



Our Curriculum





Curriculum Design and Intent Overarching Statement

At Burnside Primary School, our curriculum is designed to inspire enthusiasm for learning, to ensure achievement and to support pupil well-being and happiness. The curriculum has been designed with the intention that children develop transferable skills which they can build upon year on year at the same time as acquiring key knowledge as outlined in the National Curriculum.

Our goal is for our children to be successful learners not only in school but in the outside world. We are proud of our unique curriculum which takes into account the learning needs of all of our pupils. We know the importance of facilitating critical thinking and have arranged our non-core subjects around challenging questions for our children to explore. We also value the expertise of adults outside of our school setting such as the music service and sports coaches.





At Burnside Primary School, we organise the teaching of content and skills in terms. Each term, every child is provided with:

- Daily Maths and English
- Weekly Science
- PE twice a week with additional opportunities for physical activity throughout the day
- Weekly PSHCE learning
- Weekly RE teaching
- At least six weeks of Geography learning
- At least six weeks of History learning
- At least six weeks of Art
- At least six weeks of DT
- Every year group is taught Music by a specialist teacher for a term each academic year
- Lingotots provide learning around modern foreign languages to KS2 children



Curriculum Planning

In order to plan effective lessons with a clear progression in skills, school agreed planning sheets for non-core subjects will be used. This will support teachers in planning to teaching transferable skills and content. In addition, examples of key questions and the matching skills will be provided in a medium term plan for each unit. These are not exhaustive and teachers are encouraged to add key questions based on their own areas of expertise as well as the competence and interests of specific cohorts.

In addition, collapsed curriculum days and weeks are planned yearly to enhance the curriculum for all and support progression in key core and non-core skills. A timetable of these will be published for each academic year.

Burnside Primary School Theme Overview	
Term: Summer	Stimulus: Visit to Whitburn
Topic: The Seaside <i>How have seaside trips changed?</i>	
National Curriculum Objectives: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.	
Pupils should be taught: <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. historical events, people and places in their own locality. 	
Key Questions	
What were seaside holidays like in the past?	Sequence more than three life events
How are seaside holidays in the past influenced our lives today?	Match objects to people from different periods in history
Who was Grace Darling?	Recognise the difference between past and present in their own lives and the facts of others
	Observe and learn at tables and use these to answer questions
	Understand that historical events impact upon the modern world
	Understand the difference between facts and fictional information
	Know some of the main people and events studied in a topic
	Discuss the reliability of accounts about the past
	Find answers to simple questions about the past using



Curriculum Delivery

Skills and knowledge will be taught simultaneously in order to provide a coherent, structured curriculum that leads to sustained knowledge and a deep understanding. In order to deliver this broad and balanced curriculum which shows a clear progression in skills, the non-core subjects will be taught through an intensive introduction, delivery of lessons and then intelligent repetition of carefully selected skills and knowledge. It is believed that the content used is the vehicle for the learning and the skills are the driving force which the children should take with them year on year in order to grow and develop.

Humanities



Humanities

Humanities

Content Overview

Purple – History Units

Green – Geography Units

	Autumn	Spring	Summer
Year 1	We are not amused! (Castles, Kings and Queens through the ages) - KSH	The United Kingdom – Oddizzi	How were toys different in the past? Parents, Grandparents, Victorians
Year 2	Scott of the Antarctic KSH	Hot and Cold (Antarctica and the Sahara Desert + weather patterns) – resources on Oddizzi	Inventors and Inventions (Vehicles and Space) – KSH Moon Landing
Year 3	Rock and Roll! (Stone age to Iron Age) - KSH	Coasts and Caves – resources on Oddizzi	Ancient Civilisations Mayan Civilisation- KSH
Year 4	Achievements and Legacies (Specific focus on the Roman Empire and the ‘Romanisation of Britain’ eg. Vindolanda and the impact of technology, early Christianity) - KSH	Climate Zones - Oddizzi	Anglo-Saxons – KSH
Year 5	How did the Greeks influence the Western World? - KSH	Greece (Greek architecture and then the geographical structure of Greece- compare Greek Islands with island of UK) – resources on Oddizzi	Transport and Infrastructure through time
Year 6	Conflict (WW1, WW2, present day) - KSH	Rainforests (South America – focus on hemispheres, Equator, climates. North America focus on Puerto Rico) – resources on Oddizzi	How has Stanley been shaped by the past?

History
Progression of Skills

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	Place three simple life events in order of time	Sequence more than three life events Match objects to people from different periods in history	Sequence artefacts and events within and beyond living memory on a timeline. Match a series of objects chronologically close in time	Sequence events within and beyond a time period on a timeline with support Sequence events, sources and artefacts	Sequence events within and beyond a time period on a timeline with support Sequence events, sources and artefacts within and beyond the period studied	Place the time studied on a timeline of significant periods independently Sequence key events, sources and artefacts within and beyond the period studied and make comparisons	Place the time studied on a timeline of significant periods independently Sequence key events, sources and artefacts within and beyond the period studied and draw conclusions
Range and depth of historical knowledge	Listen to stories from the past	Recognise the difference between past and present in their own lives and the lives of others Know some of the main people and events studied in a topic Understand that historical events impact upon the modern world	Identify similarities and differences between events and people in the past and modern day comparisons Recognise why people did things, why events happened and what happened as a result	Compare the life of people in the past with modern day Identify reasons for actions	Look for links and effects of events and actions in a given period of history Explain why particular events in history occurred Identify how historical actions impact upon our lives today	Compare different perspectives in a specific time period eg. Men and women, soldiers and civilians Examine causes and results of events within and beyond the time period Compare aspects of history in different time periods	Find out about beliefs, behaviour and characteristics of people, recognising similarities and differences Evaluate how events in history have shaped our modern world Compare similar significant events/people/inventions over time

Interpretations of history	Recall the key parts of a historical event or story	Understand the difference between facts and fictional information Discuss the reliability of accounts about the past	Compare two sources from the same event Compare the reliability of memories, sources and photographs	Identify and give reasons for the different ways the past is represented Compare and evaluate different sources	Compare sources Draw conclusions about a historical event based on sources	Compare sources critically Draw conclusions about a historical event based on sources from different points of view	Compare sources critically and compare their validity Draw conclusions about a historical event based on sources from different points of view within the time period and beyond
Historical Enquiry	Explore artefacts	Find answers to simple questions about the past using information and sources Observe and handle artefacts and use these to answer questions	Ask and find answers to simple questions about the past using information and sources	Select and record information relevant to the study Choose relevant information to answer a key question with support	Choose relevant information to answer a key question	Begin to identify primary and secondary sources Select relevant information to answer an open ended question about a significant event in history	Use primary and secondary sources appropriately Select relevant information to give a broad and balanced view of a significant event in history

Geography
Progression in Skills

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry	Investigate their surroundings	<p>Teacher led enquiries, to ask and respond to simple open and closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Investigate their surroundings answering simple questions</p> <p>Make observations about where things are e.g. within school or local area.</p>	<p>Ask and answer simple geographical questions - Where is it? What's it like?</p> <p>Use Non Fiction books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Investigate their surroundings</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places</p>	<p>Begin to ask geographical questions.</p> <p>Use Non Fiction books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale</p> <p>Begin to collect and record evidence</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p>	<p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs</p> <p>Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p>	<p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</p>	<p>Suggest questions for investigating</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence independently</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p>
Direction and location	Follow directions (Up, down, forwards, backwards)	Follow directions (Up, down, left/right, forwards/backwards)	Follow directions (as yr 1 and inc'. NSEW)	<p>Use 4 compass points to follow/give directions</p> <p>Use single letter and number coordinates. to locate features on a map</p>	<p>Use 4 compass points well:</p> <p>Begin to use 8 compass points;</p> <p>Use four figure grid references to locate places and geographical features on a map</p>	<p>Use 8 compass points;</p> <p>Continue to use 4 figure coordinates to locate features on a map</p>	<p>Use 8 compass points confidently and accurately</p> <p>Use 6 figure coordinates confidently to locate features on a map</p> <p>Use latitude and longitude on atlas maps</p>

Drawing and Interpreting maps	<p>Draw lines to show the journey of a story or character</p> <p>Understand that maps show a place or journey</p>	<p>Draw picture maps of imaginary places and from stories.</p> <p>Begin to understand the need for a simple key</p> <p>Follow a simple map</p>	<p>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p> <p>Know why a key is needed and use standard symbols</p> <p>Use an infant atlas to locate places</p>	<p>Make a map of a short route experienced, with features in correct order</p> <p>Begin to recognise symbols on an Ordnance Survey map</p> <p>Locate places on larger scale maps e.g. map of Europe.</p>	<p>Draw a simple scale picture.</p> <p>Use Ordnance Survey symbols</p> <p>Locate places on large scale maps, (e.g. Find UK or India on globe)</p> <p>Compare maps with aerial photographs.</p>	<p>Draw a simple map or plan to scale (1cm = 1 mile)</p> <p>Use Ordnance Survey symbols to add key to own map</p> <p>Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</p> <p>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</p>	<p>Begin to draw maps and plans of increasing complexity and to scale.</p> <p>Develop own clear key</p> <p>Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p>
Location knowledge	<p>Know what the outline of the UK looks like</p>	<p>Know and locate the countries of the UK</p> <p>Learn names of some places within/around the UK. E.g. Home town, London</p>	<p>Understand and name the continents of the world</p> <p>Locate the oceans of our world</p>	<p>Know and locate countries in Europe</p> <p>Locate and name on UK map major features e.g. London, River Thames, home location, seas.</p>	<p>Begin to identify significant places and environments across the world (Focus on islands and link to Greece)</p>	<p>Identify significant places and environments across the world</p>	<p>Identify significant places and environments across the world</p>

Design Technology



Design and Technology
Content Overview

	Autumn	Spring	Summer
Year 1	Mechansims Sliders and levers	Food Preparation of fruit and vegetables (Fruit kebabs)	Structures Bridges
Year 2	Mechanisms Wheels and axles	Food Preparing fruit and vegetables (Fruit salad)	Textiles Template and joining techniques
Year 3	Structures Freestanding structures including computer generated designs	Food Healthy and varied diet	Textiles 2d shape to 3d product
Year 4	Mechanical systems Levers and linkages	Foods Designing a healthy menu	Electrical systems Simple circuits and switches
Year 5	Structures Frame Structures	Food Celebrating culture – Asia/South America	Mechanical Systems Pulleys or gears
Year 6	Textiles Combining different fabric shapes (including computer aided design)	Electrical systems More complex switches and circuits	Food Celebrating culture – Europe

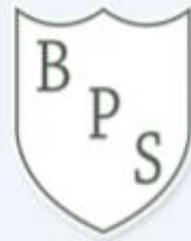
Design and Technology
Progression in Skills

	Generating Ideas	Making	Evaluating	Technical Knowledge	Food and Nutrition
Year 1	<p>Think of own ideas for design</p> <p>Use pictures and words to plan</p> <p>Design a product and follow a design criteria</p>	<p>Explain what is being made and why</p> <p>Select appropriate tools and equipment for the purpose</p>	<p>Evaluate own and existing products</p> <p>Say whether the product fits the design brief</p>	<p>Use construction materials with supervision</p> <p>Know about the movement of simple mechanisms such as sliders and levers</p>	<p>Know how to peel, cut, grate, mix and mould foods with supervision</p>
Year 2	<p>Think of own ideas and plan what to do next</p> <p>Describe designs using pictures, diagrams, models and ICT</p> <p>Create a design criteria</p> <p>Design a product</p>	<p>Explain what is being made</p> <p>Choose appropriate tools and equipment and explain some tools are more appropriate than others</p>	<p>Evaluate products saying which is better and why</p> <p>Evaluate own products highlighting positives and areas for improvement</p> <p>Explain how/why improvements should be made</p>	<p>Use construction materials competently</p> <p>Know about the movement of simple mechanisms such as wheels and axles</p> <p>Cut then join materials including textiles</p>	<p>Know how to peel, cut, grate, mix and mould foods with a range of shapes and textures</p>
Year 3	<p>Create a design that meets a range of requirements</p> <p>Plan the equipment and tools needed</p> <p>Describe a design accurately and include a labelled diagram</p>	<p>Use a range of tools and equipment accurately</p> <p>Measure and mark out materials and components with a degree of accuracy</p>	<p>Evaluate the appearance and usability of own and existing products</p> <p>Explain how/why improvements should be made</p>	<p>Use construction materials competently</p> <p>Know about the movement of simple mechanisms such as wheels and axles</p>	<p>Know how to peel, cut, grate, mix and mould foods with a range of shapes and textures</p> <p>Understand changes in state when products are heated and cooled</p>

	<p>Gather information to help design a product (research, asking people)</p>	<p>Join and assemble materials and components with a degree of accuracy</p>	<p>Recreate designs based on findings</p>	<p>Cut then join materials including textiles using a variety of methods</p> <p>Understand seam allowances</p> <p>Use a range of finishing techniques</p>	<p>Begin to cook foods under supervision</p>
Year 4	<p>Generate more than one idea for how to create a product</p> <p>Gather information to help design a product (Questionnaire, mini interview, research)</p> <p>Produce a detailed plan with labelled diagrams, a written explanation and step by step instructions</p>	<p>Use a range of tools and equipment (including electricity) appropriate to the task with accuracy</p> <p>Measure and mark out materials and components accurately</p> <p>Join and assemble materials and components accurately</p>	<p>Explain how/why improvements should be made to own and existing products</p> <p>Design ways of comparing products and execute the design</p>	<p>Use construction materials competently</p> <p>Know about the movement of simple mechanisms such as levers and linkages</p> <p>Use an electrical system to make a product operate</p> <p>Use a range of finishing techniques</p>	<p>Understand changes in state when products are heated and cooled</p> <p>Design a menu around a theme</p> <p>Cook foods under supervision</p>
Year 5	<p>Generate a range of ideas after collating relevant information</p> <p>Present information gathered in a variety of ways</p> <p>Produce a detailed plan with labelled diagrams, cross-sectional drawings, computer generated designs, a written explanation and step by step instructions</p> <p>Work with constraints, refining and justifying plans as necessary</p>	<p>Use a range of tools and equipment precisely</p> <p>Consider the aesthetic qualities and functionality of the product</p> <p>Refine the product or amend the design based on the making process</p>	<p>Evaluate the appearance of the product</p> <p>Test the function of the product in a range of conditions and against the original criteria</p> <p>Suggests improvements for each part of the designing and making process</p>	<p>Use construction materials competently</p> <p>Know about the movement of simple mechanisms such as pulleys or gears</p> <p>Use a range of finishing techniques</p>	<p>Understand changes in state when products are heated and cooled</p> <p>Design a menu around a theme based on consumer research</p> <p>Cook foods using a range of methods under supervision</p>

Year 6	<p>Generate a range of ideas after collating relevant information</p> <p>Present information gathered in a variety of ways including as a presentation to peers</p> <p>Independently produce a detailed plan with labelled diagrams, cross-sectional drawings, computer generated designs, a written explanation and step by step instructions</p> <p>Independently work with constraints, refining and justifying plans as necessary</p>	<p>Use a range of tools and equipment precisely</p> <p>Select alternative tools to enhance the product</p> <p>Consider the aesthetic qualities and functionality of the product</p> <p>Refine the product or amend the design based on the making process</p>	<p>Evaluate the appearance of the product using a criteria generated independently</p> <p>Test the function of the product in a range of conditions and against the original criteria</p> <p>Suggests improvements for each part of the designing and making process</p> <p>Calculate cost, sale price and profit and explain reasoning</p>	<p>Use construction materials competently</p> <p>Know about the more complex switches and circuits and how they function</p> <p>Cut then join materials including textiles using a variety of methods</p> <p>Understand seam allowances</p> <p>Use a range of finishing techniques</p>	<p>Understand changes in state when products are heated and cooled</p> <p>Design a menu around a theme based on consumer research</p> <p>Sell the menu/product as appropriate</p> <p>Cook foods using a range of methods under supervision</p>

Art



Art and Design Content

	Autumn Term		Spring Term		Summer Term
Year 1	Royal Portraits Drawing – portraits (Leonardo D’Vinci. Look at royal portraits and compare – including Nicky Phillips, Isobel Peachy, Chris Levine and then look at portraits from past monarchs)	Firework Art Firework drawings – chalk, pencil (Fireworks over the River Arno by Giovanni Signorini)	Decorating Houses and Homes (Printing – eg. Woodcut and engraving)		Seascapes (Textile and Collage – Seaside Collages)
Year 2	Colour Mixing (Painting with a focus on Kadinsky)		Inventions Space pictures using different materials eg. Foil	African Printing (Monoprint by marking onto a potato, ink block – Focus on Richard Long’s Mud Hand Circle)	
Year 3	Cave Carving Cave carving, stone age art		Hieroglyphics Egyptians printing	Modroc Models Egyptian masks and coffins	Famous Artists Vincent van Gogh – Sunflowers Guiseppe Arcimboldo - Fruit
Year 4	Roman Mosaics		Anglo Saxon Art Printing and celtic patterns		Modern Art (Painting and Drawing Skills) Stanislav Sidorov – Velvet Rain
Year 5	Greek Art Greek Vases		Bridges Claude Monet – Water Lillies		Volcanoes Collagraph Printing
Year 6	Sketching Robert Taylor – War Aircrafts		Pop Art		Sculptures in our locality

Drawing
Painting
Printing
Textiles and collage
Sculpture

Art and Design
Skills

Progression of Skills
Art

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing	Enjoy patterns with different mediums	Explore simple pattern Beginning to be aware of photography as an	Investigate pattern and shape in the environment Collects photographs on a theme	Experiment more abstractly Compares photographs on a theme	Experiment with the styles of different artists Arranges photographs to create mood boards	Experiment with combinations of materials and techniques Uses own digital images in research, art work or evaluation	Use a full range of design, experimentation, exploration alongside the work of others to develop their own work
Drawing	Enjoys making marks, signs and symbols on a variety of paper	Is spontaneously expressive using marks, lines and curves	Uses line to represent objects seen, remembered or imagined	Explores tone using different grades of pencil, pastel or chalk	Uses line and tone to represent things seen, remembered or observed	Explore shading using different media as part of the planning process	Draws familiar things from different viewpoints
Painting	Uses a variety of tools to spread paint	Exploring mark making using a variety of tools with varying thicknesses	Mixes colours successfully	Uses different brush strokes to create different effects	Creates effects using different colours, patterns, brush strokes and techniques	Explores the different effects on paint of using different mediums including water	Uses block colour in a range of shades Defines artwork using black paint
Sculpture	Handles a range of materials through independent exploration			Creates texture and 3d models using a range of tools and techniques		Looks at 3d work from a variety of cultures and develops own response through experimentation	Makes imaginative use of the knowledge they have acquired through use of tools, techniques and materials to express own ideas and feelings
Collage and textiles	Handles a range of materials through independent exploration	Selects and sorts materials for use Cuts and sticks materials to create a desired effect	Selects collage materials based on the effect they will create		Experiments with materials to create designs based on a design brief		

Printing	Randomly experiments with printing of naturally occurring resources such as fingers and hands	Uses one colour of paint on a block to create patterns	Makes repeating patterns	Explores and recreates patterns or textures using a range of materials	Develops awareness of differences in texture and colour	Explores patterns using a range of techniques and mediums	
Evaluating	Talk about what they have done	Talk about drawings and paintings and say what they feel	Explore ideas and change what they have done to give a better result	Evaluate the work of others, including both ideas and techniques	Appraise the ideas, methods and approaches used in others' work, using a critical approach	Evaluate own and others' work, explaining and justifying their reasons Use analysis when commenting on ideas	Refine their work, often with several adaptations, to move towards an end point
Control and expertise	Begin to show control	Use control when drawing and painting	Use shading to create different effects	Use pencils of different grades and at different angles to create different effects	Use drawings to show movement	Show shadow or reflection by shading	Begin to use perspective in both abstract and real life art

Computing



Computing Content Overview

	Autumn	Spring	Summer
Year 1	<p>Computing Skills - word processing</p> <p>E-Safety</p>	<p>Multimedia</p> <p>Control</p>	<p>Block Coding (Espresso - Starter Unit)</p> <p>Block Coding (Espresso - On the Move)</p>
Year 2	<p>Computing skills – Presentation</p> <p>E-Safety</p>	<p>Block Coding (Espresso - Different sorts of input)</p> <p>Data Handling</p>	<p>Block Coding (Espresso- Buttons and Instructions)</p> <p>Multimedia</p>
Year 3	<p>Data Handling</p> <p>E-Safety</p>	<p>Block Coding (Espresso - Sequence and Animation)</p> <p>Data Handling</p>	<p>Block Coding (Espresso - Conditional Events)</p> <p>Multimedia</p>
Year 4	<p>Data Handling</p> <p>E-Safety</p>	<p>Block Coding (Espresso - Variables)</p> <p>Data Handling</p>	<p>Block Coding (Espresso - Repetition and Loops)</p> <p>Multimedia</p>
Year 5	<p>Data Handling</p> <p>E-Safety</p>	<p>Block Coding (Espresso – Speed and Direction)</p> <p>Data Handling</p>	<p>Block Coding (Espresso – Random numbers and simulation)</p> <p>Multimedia</p>
Year 6	<p>Data Handling</p> <p>E-Safety</p>	<p>Block Coding (Espresso – More complex variables)</p> <p>Data Handling</p>	<p>Block Coding (Espresso – Object properties)</p> <p>Multimedia</p>

Computing
Progression in Skills

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
E-Safety and E-Sense	<ul style="list-style-type: none"> -Know that passwords are personal -Talk about why it's important to be kind and polite. 	<ul style="list-style-type: none"> -Keep my password private. -Tell you what personal information is. -Tell an adult when I see something unexpected or worrying online. -Recognise an age appropriate website. -Agree and follow sensible e-safety rules. 	<ul style="list-style-type: none"> -Explain why I need to keep my password and personal information private. -I can describe the things that happen online that I must tell an adult about. -Talk about why I should go online for a short amount of time. -Talk about why it is important to be kind and polite online and in real life. -Know that not everyone is who they say they are on the internet 	<ul style="list-style-type: none"> -Talk about what makes a secure password and why they are important. -Protect my personal information when I do different things online. -Use the safety features of websites as well as reporting concerns to an adult. - Recognise websites and games appropriate for my age. -Make good choices about how long I spend online. -Ask an adult before downloading files and games from the internet. -Post positive comments online. 	<ul style="list-style-type: none"> -Choose a secure password when I am using a website. -Talk about the ways I can protect myself and my friends from harm online. -Use the safety features of websites as well as reporting concerns to an adult. -Know that anything I post online can be seen by others. -Choose websites and games that are appropriate for my age. I can help my friends make good choices about the time they spend online. -Talk about why I need to ask a trusted adult before downloading files and games from the internet. 	<ul style="list-style-type: none"> -Protect my password and other personal information. -Explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult. - Know that anything I post online can be seen, used and may affect others. -talk about the dangers of spending too long online or playing a game. -Explain the importance of communicating kindly and respectfully. -Discuss the importance of choosing an age-appropriate website or game. - Explain why I need to protect my computer or device from harm. I know which resources on the internet I can download and use 	<ul style="list-style-type: none"> -Continue to protect my password and other personal information -Explain the consequences of sharing too much information about myself online. -Support my friends to protect themselves and make good choices online, including reporting concerns to an adult. -Explain the consequences of spending too much time online or on a game. -Explain the consequences to myself and others of not communicating kindly and respectfully. -protect my computer or device from harm on the internet.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Programming</p>		<ul style="list-style-type: none"> -Can give instructions to a friend and follow their instructions to move around. an describe what happens when I press buttons on a robot. -Press the buttons in the correct order to make my robot do what I want. -Describe what actions I will need to do to make something happen and begin to use the word 'algorithm'. -Begin to predict what will happen for a short sequence of instructions. Use software/apps to create movement and patterns on a screen -Use the word 'debug' when I correct mistakes when I Program 	<ul style="list-style-type: none"> -Give instructions to my friend (using forward, backward and turn) and record these. -Say to do things to make something happen and talk about this as an algorithm. -Program a robot or software to do a particular task. I can look at my friend's program and tell you what will happen -Use programming software to make objects move. -Watch a program execute and spot where it goes wrong so that I can debug it. 	<ul style="list-style-type: none"> -Break an open-ended problem up into smaller parts -Put programming commands into a sequence to achieve a specific outcome. -Keep testing my program and can recognise when I need to debug it. -Use repeat commands. I can describe the algorithm I will need for a simple task. -Detect a problem in an algorithm which could result in 	<ul style="list-style-type: none"> -Use logical thinking to solve an open-ended problem by breaking it up into smaller parts. -Use an efficient procedure to simplify a program. -Use a sensor to detect a change which can select an action within my program. -Know that I need to keep testing my program while I am putting it together. -Use a variety of tools to create a program. -Recognise an error in a program and debug it. -Recognise that an algorithm will help me sequence more complex programs. -Identify that using algorithms will also help solve problems in other learning such as maths, science and design technology. 	<ul style="list-style-type: none"> -Decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program. -Refine a procedure using repeat commands to improve a program. -Use a variable to increase programming possibilities. -Change an input to a program to achieve a different output. -Use 'if' and 'then' commands to select an action. -Talk about how a computer model can provide information about a physical system. -Use logical reasoning to detect and debug mistakes in a program. -Apply logical thinking, imagination and creativity to extend a program. 	<ul style="list-style-type: none"> -Deconstruct a problem into smaller steps, recognising similarities to solutions used before. -Explain and program each of the steps in my algorithm. -Evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm. -Recognise when I need to use a variable to achieve a required output. -Use a variable and operators to stop a program. -Apply different inputs (including sensors) to control a device or onscreen action and predict what will happen. -Use logical reasoning to detect and correct errors in algorithms
--	--	---	--	---	--	---	---

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Handling Data</p>	<ul style="list-style-type: none"> -Talk about what they have collected -Talk about what they can see 	<ul style="list-style-type: none"> -Talk about the different ways in which information can be shown. -Use technology to collect information, including photos, video and sound. -Sort different kinds of information and present it to others. -Add information to a pictograph and talk to you about what I have found out. 	<ul style="list-style-type: none"> -Talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder. -Make and save a chart or graph using the data I collect. -Talk about the data that is shown in my chart or graph. -Begin to understand a branching database. I can tell you what kind of information I could use to help me investigate a question. 	<ul style="list-style-type: none"> -Discuss the different ways data can be organised. -Search a ready-made database to answer questions. -Collect data to help me answer a question. -Add to a database (branching database) -Use a data logger to monitor changes and can talk about the information collected. 	<ul style="list-style-type: none"> -Organise data in different ways. -Collect data and identify where it could be inaccurate. -Plan, create and search a database to answer questions. -Choose the best way to present data to my friends. -Use a data logger to record and share my readings with my friends. 	<ul style="list-style-type: none"> -Use a spreadsheet and database to collect and record data. -Choose an appropriate tool to help me collect data. -Present data in an appropriate way. -Search a database using different operators to refine my search. -Talk about mistakes in data and suggest how it could be checked. 	<ul style="list-style-type: none"> -Plan the process needed to investigate the world around me. -Select the most effective tool to collect data for my investigation. -Check the data I collect for accuracy and plausibility. -Interpret the data I collect. -Present the data I collect in an appropriate way. -Use the skills I have developed to interrogate a database.
--	---	--	---	---	---	---	--

Multimedia	<ul style="list-style-type: none"> -Use a simple record and retrieve device 	<ul style="list-style-type: none"> -Be creative with different technology tools. -Use technology to create and present my ideas. -Use the keyboard or a word bank on my device to enter text. _ Save information in a special place and retrieve it again 	<ul style="list-style-type: none"> -Use technology to organise and present my ideas in different ways. -Use the keyboard on my device to add, delete and space text for others to read. -Talk about an online tool that will help me to share my ideas with other people. -Save and open files on the device I use. 	<ul style="list-style-type: none"> -Create different effects with different technology tools. -Combine a mixture of text, graphics and sound to share my ideas and learning. -Use appropriate keyboard commands to amend text on my device, including making use of a spellchecker - Evaluate my work and improve its effectiveness. -Use an appropriate tool to share my work online 	<ul style="list-style-type: none"> -Use photos, video and sound to create an atmosphere when presenting to different audiences. -Explore new media to extend what I 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 my work. -Use an appropriate tool to share my work and collaborate online 	<ul style="list-style-type: none"> -Use text, photo, sound and video editing tools to refine my work. -Use the skills I 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 my work and support others 	<ul style="list-style-type: none"> -Talk about audience, atmosphere and structure when planning a particular outcome -Identify the potential of unfamiliar technology to increase my creativity. -Combine a range of media, recognising the contribution of each to achieve a particular outcome. -Talk about why I select a particular online tool for a specific purpose.
------------	--	---	---	--	---	---	---

Technology in our lives		<ul style="list-style-type: none"> -Recognise the way we use technology in our classroom. -Identify ways that technology is used in my home and community. -Use links to websites to find information. -Begin to identify some of the benefits of using technology 	<ul style="list-style-type: none"> -Explain why I use technology in the classroom. -Talk about technology uses in the home and community -Begin to understand that other people have created the information I use. -Identify benefits of using technology including finding information, creating and communicating. -Talk about the differences between the internet and things in the physical world. 	<ul style="list-style-type: none"> -Save and retrieve work on the internet, the school network or my own device. -Talk about the parts of a computer. -Discuss ways to communicate with others online. -Describe the World Wide Web as the part of the internet that contains websites. -Use search tools to find and use an appropriate website. -Decide whether to use images that I find online in my own work 	<ul style="list-style-type: none"> -Discuss whether a resource I am using is on the internet, the school network or my own device. -Identify key words to use when searching safely on the World Wide Web. -Consider the reliability of information I read on the World Wide Web. -Explain how to check who owns photos, text and clipart. -Create a hyperlink to are source on the World Wide Web. 	<ul style="list-style-type: none"> -Describe different parts of the internet. -Use different online communication tools for different purposes. -Use a search engine to find appropriate information and check its reliability. -Recognise and evaluate different types of information I find on the World Wide Web. -Describe the different parts of a webpage. -Find out who the information on a webpage belongs to. 	<ul style="list-style-type: none"> -Describe the internet services I need to use for different purposes. -Explain how information is transported on the internet -Select an appropriate tool to communicate and collaborate online. -Discuss how search results are selected and ranked. -Check the reliability of a website.
-------------------------	--	--	---	---	---	---	--

Basic Computing Skills: Progression across Key Stages 1 & 2

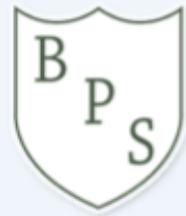
NB: The following skills are expectations for **the majority** of the class by the end of the school year.

	Laptop	Desktop Computer	Ipad
Reception	<ul style="list-style-type: none"> • Can I login independently? • Can I right click? • Can I use the arrow keys? • Can I close programs? • Can I use the interactive features on the IWB to move objects? 		
Year 1	<ul style="list-style-type: none"> • Can I type my name in accurately in order to login? • Can I use a mouse correctly, using the right and left click? • Can I close programs/internet windows when I'm finished? • Can I shut down safely? 		<ul style="list-style-type: none"> • Can I check/adjust volume? • Can I close programs/internet windows when I'm finished? • Can I use a touchpad correctly?
Year 2	<p>In addition to practising the basic skills detailed in previous years, children will also be taught the following:</p> <ul style="list-style-type: none"> • Can I use search engines safely and effectively? • Can I save my work into my current year group folder? • Can I follow links from Google Chrome homepage? • Can I navigate RM Explorer in order to open programs (e.g. Word)? 		<ul style="list-style-type: none"> • Can I sleep the iPad VS turn the iPad off? • Double-tap the home screen to reveal the recently used apps
Year 3	<p>In addition to practising the basic skills detailed in previous years, children will also be taught the following:</p> <ul style="list-style-type: none"> • Can I navigate the internet to find relevant information? • Can I find relevant information by browsing a menu? • Can I bookmark a page into "Favourites"? 		<ul style="list-style-type: none"> • Search for apps, documents, contacts or any information I need to find on my iPad • Rearrange icons on my home screens
Year 4	<p>In addition to practising the basic skills detailed in previous years, children will also be taught the following:</p> <ul style="list-style-type: none"> • Can I open and view a PDF and can they describe how it works? • Can I use a range of digital devices and combine a variety of software? • Can they decide which sections are appropriate to copy and paste from a variety of web pages? • Do I know how to download a document and save it to a computer? 		<ul style="list-style-type: none"> • Can I use the 4 finger flick to reveal the recently used apps menu? • Can I take a screen shot and find it in the Photo app?
Year 5	<p>In addition to practising the basic skills detailed in previous years, children will also be taught the following:</p> <ul style="list-style-type: none"> • Can I explain the meaning of different domain names and common website extensions? E.g. co.uk,;.com;.ac; .sch; .org; .gov; .net. to support validation of information? • Do I know how a variety of information is stored and can describe why information is useful to be stored in this way, e.g remote access and collaborative working. • Do I know what a variety of file formats are and can they save an image document as a gif or jpeg file format using the save as command? • Can I save and retrieve information online e.g. using Cloud technology? 		<ul style="list-style-type: none"> • Can I create folders with names and specific apps in them?

Year 6	In addition to practising the basic skills detailed in previous years, children will also be taught the following: <ul style="list-style-type: none">• Can I use tabs to make a comparison of a website?• Can I use a variety of symbols such as + and – and “” to refine and scale down internet searches.	<ul style="list-style-type: none">• Can I develop and use their own QR codes?• Can I delete apps from the iPad?
--------	---	--



PSHCE



Our PSHCE curriculum is taught through the Jigsaw programme. A focus is placed upon:

- Resilience
- Mental Health
- Personal growth
- Health Education
- Spiritual, moral, social and cultural development
- Citizenship

Autumn Term		Spring Term		Summer Term	
Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Focused Teaching



The Seaside



National Curriculum Objectives:

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

Pupils should be taught:

- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods – Grace Darling, RNLI
- historical events, people and places in their own locality.

Skills

Sequence more than three life events

Match objects to people from different periods in history

Recognise the difference between past and present in their own lives and the lives of others

Observe and handle artefacts and use these to answer questions

Understand that historical events impact upon the modern world

Understand the difference between facts and fictional information

Know some of the main people and events studied in a topic

Discuss the reliability of accounts about the past

Find answers to simple questions about the past using information and sources

Burnside Primary School
Theme Overview



Term:	
Topic:	Stimulus:
National Curriculum Objectives:	
Key Questions	Skills:



Assessment



Assessment Grid

Subject:

Main objective(s):

Key skills:

Children working below ARE	Children working at ARE	Children working above ARE
% of cohort:	% of cohort:	% of cohort: