

Our Intent

- Our curriculum celebrates diversity and promotes equity so that Rossmere children grow to become responsible, respectful and accepting citizens who make a positive contribution to their community and the wider world
- Our curriculum prepares our children for life beyond Rossmere.
- Our curriculum enriches children's education through exciting and ambitious real and imagined experiences

Year 1

Intents	EYFS links	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1 subject coverage across the year		Geography Art and design Science PE Computing PSHE RE Music	DT History Science PE Music PSHE RE	Geography Art and design Science PE Music PSHE RE	DT History Science Computing PE Music PSHE RE	Geography Art and design Science PE Music PSHE RE	DT History Science Computing PE Music PSHE RE
	Reception links						
English book choices		Funnybones Lower Years 3.6	The smartest giant in town Lower years 3.4	Arlo – The lion who couldn't sleep	Paddington by Michael Bond	The owl who was afraid of the dark Lower years 3.6	The Barnabus project

Maths	Composition of numbers up to 10 Subitise up to 5/number bonds to 5 and some to 10 Double facts Count beyond 20 Compare quantities to 10 – great than, less than, the same Patterns within numbers – odd/even	Place value within 10 Addition and subtraction within 10 Geometry – shape Computing – Grouping data – comparing groups – more than/less than		Place value within 20 Addition and subtraction within 20 Place value within 50 Measurement - Length and height Measurement - Mass and volume		Multiplication and division Fractions Geometry -position and direction Place value within 100 measurement - money	
Real and imagined experiences	Visits to Imagination Village, the park and the farm.	Walk around the school grounds, forest school, local area and Rossmere park.	Cinema trip	Animal stories (visitors)	Bowes toy museum	Newby Hall gardens	FE college - flight Visit a Hindu temple
DT Ambitious, diverse, creative Be confident to prepare and cook a range of different food types for life beyond Rossmere. Be inspired by a variety of diverse designers to realise full potential and broaden horizons. · Be motivated and a critical thinker when designing and making a variety of products	Safely use a variety of materials, tools and techniques exploring colour, design, texture, form and function Explanation of processes used		Design and make an enclosure (a free-standing structure) for a book story character to live in.		Design and make a card with a lever and a slider.		Design and make fruit kebabs.

Provide exciting and ambitious internal and external opportunities for children to make a positive contribution to their community. .							
History enriching, diverse, inquisitive <ul style="list-style-type: none"> Be immersed in enriching History lessons. Learn about a diverse range of significant people from the past and present. Ask inquisitive and perceptive historical questions. Ask ‘Why?’ 	Similarities and differences between things in the past and now Talk about people in their lives around them Understanding of the past through books		How am I making History?	.	How have toys changed?		How did we learn to fly?
Geography – passionate, active, inquisitive <ul style="list-style-type: none"> Be passionate about the environment Be active in making a difference in the local and wider environment Be inquisitive and have an open-minded approach to the world and its people. 	Describe immediate environment using knowledge from observation and discussion Explore the natural world around them Similarities and difference in the natural world around them	What is it like here?		What is the weather like in the UK?		What is it like to live in Shanghai?	

	Important processes and changes in the natural environment						
Art and Design Inspired, skilful, diverse Be inspired, engaged and challenged to create bold and confident works of art and design. Be knowledgeable and skilful to experiment, invent and create their own works of art, craft and design. Be reflective about art and design and understand how it has shaped our history, and contributed to our diversity.	Reception Drawing – self portraits. Safely use a variety of materials, tools and techniques exploring colour, design, texture, form and function Sharing creations through observation and dialogue	Drawing Making marks with different media. Observational drawings of squashes/small pumpkins. Artists focus 'Squares with Concentric Circles' by Wassily Kandinsky Link: 'Red Mardi Gras' by Renata Bernal Link: 'Red Tondo' by Ily Bolotowsky		Painting and mixed media Using paint to make secondary colours and shades of the secondary colour. Artist focus Clarice Cliff's 'Circle Tree' plate design. Computing – Creating Media – Digital painting Using a computer to paint – Use shapes and lines to create a 'Circle Tree' picture. Compare computer art and painting.		Sculpture – (paper) Paper sculpting Artist Focus 'Tree of Life' by Marco Balich 'other' by Samantha Stephenson 2014 Maman' spider sculpture (1999) by the artist Louise Bourgeois.	
Science	Reception links	The human body Seasonal changes	Everyday Materials Seasonal changes	Planting A Animals	Caring for the planet Seasonal changes Planting B	Plants Planting C	Cooking and Growing Season changes

Computing Responsible, independent and prepared for life beyond Rossmere. Have a respectful and responsible attitude especially with regards to their own and other's safety. Be independent , creative and problem-solving digital citizens. Be equipped with the relevant skills and knowledge to support them by developing a range of transferable skills to prepare them for life beyond Rossmere		Computing systems and networks			Programming A – Moving a robot		Programming B – Programming animations
PE Inclusive, active, perform Be inclusive to allow all children to participate in competitive and participation events, teaching fairness,	Wheeled resources. Practising physical skills related to movement. Direction, balance and being still. Changes in speed and direction.	Dance	Fundamental movement skills	Gymnastics	Athletics	Invasion games	Striking and fielding

<p>sportsmanship and respect, values we hope to embed for future life.</p> <p>Provide opportunities for all children to be physically active and teach children the importance of leading healthy, active lives.</p> <p>Develop knowledge, understanding and skills so children can perform with increasing confidence and competence.</p>	<p>Ball skills.</p> <p>Coordination and agility.</p> <p>Large/small apparatus.</p> <p>Negotiating space</p>						
<p>Music Listen – Compose – Perform</p> <p>Listen to and appraise music from diverse composers and artists</p> <p>Play and compose their own music in a broad array of genres</p> <p>Perform to an audience</p>	<p>Steady beat.</p> <p>Pitch matching.</p> <p>Expressing feelings about a piece of music.</p> <p>Call and response.</p> <p>Changes and patterns in a piece of music.</p> <p>Creating own music.</p> <p>Performance of songs</p>	My Musical heartbeat	Dance, sing, play	Exploring sounds	Learning to listen	Having fun with improvisation	Let's perform together.
<p>PSHE Respect, healthy, issues</p> <p>Value and respect themselves, others, the</p>	<p>Regulate feelings accordingly</p> <p>Wait for what they want when working towards goals</p>	<p>Autumn 1 - Setting ground rules for PSHE Family and relationships (lessons 1-7)</p> <p>Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair.</p>		<p>Spring 1 – Health and wellbeing (lessons 6-8)</p> <p>Safety and the changing body (lessons 1-4)</p> <p>Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe.</p>		<p>Summer 1 – Citizenship (lessons 2-6)</p> <p>Economic wellbeing (1)</p> <p>Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some of the jobs roles in schools.</p> <p>Summer 2 – Economic wellbeing (2-5)</p>	

<p>wider community and the environment.</p> <p>Develop healthy relationships, that encourage good mental and physical health</p> <p>Have a good understanding of current social issues and are able to discuss and debate effectively.</p>	<p>Give focused attention</p> <p>Confident to try new activities independently showing resilience and perseverance in the face of challenge</p> <p>Know the reason for rule understanding right from wrong and behave accordingly</p> <p>Manage own basic hygiene and personal needs</p> <p>Form positive attachments with adults</p> <p>Show sensitivity to own and others needs</p>	<p>Autumn2 - Health and well-being (lessons 1-5) Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy.</p>		<p>Spring 2 – Safety and the changing body (lessons 4-8) Citizenship (lesson 1) Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.</p>		<p>Transition</p>
<p>RE Respect, appreciate, inquisitive</p> <p>Children will be able to consider and reflect on their own beliefs, values and attitudes whilst developing an understanding of how they align with the beliefs, values and attitudes of others.</p> <p>Children at Rossmere will:</p> <ul style="list-style-type: none"> Be immersed into a climate of respect that recognises 		<p>What can we learn about Christianity from visiting a church?</p> <p>What do Christians believe about God?</p>	<p>Why are gifts given at Christmas?</p>	<p>Why is Jesus special to Christians?</p>	<p>What is the Easter story?</p>	<p>What can we find out about Hindu beliefs about God?</p> <p>How do Hindus worship?</p>

<p>and celebrates diversity and equity.</p> <ul style="list-style-type: none"> • Appreciate the wonder of the world we live in and how life may differ for other cultures and religions beyond Rossmere. • Grow, through enquiry-based learning, into inquisitive, curious and accepting individuals. 						
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Year 2

Intents	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Y2 subject coverage across the year	Geography Art and design science Computing PE Music PSHE RE	DT History science PE Music PSHE RE	Geography Art and design science PE Music PSHE RE	DT history science Computing PE Music PSHE RE	Geography Art and design science PE Music PSHE RE	history DT science Computing PE PSHE Music
English book choices	Building Boy – Ros Montgomery and David Litchfield Lower Years 3.2	The Journey Home – Frann Preston-Gannon	The giant jam sandwich - John Vernon Lord Lower Years 3.8	George And The Dragon – Christopher Wormell Lower Years 2.7	The Day the Ocean Went Away – Sam Haynes	The Tear Thief – Carol Ann Duffy Lower Years 4.3
Maths	Place value Addition and subtraction shape		Money Multiplication and division Length and height Mass, capacity and temperature		Fractions Time Statistics Computing – Pictograms – counting and comparing, entering data, creating pictograms, comparing and presenting information Position and direction	
Real and imagined experiences	Imaginary visits to different hot and cold places	Zoolab visit	Visit the art gallery Christ Church in Church Street Forest school - plants	Beamish	Beach visit Forest school - habitats	Visit Durham cathedral
DT – Imagine, design, create INTENT <ul style="list-style-type: none"> Be inspired to imagine, design and create creative, high quality products that solve real and relevant problems. Be confident to prepare and cook a 		Design, make and evaluate a wheeled vehicle - connect to the Journey.		Design, make and evaluate a vegetable soup.		Design and make finger puppets using a simple running stitch.

<ul style="list-style-type: none"> range of different food types for life. 						
<p>History INTENT</p> <ul style="list-style-type: none"> Be immersed in enriching History lessons. Learn about a diverse range of significant people from the past and present. Ask inquisitive and perceptive historical questions. Ask ‘Why?’ 		What is a monarch?		How was school different in the past?		<p>How have explorers changed the world?</p> <ul style="list-style-type: none"> - Ibn Battuta - Mary Kingsley - Matthew Henson - Ellen Macarthur
<p>Geography</p> <ul style="list-style-type: none"> Be passionate about the environment Be active in making a difference in the local and wider environment Be inquisitive and have an open-minded approach to the world and its people. 	Would you prefer to live in a hot or cold country?		Why is our world wonderful?		What is it like to live by the coast?	

<p>Art and Design</p> <ul style="list-style-type: none"> • Inspired, skilful, diverse • Be inspired, engaged and challenged to create bold and confident works of art and design. • Be knowledgeable and skilful to experiment, invent and create their own works of art, craft and design. • Be reflective about art and design and understand how it has shaped our history, and contributed to our diversity. 	<p>Drawing</p> <p>Using charcoal to draw lines. Mixed media to convey texture. Observational drawings of toy animals. Drawing expressions on faces.</p> <p>Artist link Gallery of Quentin Blake's work</p>		<p>Painting</p> <p>Further colour mixing. Creating texture with paint. Creating collage.</p> <p>Artist link Romare Bearden image 'Untitled' (1985).</p>		<p>Sculpture and 3D – Pinch pots. Roll clay to make tiles. Join clay. Make marks on clay tiles. Making clay tile houses based on the houses on the headland.</p> <p>Artists focus House by Rachael Whiteread 'Tate Kids - Who is Rachel Whiteread?</p> <p>Ranti Bam's ceramic pots</p>	
Science	Animal needs for survival Humans	Materials Plastic	Plants (light and dark) Computing – Digital photography – taking photographs of plants, landscape/portrait, lighting	Living things and their habitats	Plants (bulbs and seeds)	Growing up (offspring)
Computing Responsible, independent and	Basic skills – using a mouse and keyboard, open key applications independently, save and			Programming A – robot algorithms.		Programming quizzes.

<p>prepared for life beyond Rossmere.</p> <p>Have a respectful and responsible attitude especially with regards to their own and other's safety.</p> <p>Be independent, creative and problem-solving digital citizens.</p> <p>Be equipped with the relevant skills and knowledge to support them by developing a range of transferable skills to prepare them for life beyond Rossmere</p>	<p>open files from/to a given folder, add and resize an image, highlight text</p>					
<p>PE</p> <p>Inclusive, active, perform</p> <p>Be inclusive to allow all children to participate in competitive and participation events, teaching fairness, sportsmanship and respect, values we hope to embed for future life.</p> <p>Provide opportunities for all children to be</p>	<p>Fundamental movement skills 2</p>	<p>Gymnastics – spinning turning and twisting.</p>	<p>Target games 3</p>	<p>Fundamental movement skills 3</p>	<p>Dance</p>	<p>Striking and field game skills 2</p>

<p>physically active and teach children the importance of leading healthy, active lives.</p> <p>Develop knowledge, understanding and skills so children can perform with increasing confidence and competence</p>						
<p>Music – Intent Listen – Compose – Perform</p> <ul style="list-style-type: none"> • Listen to and appraise music from diverse composers and artists • Play and compose their own music in a broad array of genres • Perform to an audience 	Pulse, rhythm and pitch	Playing in an orchestra	Inventing a musical story	Recognising different sounds	Exploring improvisation	Our big concert
<p>PSHE</p> <p>Value and respect themselves, others, the wider community and the environment.</p> <p>Develop healthy relationships, that</p>	<p>Autumn 1 - Setting ground rules for PSHE Family and relationships Learning: that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. Looking at conventions of manners and developing an understanding of self-respect.</p> <p>Autumn2 - Health and well-being (lessons 1-6) Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different</p>		<p>Spring 1 – health and well-being (lesson 7) safety and the changing body (lessons 1-5) Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe.</p> <p>Spring 2 - safety and the changing body (lessons 6-9) Citizenship (lessons 1-2)</p>		<p>Summer 1 – Citizenship (lesson 3-7) Economic wellbeing (lessons 1) Learning about where money comes from, how to look after money and why we use banks and building societies.</p> <p>Summer 2 – Economic wellbeing Transition</p>	

<p>encourage good mental and physical health</p> <p>Have a good understanding of current social issues and are able to discuss and debate effectively.</p>	<p>emotions, setting goals, developing a growth mindset and understanding dental hygiene.</p>	<p>Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.</p>				
<p>RE</p> <p>Respect, appreciate, inquisitive</p> <p>Children will be able to consider and reflect on their own beliefs, values and attitudes whilst developing an understanding of how they align with the beliefs, values and attitudes of others.</p> <p>Children at Rossmere will:</p> <ul style="list-style-type: none"> • Be immersed into a climate of respect that recognises and celebrates diversity and equity. • Appreciate the wonder of the world we live in and how life may differ for other cultures and religions beyond Rossmere. • Grow, through enquiry-based learning, into inquisitive, curious and accepting individuals. 	<p>What can we learn about our local faith communities?</p> <p>How do Hindus celebrate Diwali?</p>	<p>How and why is light important at Christmas?</p>	<p>Why is the Bible special to Christians?</p>	<p>How do Christians celebrate Easter?</p>	<p>What does it mean to belong to Christianity?</p>	<p>What can we learn about the story of Saint Hild?</p>

Year 3

Intents	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3 subject coverage in this term	History Art and design Science computing PE Music PSHE RE MFL	geography DT Science PE Music PSHE RE MFL	history Art and design science Computing PE Music PSHE RE MFL	geography DT science PE Music PSHE RE MFL	History Art and design Science Computing PE Music PSHE RE MFL	Geography DT science PE Music PSHE RE MFL
English book choices	The Stolen Spear – Saviour Pirotta	Firework Makers Daughter (Philip Pullman) Middle Years 5.3	The Queen of Darkness – Tony Bradman	The Lost Whale Hannah Gold Middle Years – 5.4	Anglo-Saxon Boy – Tony Bradman Middle Year + 6.3	The Explorer – Kathryn Rundall Middle Years 4.5
Maths	Place value Addition and subtraction Multiplication and division		Multiplication and division Length and perimeter Fractions Mass and capacity		Fractions Money Time Shape statistics	
Real and imagined experiences	Newcastle University – Hancock museum	Boggles Hole -Whitby	York Sculpture Park Northern School of Art	The Deep - Penguin enclosure	Visit a Gurdwara	

			Visit different churches along Hadrian's Wall			
<p>DT – Imagine, design, create</p> <p>INTENT</p> <ul style="list-style-type: none"> Be inspired to imagine, design and create creative, high quality products that solve real and relevant problems. Be confident to prepare and cook a range of different food types for life. 		<p><u>SEWING</u></p> <p>Make a bag for Lila to take to Mount Merapi using a blanket stitch.</p>		<p><u>COOKING AND NUTRITION</u></p> <p>Design, make and evaluate wraps to take as part of a trip to the Antarctic.</p> <p>Computing – desktop publishing – create a menu/recipe on publisher. Adding pictures and text, editing, resizing. Basic skills – using a mouse and keyboard, open key applications independently, save and open files from/to a given folder, add and resize an image, highlight text</p>		<p><u>MECHANISM</u></p> <p>Design, make and evaluate an information book about settlements using a level and linkage mechanism.</p>
<p>History</p> <p>INTENT</p> <ul style="list-style-type: none"> Be immersed in enriching History lessons. Learn about a diverse range of significant people from the past and present. Ask inquisitive and perceptive historical questions. Ask 'Why?' 	Would you prefer to live in the Stone Age, the Bronze Age or the Iron Age?		Why did the Romans settle in Britain?		How difficult was it to invade and settle in Britain?	

<p>Geography</p> <ul style="list-style-type: none"> Be passionate about the environment Be active in making a difference in the local and wider environment Be inquisitive and have an open-minded approach to the world and its people. 		<p>Why do people live near volcanoes?</p>		<p>Who lives in Antarctica?</p>		<p>Are all settlements the same?</p>
<p>Art and Design</p> <ul style="list-style-type: none"> Inspired, skilful, diverse Be inspired, engaged and challenged to create bold and confident works of art and design. Be knowledgeable and skilful to experiment, invent and create their own works of art, craft and design. Be reflective about art and design and understand how it has shaped our history, and contributed to our diversity. 	<p>Painting and mixed media prehistoric painting.</p> <p>Charcoal drawing of animals. Making natural pigments. Large scale collaborative piece</p> <p>Artist focus The Drawings of the Chauvet Cave — Google Arts & Culture</p>		<p>Sculpture and 3D Abstract shape and space. Use techniques of slotting, wrapping and balancing to join card pieces together. Construct own card sculpture based on playground equipment.</p> <p>Artist focus Anthony Caro Child's Tower Room, Installation View - Anthony Caro — Google Arts & Culture Early One Morning - Sir Anthony Caro — Google Arts & Culture</p> <p>Ruth Asawa S. 562, Double Cone Form with Central Sphere - Ruth Asawa — Google Arts & Culture Asawa installation at de Young museum - Ruth Asawa — Google Arts & Culture</p>		<p>Drawing Shading and blending Frottage – using texture Creating tones Botanical drawings Abstract flowers</p> <p>Artists focus Maud Purdy Drawing From Life — Google Arts & Culture</p> <p>Botanical drawing of Carl Linnaeus and Charles Darwin</p> <p>Georgia O'Keefe Who is Georgia O'Keefe? Tate Kids</p>	

Science	Animals, inc humans - Skeletons movement	Rocks Fossils soils	Nutrition and diet	light	Plants A B	Forces Magnets
Computing Responsible, independent and prepared for life beyond Rossmere. Have a respectful and responsible attitude especially with regards to their own and other’s safety. Be independent , creative and problem-solving digital citizens. Be equipped with the relevant skills and knowledge to support them by	Stop-frame animation		Programming A – Scratch A/B Introduction to scratch – sequences and ordering commands, move a sprite, debugging, making a project		Branching Databases	

developing a range of transferable skills to prepare them for life beyond Rossmere						
<p>PE</p> <p>Inclusive, active, perform</p> <p>Be inclusive to allow all children to participate in competitive and participation events, teaching fairness, sportsmanship and respect, values we hope to embed for future life.</p> <p>Provide opportunities for all children to be physically active and teach children the importance of leading healthy, active lives.</p> <p>Develop knowledge, understanding and skills so children can perform with increasing confidence and competence</p>	Invasion games skills 3	Dance – Dance around the world	Gymnastics – linking movements together	Tennis	Cricket	athletics
<p>Music – Intent</p> <p>Listen – Compose – Perform</p> <ul style="list-style-type: none"> • Listen to and appraise music from diverse composers and artists • Play and compose their own music in a broad array of genres • Perform to an audience 	Writing music down	Playing in a band	Compose using your imagination	More musical styles	Enjoying improvisation	Opening night

<p>PSHE</p> <p>Value and respect themselves, others, the wider community and the environment.</p> <p>Develop healthy relationships, that encourage good mental and physical health</p> <p>Have a good understanding of current social issues and are able to discuss and debate effectively.</p>	<p>Autumn 1 – Setting the ground rules Family and relationships</p> <p>Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist.</p> <p>Autumn 2 – Health and well-being</p> <p>Understanding that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation; exploring identity through groups we belong to and how our strengths can be used to help others; learning how to solve problems by breaking them down.</p>		<p>Spring 1 – safety and the changing body</p> <p>Learning how to: call the emergency services; responding to bites and stings; be a responsible digital citizen; learning about: cyberbullying, identifying unsafe digital content; influences and making independent choices and an awareness of road safety.</p> <p>Spring 2 – citizenship</p> <p>Learning about children’s rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy.</p>		<p>Summer 1 – Economic well-being</p> <p>Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and careers.</p> <p>Summer 2- Transition</p>	
<p>RE</p> <p>Respect, appreciate, inquisitive</p> <p>Children will be able to consider and reflect on their own beliefs, values and attitudes whilst developing an understanding of how they align with the beliefs, values and attitudes of others. Children at Rossmere will:</p> <ul style="list-style-type: none"> Be immersed into a climate of respect that recognises and celebrates diversity and equity. Appreciate the wonder of the world we live in and how life may differ for other cultures and religions beyond Rossmere. Grow, through enquiry-based learning, into inquisitive, curious and accepting individuals. 	<p>What do Sikhs believe about God?</p> <p>Why are the Gurus inspirational to Sikhs?</p>	<p>How and why is Advent important to Christians?</p>	<p>What can we learn about Christian symbols & beliefs by visiting churches?</p>	<p>What do Christians remember on Palm Sunday?</p>	<p>Why do Sikhs go to the Gurdwara?</p>	<p>How do Sikhs show commitment and belonging to the faith?</p>
<p>MFL</p> <ul style="list-style-type: none"> To prepare children for life beyond Rossmere by encouraging their confidence, problem solving and creative skills through the exploration of another language. 	<p>All about me</p>	<p>Songs and Games</p>	<p>Celebrations</p>	<p>Portraits</p>	<p>The Four Friends</p>	<p>Growing Things</p>

<ul style="list-style-type: none"> To enrich children’s education by stimulating and encouraging children’s curiosity about language and its relevance, purpose and value. To help children develop their awareness of cultural diversity and foster a respect for those differences. 						
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Year 4

Intents	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Y4 subject coverage in this term	History Art and design science PE Computing PSHE RE Music MFL	geography DT science PE PSHE RE Music MFL	History Art and design science PE PSHE RE Music MFL	geography DT science PE Computing PSHE RE Music MFL	History Art and design science PE PSHE RE Music MFL	geography DT science PE Computing PSHE RE Music MFL
English book choices	The 1000 year old Boy – Ross Welford Middle Years – 5.1	Tyger – SF Said Middle Years+ 5.0	The Boy at the Back of Class – Onjali Q Rauf Middle Years 5.4	The Last Bear – Hannah Gold Middle Years 5.6	Alone on a Wide, Wild Sea – Michael Morpurgo Upper Years 5.2	When life gives you mangoes – Kereen Getten Middle years 4.6
Maths	Place value Addition and subtraction Area Multiplication and division		Multiplication and division Length and perimeter Fractions decimals		Decimals Money Time Shape Statistics Position and direction	
Real and imagined experiences	Carlton Adventure Jorvik Centre York	Farm to Fork (Tesco) Food factory visit Pizza Hut or other Pizza places	Moma	Summerhill Forest School Photographer Visit	Mr Egypt visit Durham University Egypt Visit	Durham cathedral Den Building
DT – Imagine, design, create INTENT <ul style="list-style-type: none"> Be inspired to imagine, design and create creative, high quality products that solve real and relevant problems. 		Design make and evaluate a healthy pizza to share at a picnic in forest school that has different quick bases		Design, make and evaluate an illuminated sign for their bedrooms Intended user – themselves		Design, make and evaluate a Jack-in-the-box for younger children that has a pneumatic mechanism

<ul style="list-style-type: none"> Be confident to prepare and cook a range of different food types for life. 						
<p>History INTENT</p> <ul style="list-style-type: none"> Be immersed in enriching History lessons. Learn about a diverse range of significant people from the past and present. Ask inquisitive and perceptive historical questions. Ask ‘Why?’ 	Were the Vikings raiders, traders or settlers?		How have children’s lives changed?		What did the Ancient Egyptians believe?	
<p>Geography</p> <ul style="list-style-type: none"> Be passionate about the environment Be active in making a difference in the local and wider environment Be inquisitive and have an open-minded approach to the world and its people. 		Where does our food come from?		Why are rainforests important to us?		What are rivers and how are they used?

<p>Art and Design</p> <ul style="list-style-type: none"> • I Inspired, skilful, diverse • Be inspired, engaged and challenged to create bold and confident works of art and design. • Be knowledgeable and skilful to experiment, invent and create their own works of art, craft and design. • Be reflective about art and design and understand how it has shaped our history, and contributed to our diversity. 	<p>Drawing</p> <p>3D pencil drawing – tones Proportion Creating light and dark with charcoal and rubber. Creating a precision collage Creating a wax resist monoprinting</p>		<p>Painting</p> <p>Tints and shades Using tints and shades to create 3D painting Paint techniques – daubing, stippling, pointillism Still life painting</p>		<p>Sculpture</p> <p>Soap sculptures Working with wire Creating art with recycle materials</p>	
Science	Living things and their habitats – GROUP AND CLASSIFY LIVING THINGS	States of matter	Sound Computing - Data logging	Electricity	Animals, including humans – HABITATS	Food chains
<p>Computing</p> <p>Responsible, independent and prepared for life beyond Rossmere.</p> <p>Have a respectful and responsible attitude especially with regards to their own and other's safety.</p>	<p>Basic skills</p> <p>Copy and paste Shift keys Crop images</p>			<p>Photo editing</p> <p>Changing digital images Changing the composition of images</p>		<p>Programming A/B – repetition in shapes and games</p> <p>Programming A/ – Repetition in shapes</p> <p>Programming a screen turtle Programming letter Patterns and repeats</p>

<p>Be independent, creative and problem-solving digital citizens.</p> <p>Be equipped with the relevant skills and knowledge to support them by developing a range of transferable skills to prepare them for life beyond Rossmere</p>	<p>Use a search engine to find specific information</p> <p>Online safety through PSHE – Safe relationships, bullying, friendships and how to report it</p>			<p>Changing images for different uses</p> <p>Retouching images</p> <p>Fake images</p> <p>Making and evaluating a publication</p>		<p>Using loops to create shapes</p> <p>Breaking things down</p> <p>Creating a program</p> <p>Repetition in games</p> <p>Using loops to create shapes</p> <p>Different loops</p> <p>Animate your name</p> <p>Modifying a game</p> <p>Designing a game</p> <p>Creating your games</p>
<p>PE</p> <p>Inclusive, active, perform</p> <p>Be inclusive to allow all children to participate in competitive and participation events, teaching fairness, sportsmanship and respect, values we hope to embed for future life.</p> <p>Provide opportunities for all children to be physically active and teach children the importance of leading healthy, active lives.</p> <p>Develop knowledge, understanding and skills so children can perform</p>	Hockey	Dance	skipping	Gymnastics – rolling and travelling	Tag rugby	athletics

with increasing confidence and competence						
<p>Music – Intent</p> <p>Listen – Compose – Perform</p> <ul style="list-style-type: none"> • Listen to and appraise music from diverse composers and artists • Play and compose their own music in a broad array of genres • Perform to an audience 	Musical structures	Exploring feelings when you play	Compose with your friends	Feelings through music	Expression and improvisation	The show must go on!
<p>PSHE</p> <p>Value and respect themselves, others, the wider community and the environment.</p> <p>Develop healthy relationships, that encourage good mental and physical health</p> <p>Have a good understanding of current social issues and are able to discuss and debate effectively.</p>	<p>Autumn 1 – setting the ground rules</p> <p>Family and relationships</p> <p>Learning that families are varied and differences must be respected; understanding: physical and emotional boundaries in friendships; the roles of bully, victim and bystander; how behaviour affects others; appropriate manners and bereavement.</p> <p>Autumn 2 – Health and wellbeing</p> <p>Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming activities and developing independence in dental hygiene.</p>		<p>Spring 1 – safety and the changing body</p> <p>Building awareness of online safety and benefits and risks of sharing information online; the difference between private and public; age restrictions; the physical and emotional changes in puberty; the risks associated with tobacco and how to help someone with asthma.</p> <p>Spring 2 – citizenship</p> <p>Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.</p> <p>Zumra in Awra Amba</p>		<p>Summer 1 – economic wellbeing</p> <p>Exploring: choices associated with spending, what makes something good value for money, career aspirations and what influences career choices</p> <p>Summer 2 - transition</p>	

<p>RE</p> <p>Respect, appreciate, inquisitive</p> <p>Children will be able to consider and reflect on their own beliefs, values and attitudes whilst developing an understanding of how they align with the beliefs, values and attitudes of others.</p> <p>Children at Rossmere will:</p> <ul style="list-style-type: none"> • Be immersed into a climate of respect that recognises and celebrates diversity and equity. • Appreciate the wonder of the world we live in and how life may differ for other cultures and religions beyond Rossmere. • Grow, through enquiry-based learning, into inquisitive, curious and accepting individuals. 	<p>What do we know about the Bible and why is it important to Christians?</p>	<p>Why do Christians call Jesus the 'light of the world'?</p>	<p>What do Christians believe about Jesus?</p>	<p>Why is Lent such an important period for Christians?</p>	<p>How & why do religious people show care for others?</p>	<p>Why do people visit Durham Cathedral today?</p>
<p>MFL</p> <ul style="list-style-type: none"> • To prepare children for life beyond Rossmere by encouraging their confidence, problem solving and creative skills through the exploration of another language. • To enrich children's education by stimulating and encouraging children's curiosity about language and its relevance, purpose and value. 	<p>All aboard</p>	<p>Pocket Money</p>	<p>Tell me a Story</p>	<p>Our Sporting Lives</p>	<p>Brown Bear</p>	<p>What's the Weather</p>

<ul style="list-style-type: none"> To help children develop their awareness of cultural diversity and foster a respect for those differences. 						
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Year 5

Intents	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5 subject coverage in this term	History DT science Computing PE Music PSHE RE MFL	geography Art and design science PE Music PSHE RE MFL	History DT science Computing PE Music PSHE RE MFL	geography Art and design science PE Music PSHE RE MFL	History DT Science Computing PE Music PSHE RE MFL	geography Art and design science PE Music PSHE RE MFL
English book choices		Cosmic – Frank Cottrell Boyce	Diver’s Daughter – Patrice Lawrence	Street Child – Berlie Doherty	The Night Bus Hero - Onjali Q Rauf	Boy in the Tower – Polly Ho Yen

		Middle years 4.5	Middle years 4.5	Middle years 5.1	Middle years 5.3	Middle years 5.3
Maths	Place value Addition and subtractions Multiplication and division Fractions		Multiplication and division Fractions Decimals and percentages Perimeter and area Statistics		Shape Position and direction Decimals Negative numbers Converting units Volume	
Real and imagined experiences	Visit to a mosque	Visit power plant/wind farm	Good King Hal – visitor	Forest School – build a shelter/survival		Visit an art gallery to see an installation (Moma in Middlesbrough) Durham cathedral
DT – Imagine, design, create INTENT <ul style="list-style-type: none"> Be inspired to imagine, design and create creative, high quality products that solve real and relevant problems. Be confident to prepare and cook a range of different food types for life. 	Design, make and evaluate a moving toy that uses cams		Design, make and evaluate an embroidered Tudor Rose to embellish on a bag.		Design make and evaluate a seasonal and healthy summer berry trifle.	
History Enriching, diversity, inquisitive <ul style="list-style-type: none"> Be immersed in enriching History lessons. Learn about a diverse range of significant people from the past and present. Ask inquisitive and perceptive historical questions. Ask ‘Why?’ 	What did the Greeks ever do for us?		What was life like in Tudor England?		How has crime and punishment changed over time?	

<u>Geography</u> Environmentalists, open-mindedness <ul style="list-style-type: none"> Be passionate about the environment Be active in making a difference in the local and wider environment Be inquisitive and have an open-minded approach to the world and its people. 		What is life like in the Alps?		Why does our population change?		Why do oceans matter?
<u>Art and Design</u> Inspired, skilful, diverse <p>Be inspired, engaged and challenged to create bold and confident works of art and design.</p> <p>Be knowledgeable and skilful to experiment, invent and create their own works of art, craft and design.</p> <p>Be reflective about art and design and understand how it has shaped our history, and contributed to our diversity.</p>		<u>Drawing</u> Drawing space imagery – retrofuturism Drawing in different styles Print making – collograph plate Futuristic images		<u>Painting</u> Self-portraits Printing Photo compositions Mixed media portraits		<u>Sculpture</u> Make own mini installation sculpture in a box. Make own larger scale installations using given /found materials
Science	Forces	Earth in space	Properties and changes of materials	Animals, including humans	Reproduction A and B	Reversible and irreversible changes

		Computing – Vector Drawings – create a vector drawing of the solar system		Living things and their habitats		
<p>Computing</p> <p>Responsible, independent and prepared for life beyond Rossmere.</p> <p>Have a respectful and responsible attitude especially with regards to their own and other's safety.</p> <p>Be independent, creative and problem-solving digital citizens.</p> <p>Be equipped with the relevant skills and knowledge to support them by developing a range of transferable skills to prepare them for life beyond Rossmere</p>	<p>Basic skills – using keyboard shortcuts ctrl V etc, making strong passwords, organising files, knowing there is more than one search engine, using a search engine effectively</p>		<p>Flat file databases</p>		<p>Programming B – Selection in quizzes and introduction to coding</p>	
<p>PE</p> <p>Inclusive, active, perform</p> <p>Be inclusive to allow all children to participate in competitive and participation events, teaching fairness, sportsmanship and respect, values we hope to embed for future life.</p> <p>Provide opportunities for all children to be physically active and teach children the</p>	<p>Basketball</p>	<p>Gymnastics – matching, mirroring and contrast</p>	<p>Swimming</p>	<p>OAA</p>	<p>athletics</p>	<p>rounders</p>

<p>importance of leading healthy, active lives.</p> <p>Develop knowledge, understanding and skills so children can perform with increasing confidence and competence</p>						
<p>Music – Intent</p> <p>Listen – Compose – Perform</p> <ul style="list-style-type: none"> • Listen to and appraise music from diverse composers and artists • Play and compose their own music in a broad array of genres • Perform to an audience 	Melody and harmony in music	Sing and play in different styles	Composing and chords	Enjoying musical styles	Freedom to improvise	Battle of the bands!
<p>PSHE</p> <p>Value and respect themselves, others, the wider community and the environment.</p> <p>Develop healthy relationships, that encourage good mental and physical health</p> <p>Have a good understanding of current social issues and</p>	<p>Autumn 1 – setting ground rules</p> <ul style="list-style-type: none"> - families and relationships <p>Developing an understanding: of families, including marriage, of what to do if someone feels unsafe in their family; that issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our attributes.</p> <p>Autumn 2 – health and well-being</p> <p>Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation.</p>		<p>Spring 1 – safety and the changing body</p> <p>Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding</p> <p>Spring 2 – citizenship</p> <p>An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community.</p>		<p>Summer 1 – Economic wellbeing</p> <p>Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace.</p> <p>Summer 2 - transition</p>	

are able to discuss and debate effectively.	Computing – online safety – bullying and discrimination		(computing – E-safety)			
<p>RE Respect, appreciate, inquisitive</p> <p>Children will be able to consider and reflect on their own beliefs, values and attitudes whilst developing an understanding of how they align with the beliefs, values and attitudes of others.</p> <p>Children at Rossmere will:</p> <ul style="list-style-type: none"> Be immersed into a climate of respect that recognises and celebrates diversity and equity. Appreciate the wonder of the world we live in and how life may differ for other cultures and religions beyond Rossmere. Grow, through enquiry-based learning, into inquisitive, curious and accepting individuals. 	<p>What do Muslims believe about God?</p> <p>Why is Mohammed important to Muslims?</p> <p>Why do Muslims go to the mosque?</p>	What are the themes of Christmas?	What do Christians believe about God?	Why is the Last Supper so important to Christians?	How do Muslims show their faith through actions?	What can we learn about our local faith communities?
<p>MFL</p> <ul style="list-style-type: none"> To prepare children for life beyond Rossmere by encouraging their confidence, problem solving and creative skills 	Enjoy your meal.	I am the Music Man	On the Way to School	I like your Style	The Four Seasons	The Planets

<p>through the exploration of another language.</p> <ul style="list-style-type: none"> To enrich children's education by stimulating and encouraging children's curiosity about language and its relevance, purpose and value. To help children develop their awareness of cultural diversity and foster a respect for those differences. 						
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Year 6

Intents	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6 subject coverage in this term	Geography Art and design science Computing PE Music PSHE RE MFL	History DT science PE Music PSHE RE MFL	geography Art and design science Computing PE Music PSHE RE MFL	history DT science PE Music PSHE RE MFL	Geography Art and design science Computing PE Music PSHE RE MFL	history DT science Computing PE Music PSHE RE MFL
Book choices	Choose a new book September 2023	Choose a new book November 2023	Windrush Child – Benjamin Zephania Middle Years+ 4.8	Letters from The Lighthouse – Emma Carroll Middle years 4.9	Boy Overboard - Morris Gleitzman Middle Years 3.9	The Nowhere Emporium Ross McKenzie Middle Years 5.0

Maths	Place value Addition, subtraction, multiplication and division Fractions Converting units		Ratio Algebra Decimals Fractions, decimals, percentages, Area, perimeter and volume statistics		Shape Position and direction	
Real and imagined experiences	Classification workshop.	Maya Day experience	Hartlepool Power Station experience	Imagined evacuation experience.	Beach visit	Guest Speakers (Tees Valley of Sanctuary.)
DT Imagine, design, create Be inspired to imagine, design and create creative, high quality products that solve real and relevant problems. Be confident to prepare and cook a range of different food types for life.	Design, make and evaluate a vegetarian chilli.		Design, make an electrical toy that uses recycled parts		Design, make and evaluate a toy vehicle with gears or pulleys e.g. dragster.	
History enriching, diverse, inquisitive		How did the Maya civilisation compare to the Anglo-Saxons?		What was the impact of WW2 on the people of Britain?		Unheard histories: Who should feature on the £10.00 banknote?

<ul style="list-style-type: none"> Be immersed in enriching History lessons. Learn about a diverse range of significant people from the past and present. Ask inquisitive and perceptive historical questions. Ask 'Why?' 						
Geography – passionate, active, inquisitive <ul style="list-style-type: none"> Be passionate about the environment Be active in making a difference in the local and wider environment Be inquisitive and have an open-minded approach to the world and its people. 	Would you like to live in the desert?		How could we make our local area more environmentally friendly?		Where does our energy come from?	
Art and Design		<u>Drawing</u> Experimental mark making Symbolic imagery Chiaroscuro technique		<u>Sculpture</u> Create a small abstract sculpture that reflects the idea of self.		<u>Analysing famous paintings and mixed media – artist study</u>

<p>Inspired, skilful, diverse</p> <p>Be inspired, engaged and challenged to create bold and confident works of art and design.</p> <p>Be knowledgeable and skilful to experiment, invent and create their own works of art, craft and design.</p> <p>Be reflective about art and design and understand how it has shaped our history, and contributed to our diversity.</p>		Street art		<p>Create a cardboard relief sculpture</p> <p>Plan and create a memory sculpture in a cardboard box</p> <p>Computing Creating media – 3D modelling</p>		Create develop a ideas to plan a final piece inspired by the chosen artist.
Science	Living things and their habitats	Electricity	Light	<p>Animals inc. Humans</p> <p>The circulatory system</p> <p>Diet, drugs and lifestyle</p>	Evolution and inheritance – variation and adaptations	Evolution and inheritance - Fossils
Computing	Computing systems and networks –		Programming A – variables in games			Programming B – sensing movement

<p>Responsible, independent and prepared for life beyond Rossmere.</p> <p>Have a respectful and responsible attitude especially with regards to their own and other's safety.</p> <p>Be independent, creative and problem-solving digital citizens.</p> <p>Be equipped with the relevant skills and knowledge to support them by developing a range of transferable skills to prepare them for life beyond Rossmere</p>	<p>communication and cyber security</p> <p>Searching the web, selecting search results, how we communicate effectively</p> <p>Barefoot cyber – You're the Jury You're the cyber security expert</p>					
<p>PE</p> <p>Inclusive, active, perform</p> <p>Be inclusive to allow all children to</p>	Football	Gymnastics – counter balance and counter tension	Dance	Netball	Athletics	OAA

<p>participate in competitive and participation events, teaching fairness, sportsmanship and respect, values we hope to embed for future life.</p> <p>Provide opportunities for all children to be physically active and teach children the importance of leading healthy, active lives.</p> <p>Develop knowledge, understanding and skills so children can perform with increasing confidence and competence</p>						
<p>Music Listen – Compose – Perform</p> <p>Listen to and appraise music from diverse composers and artists</p> <p>Play and compose their own music in a broad array of genres</p>	Music and technology	Developing ensemble skills	Creative composition	Musical styles connect us	Improvising with confidence	Farewell tour

Perform to an audience						
<p>PSHE Respect, healthy, issues</p> <p>Value and respect themselves, others, the wider community and the environment.</p> <p>Develop healthy relationships, that encourage good mental and physical health</p> <p>Have a good understanding of current social issues and are able to discuss and debate effectively.</p>	<p>Autumn 1 – Setting the ground rules Family and relationships Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief.</p> <p>Autumn 2 – Health and well-being Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals.</p>		<p>Spring 1 – Safety and the changing body Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.</p> <p>Spring 2 – citizenship Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy</p>		<p>Summer 1 – Economic wellbeing Exploring: attitudes to money, how to keep money safe, career paths and the variety of different jobs available</p> <p>Summer 2 – Identity Two lessons on the theme of personal identity and body image - Transition</p>	
<p>RE Respect, appreciate, inquisitive</p> <p>Children will be able to consider and reflect on their own beliefs, values and attitudes whilst developing an understanding of how they align with the beliefs,</p>	Why do we use rituals today?	What do the gospels tell us about the birth of Jesus?	How and why do people care about the environment?	Why are Good Friday and Easter Day the most important days for Christians?	So, what do we now know about Christianity? (Statutory bridging unit)	So, what do we now know about Christianity? (Statutory bridging unit)

<p>values and attitudes of others.</p> <p>Children at Rossmere will:</p> <ul style="list-style-type: none"> • Be immersed into a climate of respect that recognises and celebrates diversity and equity. • Appreciate the wonder of the world we live in and how life may differ for other cultures and religions beyond Rossmere. • Grow, through enquiry-based learning, into inquisitive, curious and accepting individuals. 						
<p>MFL</p> <p>Explore, curiosity, culture</p> <p>To prepare children for life beyond Rossmere by encouraging their confidence, problem solving and creative skills through the exploration of another language.</p> <p>To enrich children's education by stimulating and encouraging children's curiosity about language and its relevance, purpose and value.</p>	Our School	Our World	At the Café	Now and Then	At the Theme Park	What's in the News?

To help children develop their awareness of cultural diversity and foster a respect for those differences.						
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<u>LOCAL HISTORY STUDY – HISTORY WEEK</u>	<u>Black history month – October</u>
EYFS – What was Hartlepool like in the past? Year 1 – Who are our local heroes? Ward Jackson, Captain Cook, Year 2 – What was the legend of the monkey? Year 3 – Who are our modern local heroes? Beth Mead, Greg Jackson, Andy Green OBE, Tanni-Grey Thompson Year 4 - How bad was the bombardment of Hartlepool? Year 5 – How important was coal mining in the North East? Year 6 - What does the census tell us about our local area?	EYFS – Nigel Clarke Year 1 – Mary Seacole Year 2 – Lewis Hamilton Year 3 – Malorie Blackman Year 4 – Walter Tull Year 5 – Marcus Rashford Year 6 – Stormzy