowledge	**Skills**
Health and Prevention • Sun safety • Keeping my body clean and healthy • Sleep • Sexual health **First Aid** • What is first aid? • Staying safe • Emergency action • Practical first aid	**To recall and remember:** • How to respond to emergency situations. • Strategies for personal hygiene. • The importance of sleep.

Skills progression				
Core Theme	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Respectful Relationships	Learn how to critically consider online friendships and sources of information, including awareness of the risks associated with people they have never met. Know how to respond safely and appropriately to adults they encounter in all contexts. Know how to recognize and report feelings of being unsafe or feeling bad about any adult.	Learn that marriage represents and formal and legally recognised commitment of two people to each other which is intended to be lifelong. Learn that in school and in wider society, children should expect to be treated with respect by others and that in turn they should show due respect to others, including those in positions of authority.	Identify different ways families express care for each other. As part of this, recognise that some children may be young carers. Understand the characteristics of friendships including mutual respect, truthfulness, trustworthiness, loyalty, kindness, sharing interests and experiences and support with problems and difficulties.	Learn to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others in needed. Learn about different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help. Explore practical steps they can take to support respectful relationships.

Skills progression				
Core Theme	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Respectful Relationships	Understand that right to protect oneself from unwanted touch, feeling unsafe or feeling bad.	To recognise people to trust and not trust. How to determine when a friendship is making you feel unhappy or uncomfortable. Managing conflict and how seek help or advice when needed. Learn about privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe.	Understand what a stereotype is and how stereotypes can be unfair, negative or destructive. Learn the correct terms associated with gender and sexuality.	To develop the confidence and skills to know when, who and how to ask for help from people (family, school and other people) Learning how to be discerning consumers of information online. This includes recognising when images and reports may not reflect reality and how different media may impact people differently (focus around body image and fashion)
Health Education (Including My Body)	Understand that it is important to be physically active in order to support mental health. Know the facts about legal and illegal harmful substances and associated risks including smoking, alcohol use and drug taking.	Learn about puberty and the changing adolescent body from age 9 through to 11, including physical and emotional changes. Understand that there is a normal range and scale of emotions that all humans experience in relation to different experiences and situations.	Understand that mental wellbeing is part of daily life in the same way as physical health. Learn how puberty may affect people's emotions and mental health. Understand the characteristics, mental and physical benefits of an active lifestyle.	Learn about personal hygiene and 'germs' including bacteria, viruses and how they spread (including sexually transmitted diseases). Learn how to prevent the spread of these germs, how they can be treated and the importance of handwashing.

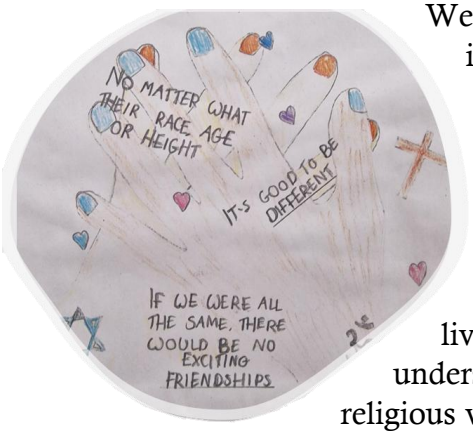
Skills progression				
Health Education (Including My Body)	Learn about safe exposure to the sun and how to reduce the risk of sun damage including cancer. How to make a clear and efficient call to the emergency services if necessary.	Learn to judge whether what they are feeling and how they are behaving is appropriate and proportionate to the situation. Understand what constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals. The facts about legal and illegal harmful substances and the associated risks including from smoking, alcohol and drug taking. To know why it is important to keep your body clean and hygienic. To learn the basic concepts of first aid, for example dealing with common injuries, including head injuries.	Review how to make a clear and efficient call to the emergency services if necessary. Understand the risks associated with an inactive lifestyle and how to seek support from adults at school if they have worries about their personal health and wellbeing. Know the facts about illegal harmful substances and the associated risks, including smoking, alcohol and drug taking. Understand the importance of sufficient, good quality sleep and the impact it has on health, weight, mood and ability to focus and learn.	Understand that some cultural practices such as FGM are against British law. Explain what sexual intercourse is and how this leads to reproduction using the correct terms to describe the male and female sexual organs. Understand that is common for people to experience mental ill health. Identify ways in which to support others and yourself around metal wellbeing including the development of personal support networks. Understand what constitutes a healthy diet (including understanding calories and other nutritional content). Know the characteristics of a poor diet and the risks associated with unhealthy eating.

Skills progression				
Health Education (Including My Body)			Learn the key facts about puberty and the changing adolescent body from age 9 through to 11, including physical and emotional changes. Learn about menstrual wellbeing including the key facts about the menstrual cycle.	Know the facts about legal and illegal harmful substances and the associated risks (including smoking, alcohol and drug taking). Know how to administer basic first aid for common injuries including head injuries. Recap how to make a learn and efficient call to the emergency services if necessary.
Online Relationships	To identify the difference between secrets and surprises.	Learn the rules and principles for keeping safe online, how to recognize risks, harmful content and contact	Understand that the same principles of friendship and respectful relationships apply online as well as face-to-face. This includes the importance of respect for others when we are anonymous. Consider how our conduct online may affect others.	Learn how information and data is shared online and to know when it is okay or safe to share information.

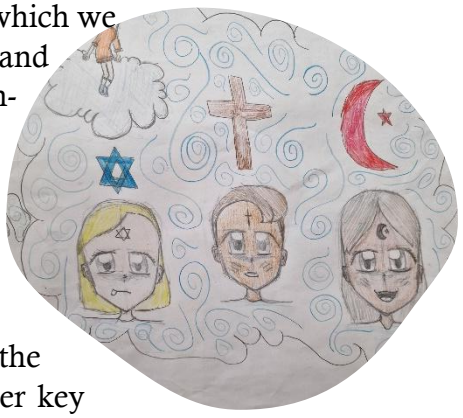
Skills progression				
Online Relationships	Know when it is right to break confidence and share a secret, including within an online context.	Know how to report people online. Know that for most people the internet is an integral part of life and that it has many benefits. Know that the internet can be a negative space where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on health and wellbeing.	Learn how to report concerns or abuse online and the vocabulary needed to do so effectively.	

Religious Education

ABOUT THE SUBJECT



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.

Skills Progression: Theology (Thinking through believing)				
Skill	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Theology A: Where beliefs come from	Show awareness of different sources of authority and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority.	Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in which believers interpret sources of authority	Describe different sources of authority and how they link with beliefs. Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.	Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.
Theology B: How beliefs change over time.	Recognise that beliefs are influenced by events in the past and present.	Identify events in history and society which have influenced some religious and non-religious worldvie ws.	Describe how events in history and society have influenced some religious and non-religious worldviews.	Explain how events in history and society have influenced some religious and non-religious worldviews.
Theology C: How beliefs relate to each other	Identify some links between beliefs being studied within a religion or worldview. Show awareness of some of the similarities and differences between and within religions and worldviews.	Make clear links between different beliefs being studied within a religion or worldview. Identify some of the similarities and differences between and within religions and worldviews.	Describe the connections between different beliefs being studied and link them to sources of authority. Describe some of the key theological similarities and differences between and within religions and worldviews.	Explain connections between different beliefs being studied and link them to sources of authority using theological terms. Explain the key theological similarities and differences between and within religions and worldviews.
Theology D: How beliefs shape the way believers see the world and each other	Recognise ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others.	Identify ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others.	Describe ways in which beliefs shape the way _____ view the world in which they live and how they view others.	Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others.

Skills Progression: Philosophy (Thinking through thinking)				
Skill	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Philosophy A: The Nature of knowledge, meaning and existence	Recognise that there are many different religious and non-religious answers to questions people raise about the world around them. Talk about the difference between knowing and believing.	Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence. Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.	Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence. Explain some of the different ways in which philosophers understand abstract concepts.	Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence. Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.
Philosophy B: How and whether things make sense	Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. Use more than one reason to support their view.	Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief. Give reasons for more than one point of view, providing pieces of evidence to support these views.	Explain, using a range of reasons, whether a position or argument is coherent and logical. Link a range of different pieces of evidence together to form a coherent argument.	Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion. Use well-chosen pieces of evidence to support and counter a particular argument.

Skills Progression: Theology (Thinking through believing)				
Philosophy C: Issues of right and wrong, good and bad	Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. Recognise some of the similarities and differences between these ideas.	Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.	Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.	Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour

Skills Progression: Human/Social Sciences (Thinking through living)				
Skill	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Human/Social Sciences A: The diverse nature of religion	Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	Explain the different ways in which the terms 'religion' and ''belief' are used by followers from within a religion or worldview and those from outside it. Show awareness that talking about religion and belief can be complex.	Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it. Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.

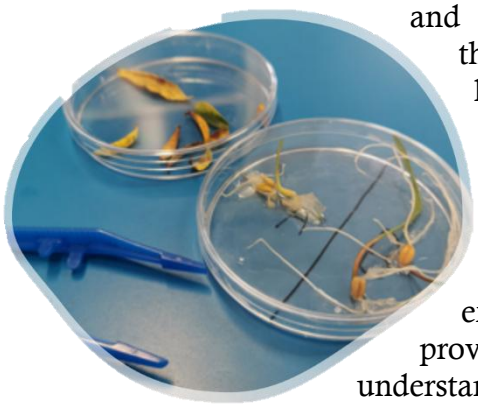
Skills Progression: Human/Social Sciences (Thinking through living)				
Skill	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Human/Social Sciences B: Diverse ways in which people practise and express beliefs	Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/ worldviews.	Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/ worldviews) with reference to at least two religions/ worldviews.	Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/ worldviews) with reference to at least two different religions/ worldviews.	Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/ worldviews) with reference to at least two different religions/ worldviews.
Human/Social Sciences C: The ways in which beliefs shape individual identity, and impact on communities and society and vice versa	Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.	Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.	Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

Science

ABOUT THE SUBJECT



At Avenue Junior School, we encourage our children to be inquisitive, ask questions and be curious about their surroundings and the world around them. We aim to nurture a love of science through a varied and engaging curriculum. We believe that the learning and exploration of science fosters a healthy curiosity in children about our universe, promotes respect for the living and non-living and encompasses the acquisition of knowledge, concepts, skills and positive attitudes. By encouraging them to engage in discussions about their learning, using key scientific vocabulary, we hope to increase the cultural capital of all our learners. Wherever possible, we plan for the children to learn through practical experience: using equipment, planning and conducting experiments, building arguments and explaining concepts clearly. 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 and navigate the changing world in which they live.



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)	Knowledge of living things (biology)
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 into 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.	**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. Investigate the way in which water is transported within plants.
Energy and Forces **Light:** Learn about how light travels, how we see things, how shadows are formed and investigate how light reflects. **Forces and magnets:** 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. **Sound:** Identify how sounds are made and find patterns between the pitch and the volume of sound. **Electricity:** 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.	**Living things and their habitats** 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. **Evolution and Inheritance** 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.

Knowledge of the world (physics and chemistry)	Knowledge of living things (biology)
Earth and Space 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.	**Animals, including humans** 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.

Skills progression:				
Skill	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Asking questions and making predictions	Raise their own relevant questions about the world around them. Be given a range of experiences to answer questions. With support, begin to make predictions based on own knowledge and understanding.		Use their science experiences to explore ideas and raise different kinds of questions. Make predictions based on experiences and begin to justify these.	
Planning and performing tests (incl. using equipment)	Set up simple practical enquiries from given equipment. Discuss the idea of fair testing.	Set up simple enquiries, comparative and fair tests. Recognise when a simple fair test is necessary and help decide how to set it up.	Recognise when and how to set up comparative and fair tests and begin to explain which variables need to be controlled and why.	Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.

Skill	Year 3	Year 4	Year 5	Year 6
Observing and measuring (incl. gathering data)	Make systematic and careful observations. Take accurate measurements and learn to use equipment appropriately.	Help to make decisions about what observations to make, how long to make them for and the type of equipment to use.	Make own decisions about what observations to make, the most appropriate equipment to use, measurements to use and how long to make them for.	As left, with increasing precision, and begin to recognise when to repeat measurements..
Reporting, presenting and communicating data and findings	Collect and record in eg notes, bar charts and tables, standard units, drawings, labelled diagrams and keys. With help, draw simple conclusions and answer questions.	As left and make decisions about how to analyse the collected data. Draw conclusions after identifying changes, patterns, similarities and differences.	ollect and record increasingly complex data and results in eg. diagrams and labels, scatter / line graphs. classification keys, With support, use results to support or refute ideas or questions.	As left, and make decisions about how to analyse the collected data. Identify evidence to support or refute ideas or arguments.
Identifying and classifying	Talk about criteria for grouping, sorting and classifying and use simple keys.	Suggest and follow own criteria for grouping, sorting and classifying, using and beginning to design simple keys.	Use and develop keys and other info records to identify, classify and describe.	As left, and begin to design and justify own keys to identify, classify and describe.