TVED Long Term Curriculum Map

TEES VALLEY EDUCATION
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Trust Intent & Entitlement

At Tees Valley Education our knowledge-rich national curriculum based offer is mapped to reflect, and meets, the bespoke needs of all children in the trust; across mainstream, unit and specialist provision. Through defined pathways the curriculum encompasses a mainstream, unit and specialist curricula offer delivered through a SEND continuum of formal, semi-formal and informal. Designed to ensure academic progress for all children, using the latest research in the science of learning, the inclusive practice and provision demonstrates the trusts determination to achieve excellence.

We want all of our children to make progress: to know more, remember more and do more. We provide learning opportunities that will widen, deepen and build on prior knowledge across all curriculum areas, fostering curiosity, aspirations, a passion for learning and the cultural capital needed to succeed in life.

At Tees Valley Education we are utterly committed to narrow the gaps and support the development of the reading, vocabulary and oracy as we recognise the trusts community needs, supported during the transition phase through blended learning and digital agency. The intentions are to enable pupils to communicate effectively, become independent learners and prepare them well for the next stage of their education, their future lives and employment and to be responsible active citizens.

'The limits of our language are the limits of our world' Ludwig Wittgenstein

Long-term Rationale KS1 and KS2

The Tees Valley Education long-term plan has been designed to fulfil the national curriculum programme of study whilst taking into account the area in which we serve and the specific needs of the children. A coherent learning sequence has been developed to ensure that knowledge is built cumulatively from beginning to end. Our curriculum gives children the opportunities to activate and build on prior knowledge, drawing this from their long-term memory, to make meaningful connections and increase understanding. The key to developing this knowledge is providing children with experiential learning, linked to the local area and region, as well as first hand experiences. Ultimately, we aim to build confidence, cultural capacity and raise aspirations for their future life.

Intent: -

Across the formal curriculum we ensure our pupils have the learning dispositions and attitudes to question and explore subject specific learning through a structured approach, modified accordingly.

We provide opportunities for pupils to develop their knowledge and skills, with growing confidence, resilience and independence, so they can apply their learning in a range of situations. All pupils access opportunities to develop metacognitively to support them to take risks in their learning. Teaching is delivered on a whole class, small group and targeted approach and is designed with end goals and outcomes at the forefront in order that we build deep, long lasting knowledge cumulatively.

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English Long Term Plan

Intent: We recognise that English is essential to everyday life and to a child's ability to communicate effectively using a rich and varied vocabulary. We aim to provide a high-quality English education which provides them with the best possible opportunities to become confident and literate with a deep love and understanding of English language and literature.

To be used in conjunction with TVED Narrative and Poetry genres

English	Autumn	Spring	Summer
Year 1	Instructions Narrative: Fairy Tales Recount Narrative: Story with a dilemma, issue or moral Non-chronological report	Instructions Narrative: Quest or journey Narrative: Mystery Recount	Narrative: Myth or legend Non-chronological report Instructions Narrative: Overcoming a monster
Year 2	Instructions Narrative : Fairy Tales Recount Narrative: Story with a dilemma, issue or moral Non-chronological report	Narrative: Quest or journey Recount Instructions Narrative: Mystery	Narrative: Myth or legend Non-chronical report Recount Instructions Narrative: Overcoming a monster Poetry
Year 3	Poetry Narrative: Fairy Tales Non-chronological report Narrative: Story with a dilemma, issue or moral Recount Instructions	Explanation Narrative: Quest or journey Poetry Narrative: Mystery Recount	Explanation Narrative: Myth or legend Narrative: Overcoming a monster Non-chronological report Poetry
Year 4	Instructions Narrative: Fairy Tales Recount Explanation Narrative: Story with a dilemma, issue or moral Poetry	Narrative: Quest or journey Persuasion Poetry Narrative: Mystery Non-Chronological report	Narrative: Myth or legend Persuasion Narrative: Overcoming a monster Poetry Recount
Year 5	Explanation Narrative: Fairy Tales Poetry Narrative: Story with a dilemma, issue or moral Non-chronological report Persuasion	Instructions Narrative: Quest or journey Poetry Narrative: Mystery Recount	Narrative: Myth or legend Persuasion Discussion Explanation Narrative: Overcoming a monster Poetry
Year 6	Narrative: Fairy Tales Poetry Recount Discussion Non-chronological report Narrative: Story with a dilemma, issue or moral	Explanation Narrative: Quest or journey Poetry Narrative: Mystery Persuasion	Instructions Poetry Narrative: Myth or legend Discussion Recount

Use professional judgement to inform length and order of teaching blocks throughout the year (Leaders/teacher discussion)

Timings for blocks Genres	**Poetry x1 week**, **Narrative x2-3 weeks, Non-Narrative x2-3 weeks Non-narrative**: If an academy wishes to link topics from curriculum subjects to teach writing, please see '**Bank of Ideas for Teaching Non-narrative Genres'** document **Narrative genres are to include:** Fairy Tales, Story with a dilemma, issue or moral, Quest or journey, Mystery, Myth or legend, Overcoming a monster (order at academy discretion) **Narrative and Poetry genres** document for examples and overviews) **Poetry genres are to include:** Haiku, Free Verse, Rhyming Couplets, Kennings Please see TVEd Writing Framework document for support, guidance and additional documentation.

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Intent for TVEd Mathematics

We recognise that mathematics is essential to everyday life, critical to science, technology and engineering. We aim to deliver a high-quality mathematics education which allows pupils to reason and explain their thinking, solve problems in a range of contexts, note connections between areas of maths and prove their answers by using a wide range of mathematical vocabulary and thinking.

****Order of blocks within each half term to be determined by teaching staff****

Mathematics	Autumn		Spring		Summer	
Year 1	Number – PV 2wk Number- Calculation 4 wk Measuring- 1 wk	Number – PV 1wk Number- Calculation 3 wk Measuring- 1 wk Geometry- 1 wk	Number – PV 2wk Number- Calculation 3 wk Measuring- 1 wk	Number – PV 1wk Number- Calculation 4 wk Geometry- 1 wk	Number – PV 2wk Number- Calculation 2 wk Measuring- 1 wk Geometry- 1 wk	Number – PV 1wk Number- Calculation 3 wk Measuring- 2 wk
Year 2	Number – PV 1wk Number- Calculation 4 wk Measuring- 1 wk Geometry- 1 wk	Number- Calculation 3 wk Measuring- 1 wk Geometry- 1 wk Statistics- 1 wk	Number – PV 1 wk Number- Calculation 4 wk Measuring- 1 wk	Number- Calculation 3 wk Measuring- 1 wk Geometry – 1 wk Statistics- 1 wk	Number – PV 1 wk Number- Calculation 4 wk Measuring- 1 wk	Number- Calculation 4 wk Geometry- 1 wk Measuring- 1 wk
Year 3	Number – PV 2wk Number- Calculation 4 wk Measuring- 1 wk	Number- Calculation 2 wk Number- Fraction 2 wk Measuring- 1 wk Geometry- 1 wk	Number – PV 1 wk Number- Calculation 3 wk Measuring- 1 wk Statistics- 1 wk	Number- Calculation 2 wk Number- Fraction 2 wk Measuring- 1 wk Geometry – 1 wk	Number – PV 1 wk Number- Calculation 3 wk Measuring- 1 wk Statistics- 1 wk	Number- Calculation 2 wk Number- Fraction 2 wk Geometry- 1 wk Measuring- 1 wk
Year 4	Number – PV 1wk Number- Calculation 4 wk Measuring- 1 wk Geometry- 1 wk	Number- Calculation 2 wk Number- Fraction 2 wk Measuring- 1 wk Statistics- 1 wk	Number – PV 1 wk Number- Calculation 3 wk Measuring- 1 wk Geometry – 1 wk	Number- Calculation 2 wk Number- Fraction 2 wk Measuring- 1 wk Statistics- 1 wk	Number – PV 1 wk Number- Calculation 3 wk Measuring- 1 wk Geometry- 1 wk	Number- Calculation 2 wk Number- Fraction 2 wk Measuring- 1 wk Statistics- 1 wk
Year 5	Number – PV 1wk Number- Calculation 4 wk Measuring- 1 wk Geometry – 1 wk	Number- Calculation 2 wk Number- Fraction 2 wk Measuring- 1 wk Statistics- 1 wk	Number – PV 1 wk Number- Calculation 3 wk Measuring- 1 wk Geometry- 1 wk	Number- Calculation 2 wk Number- Fraction 2 wk Measuring- 1 wk Statistics- 1 wk	Number – PV 1 wk Number- Calculation 3 wk Measuring- 1 wk Geometry- 1 wk	Number- Calculation 3 wk Number- Fraction 2 wk Measuring- 1 wk
Year 6	Number – PV 1wk Number- Calculation 2 wk Number- Fraction 2 wk Measuring- 2 wk	Number- Calculation 2 wk Number – Fraction 2 wk Algebra- 1 wk Geometry- 1 wk	Number- Calculation/Fraction 3 wk Geometry- 1 wk Measuring- 1 wk Statistics- 1 wk	Number- Calculation/Fraction 3 wk Measuring- 1 wk Geometry – 1 wk Statistics- 1 wk	SATS REVISION/REVISITING CONCEPTS	Application and extension into other mathematical projects/enterprise.

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Intent for TVED Science

We aim for all children to become scientifically knowledgeable, scientifically literate and methodical problem solvers, by facilitating independent inquiry, nurturing curiosity and bringing current, relevant, real-world science into the classroom. This will develop the natural curiosity of the child, encourage respect for living organisms and the physical environment and provide opportunities for critical evaluation of evidence.

All children will work scientifically through:

Identifying, Classifying Grouping, Observing Over Time, Pattern Seeking, Research using secondary sources and Comparative and Fair Testing. Elements of working scientifically need to be within all blocks.
Refer to the TVED Working Scientifically document

	Autumn	Spring	Summer
Year 1	Seasonal changes	Everyday materials	Animals, including humans Plants
	What are the changes over the four seasons?	Can you name and compare materials based on their properties?	How can animals be compared? What are the different parts and types of plants and trees?
Year 2	Uses of every day materials Living things and their habitats	Animals, including humans	Plants
	Can you name, compare and classify materials based on their properties? How do the characteristics of plants and animals suit their habitats?	What do humans need to grow and be healthy?	What does a plant need to stay healthy?
Year 3	Animals, including humans Rocks	Forces and magnets	Plants Light
	How do you move and grow? How are rocks formed?	What is a force?	What is a life cycle of a plant? What is a source of light and what happens when it is blocked?
Year 4	Sound Electricity	States of matter	Living things and their habitat Animals, including humans
	How do you hear things? How does a circuit work?	What makes a liquid, solid or gas?	How do animals thrive in their habitat? What happens to your food when you eat it?
Year 5	Living things and their habitat Animals, including humans	Earth and space	Properties and changes of materials Forces
	What are the life cycles and processes of reproduction in some plants and animals? What are the stages of human development?	How does Earth move within the solar system?	When is a change reversible or irreversible? How do forces act and what are their effects?
Year 6	Evolution and inheritance Light	Electricity	Animals, including humans Living things and their habitats
	How have animals, humans and plants adapted over time? How do we see things?	How do components affect a circuit?	How does your heart work and stay healthy? What characteristics could you use to classify animals and plants?

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Intent for TVED Art

Art allows pupils to become confident independent artists who are creative and have the ability to express themselves using a wide range of materials and media. Through exposure to diverse local, national and international cultural heritage, pupils will foster a love of art and understand how art contributes to the creativity and wealth of our nation and wider world. The curriculum is artist driven and structured to ensure drawing is the strand that underpins and is woven through the entire curriculum.

Outcomes

By the end of KS1 most children will be able to:	By the end of KS2 most children will be able to:
• to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	• to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.

	Autumn	Spring	Summer
Year 1	Artist: Iris Scott Techniques: Drawing and **Painting**	Artist: Lucy Pittaway Techniques: **Drawing**	Artist: Angie Lewin Techniques: Drawing and **Printing**
	What process does Iris Scott use to create her artwork?	How is the work of **Lucy Pittaway** influenced by local landscapes?	How does nature inspire Angie Lewin's artwork?
Year 2	Artist: Friedensreich Hundertwasser Techniques: Drawing and **Painting**	Artist: Mackenzie Thorpe Techniques: **Drawing**	Artist: Alberto Giacometti Techniques: Drawing and **Sculpture**
	How does **Friedensreich Hundertwasser's** work incorporate nature?	How is Mackenzie **Thorpe's** artwork influenced by local landmarks?	How does Giacometti represent figures in his work?
Year 3	Artist: Lowry Techniques: Drawing and **Painting**	Artists: Giuseppe Arcimboldo Techniques: Drawing and **Collage**	Artist: William Morris (designer) Techniques: Drawing, **Textiles and Printing**
	How does **Lowry** use perspective in his artwork?	What inspiration does **Giuseppe Arcimboldo** use and how does he create his portraits?	How is William Morris' artwork influenced by repeated floral patterns?
Year 4	Artist: Anthony Gormley (architect) Techniques: Drawing and **Sculpture**	Artist: David Hockney Techniques: Drawing and **Painting (ipad tech)**	Artist: Claude Monet Techniques: Drawing and **Painting**
	How does **Antony Gormley** use shape and form in his artwork?	What is digital art and how has David Hockney developed this medium?	How does nature inspire Claude Monet's work?
Year 5	Artist: Andy Goldsworthy Techniques: Drawing and **Sculpture**	Artist: Peter Thorpe Techniques: Drawing and **Painting**	Artist: Joe Cornish (photographer) Techniques: Drawing and **Photography**
	How does **Andy Goldsworthy** use natural products to create his sculptures?	How does **Peter Thorpe** use the theme of space to create dramatic effect in paintings?	How does Joe Cornish use light and dark to create a mood in photography?
Year 6	Artists: Barbara Hepworth and Henry Moore Techniques: Drawing and **Sculpture**	Artists: Andy Warhol Techniques: Drawing and **Printing**	Artist: Costume Design (Linked to Trust Performance) Techniques: Drawing and **Textiles**
	How does the work of **Barbara Hepworth** capture the feeling of family life in her art?	Why was the work of Andy Warhol so popular and what effect did it have on popular culture?	How do costumes enhance the experience during theatrical productions?

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Intent for TVED Computing

Our ambition is for our children to be digitally literate and to develop digital agency across a range of domains and tools creatively. We want to develop well rounded digital citizens who can navigate and shape their digital world responsibly and safely to be digital creators, not digital consumers. Our curriculum will equip children with the attitudes, knowledge and skills to succeed in an increasingly digital world in education, home and the workplace.

The computing curriculum is designed with three clear strands:

- Computer science – programming strand.
- Information Technology (IT) – this is broken into the teaching of three different digital artefacts (text and image, visual and audio)
- Digital literacy (this is embedded across all units and also delivered as part of our PSHE curriculum)

Outcomes

By the end of KS1 most children will be able to:	By the end of KS2 most children will be able to:
• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Computer Science	IT – Text and Image	Computer Science	IT – Visual	Computer Science	IT – Audio
	Can I explain what an algorithm is and create one to move a person?	Can I make a poster that includes text and a picture?	Can I programme a Beebot to reach a specific destination?	Can I create a simple movie with a voiceover?	Can I move a sprite using blocks and commands in Scratch Jr?	Can I create sound and music in an app for a given theme?
Year 2	Computer Science	IT – Text and Image	Computer Science	IT – Visual	Computer Science	IT – Audio
	How do I write an algorithm to move a robot to a set destination?	How do I digitally present information about a topic? Can you use a checklist?	How do I produce sequences and work with sprites in Scratch Jr?	How do I create and edit a simple movie?	How do you produce and edit sequences in Scratch?	How do I use an app to create a performance?
Year 3	Computer Science	IT – Text and Image	Computer Science	IT – Visual	Computer Science	IT – Audio
	How do I produce multiple sequences and work with sprites in Scratch?	How do I create an informative poster/flyer using digital technology? How do I work with basic spreadsheets?	How do I write algorithms to move a robot using multiple sequences of commands?	How do I create a movie for a specific audience?	How do I program sprites to interact with an event?	How do I create a multi-layered tune?
Year 4	Computer Science	IT – Text and Image	Computer Science	IT – Visual	Computer Science	IT – Audio
	How do I create a story using timed sequences?	How do I create a multi-layered document? How do I create an animated presentation?	How do create shortcuts in code using loops?	How can I create a stop motion animation? How can I choose appropriate online content to use?	How do you use a coding app to move a programmable toy?	How do I create a voiceover track with multiple layered instruments?
Year 5	Computer Science	IT – Text and Image	Computer Science	IT – Visual	Computer Science	IT – Audio
	How do I program commands so that arrow keys control a sprite?	How do I produce an eBook incorporating a spreadsheet table?	How do I use 'if' and 'then' commands to control a quiz?	How do I create objects in virtual/ augmented reality?	How do I program a programmable toy to complete a specific task?	How do I create a short podcast with multiple sections? How do I perform with other children on a 'jam' session?
Year 6	Computer Science	IT – Text and Image	Computer Science	IT – Visual	Computer Science	IT – Audio
	How do I use variables in games to affect how the game is played and designed?	How do I use my computing knowledge to support revision and recall?	How do I use my computing knowledge to create a design project?	How do I use my computing knowledge to support careers knowledge?	How do I use my computing knowledge to support the work of others?	How do I use my computing knowledge to help prepare for Key Stage 3?

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Intent for TVED Design Technology

We aim to equip children with technical knowledge to develop life skills for the world beyond school. To make and create products through independent and creative thinking, individually and as part of a team. They will also be able to evaluate effectively utilising acquired vocabulary.

Outcomes

By the end of KS1 most children will be able to:	By the end of KS2 most children will be able to:
• use a range of materials to design and make simple products; • select materials, tools and techniques and explain their choices; • understand simple mechanisms and structures; • measure, assemble, join and combine materials in a variety of ways using basic tools safely; • investigate and evaluate simple products, commenting on the main features.	• use knowledge and understanding of a range of materials, components and techniques to design and make quality products; • evaluate work as it develops and, if necessary, suggest alternatives; • produce designs and plans which list the stages involved in making a product, and list tools and materials used; • accurately measure, mark, cut, join and combine a variety of materials, working safely and recognising hazards to themselves and others; • understand the use of electrical and mechanical systems and more complex structures; • evaluate what is or is not working well in a product.

	Autumn	Spring	Summer
Year 1	Cooking and nutrition: Making soup	Mechanisms: bridge building	Textiles: Make a glove / sock puppet
	What makes a healthy soup?	How do you build a strong bridge?	How did you make your glove / sock puppet?
Year 2	Cooking and Nutrition: Bake a cake	Mechanisms: Make a vehicle	Textiles: Make a finger puppet
	How do you bake a cake?	How did you make your vehicle and how did it move?	How did you join your finger puppet?
Year 3	Textiles: Make a cushion	Cooking and Nutrition: Make a salad	Mechanisms: Make a clay pot
	What stitching types did you use to join your materials?	How did you make your salad?	How did you join the different clay parts?
Year 4	Textiles: Make a soft toy	Cooking and Nutrition: Healthy Pizza	Mechanisms: Make a light house
	How did you make your soft toy?	What makes your pizza healthy?	How did you make your lighthouse and how did it light up?
Year 5	Mechanisms: Make a space buggy	Textiles: Make a water bottle holder	Cooking and nutrition: Make a two-course meal
	What makes your space buggy move?	What features did you add to your water bottle carrier?	How did you make your two-course meal?
Year 6	Mechanisms: Make a moving toy	Textiles: Make a pencil case	Cooking and Nutrition: Make a three-course meal
	What features did you use to make your toy move?	What techniques did you use to make your pencil case?	How did you make your three-course meal?

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Intent for TVED Geography

We aim to provide children with the knowledge and vocabulary to understand how the human and physical features of a place shapes its location and can change over time. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it.

Outcomes

By the end of KS1 most children will be able to:

- describe the main features of localities and recognise similarities and differences;
- recognise where things are and why they are as they are;
- express their own views about features of an environment and recognise how it is changing;
- find out about places and environments by asking and answering questions, by using their own observations and other geographical enquiry skills and resources.

By the end of KS2 most children will be able to:

- explain the physical and human characteristics of places, and their similarities and differences;
- know the location of key places in the United Kingdom, Europe and the world;
- explain patterns of physical and human features;
- recognise how selected physical and human processes cause changes in the character of places and environments;
- describe how people can affect the environment and explain the different views held by people about environmental change;
- undertake geographical investigations by asking and responding to questions and using a range of geographical enquiry skills, resources and their own observations.

Geography	Autumn	Spring	Summer
Year 1	Locational knowledge: the geography of our school and the surrounding area- Inc. maps	Locational knowledge: overview of the continents and oceans- Inc. maps	Human and physical: weather patterns in the UK and the world - Inc. polar regions and the Equator
	Can you explain where you live?	Can you name the continents of the world and which one England is in?	What is the weather like in different parts of the world?
Year 2	Locational geography: The UK and the surrounding seas	Human and physical: Comparing contrasting areas	Place Knowledge: focus on Australia
	Which countries make up the UK and what are their capital cities?	Can you compare the physical and human features of two different areas?	What are the similarities and differences between Middlesbrough and Sydney?
Year 3	Locational Knowledge: Wales, Scotland and Northern Ireland	Human and physical geography: Volcanoes and earthquakes	Place Knowledge: Scandinavia
	What are the human features of your county, and can you compare them with another?	What happens when the Earth moves?	How is mainland Scandinavia different to the United Kingdom?
Year 4	Place knowledge: Italy	Human and physical: Hot and cold areas of the world	Locational knowledge: North East - hills, rivers, coasts
	How has the geography of Lazio, in Italy and the North East of England affected the way people live there?	How does the location of a place affect its temperature?	What are the physical and human features of where you live?
Year 5	Human and physical: Rivers and basins including the water cycle	Human and physical geography: Biomes and vegetation belts	Human and physical: Pollution and climate change
	Why are rivers important in the development of human settlements?	Can you name a biome and its characteristics?	How are our weather patterns changing?
Year 6	Human and physical: Settlements	Place knowledge: North, South and Central America	Locational knowledge - Europe and the capital cities
	How does the geography of a settlement explain its population?	What makes the physical geography of the Americas unique?	What are the similarities and differences of countries that make up the continent of Europe and can you name their capital cities?

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Intent for TVED History

We aim to provide children with an understanding of chronology and the knowledge to communicate the impact of significant historical events and individuals on our lives today, and the lives of others, using appropriate vocabulary. We want children to be curious to know more about the past and to have the skills required to explore their own interests. It is important for children to develop a sense of identity through learning about the past and we want them to know how history has shaped their own lives.

Outcomes

By the end of KS1 most children will be able to:	By the end of KS2 most children will be able to:
• speak and write about familiar and famous people and events from the recent and more distant past, using everyday terms concerned with the passing of time; • distinguish between aspects of their own everyday lives and the lives of people in the past; • identify some ways in which the past is represented; • find out about the past by asking and answering questions using a range of sources of information.	• describe the contribution made by people, events and developments in the recent and more distant history of Britain and other countries and make links across the periods of history studied; • give some reasons for, and results of, main events and changes and provide explanations about why people in the past acted as they did; • find out about the past by asking and answering questions using a range of sources of information; • give some explanations for the different ways the past is represented and interpreted; • record their knowledge and understanding about the past in a variety of ways using dates and historical terms.

History	Autumn	Spring	Summer
Year 1	Past and present	Life of a significant local individual: Captain Cook	Local history study: The Transporter Bridge
	What was different when my parents and grandparents were little?	Why is Captain Cook important?	What was Middlesbrough like when the transporter bridge was built?
Year 2	British History: The Great Fire of London	Local history study: Middlesbrough	Life of a significant individual: Queen Elizabeth II
	What and how do we know about the Great Fire of London?	How has Middlesbrough changed in the last 200 years?	Why is Queen Elizabeth II important?
Year 3	Empires and Civilisations: Stone Age through to Iron Age	Local history study: Impact of the River Tees	Empires and Settlements: The Vikings and the Anglo Saxons
	What changes happened between the Stone Age and the Iron Age and how did it impact on Britain?	How has the River Tees changed Middlesbrough?	Who were the Vikings and what impact did they have on Britain?
Year 4	Empires and Civilisations: Roman Empire and its impact on Britain	Local history study: Academy specific eg Pennyman family/Steel works/Chemical works	British History: British Kings and Queens
	Who were the Romans and what was their impact on Britain?	How has (the Pennyman Family/ Middlesbrough Football Club/ local industry) impacted on our academy community?	How did Henry VIII impact Britain and how does he compare to Queen Elizabeth II?
Year 5	Empires and Civilisations: Ancient Egypt	Empires and Civilisations: Ancient Greece	Significant individuals: Margaret Thatcher
	Who were the Ancient Egyptians and what impact did they have?	Who were the Ancient Greeks and what impact did they have?	Who was Margaret Thatcher and what was her impact on Britain and the North East?
Year 6	British History: Britain and World War II	Empires and Civilisations: Opening up America	
	How did WWII start and what was the impact on the life of a child?	Who were the North Americans and what impact did they have on the indigenous people?	

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Intent for TVED Music

We aim for children at TVED to enjoy a rich music curriculum that gives them opportunities to **sing, play instruments, compose, listen to and appraise music**. They will develop new skills, learning to read music, understand the importance of music on our mental health and well-being as well as understanding how a rich musical background can bring enjoyment and fulfilment in our lives. The children will have a wide range of opportunities to perform in a range of settings and enjoy the music of professional musicians and specialists and we aim to provide music and performing arts to the children in our disadvantaged communities giving experiences that would be outside of their normal world.

Outcomes

By the end of KS1 most children will be able to:	By the end of KS2 most children will be able to:
• Use their voices expressively and creatively singing songs and speaking chants and rhymes; • Play tuned and untuned instruments musically; • Listen with concentration and understanding to a range of high quality live and recorded music; • Experiments with, create, select and combine sounds using the interrelated dimensions of music.	• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing fluency, control and expression; • Improvise and compose music for a range of purposes using the interrelated dimensions of music; • Listen with attention to detail and recall sounds with increasing aural memory; • Use and understand staff and other musical notations; • Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians • Have some understanding of the history of music.

	Autumn	Spring	Summer
Year 1	Untuned percussion and songs & Christmas performance	Samba music and singing using Musik8 musical terms	Tuned percussion and styles of music
	Can you **create** rhythms and sound effects, using graphic scores, on an untuned instrument?	Can you **sing** a range of songs, chants and rhymes including question and answer phrases?	Can you **create** sound effects to enhance a story?
Year 2	Untuned percussion and songs & Christmas performance	Samba music and singing	Tuned percussion and styles of music
	Can you **create** a piece of music to represent a rocket launch?	Can you **compose and perform** question and answer phrases using untuned percussion instruments?	Can you **read** notation to **perform** a simple tune?
Year 3	Instruments - Recorders	Instruments - Recorders	Instruments - Recorders and singing
	Can you **play** a melody using 3 notes?	Can you **compose** your own melody using a known rhythm?	Can you **perform** in a group?
Year 4	Music Technology & Christmas performance	Instruments - Boomwhackers	African Drumming
	Can you **compose** a piece of music using Garageband?	Can you **read and perform** a piece of music using notes C-A?	Can you **perform** a piece of African music?
Year 5	Music Technology & Christmas performance	African Drumming	Samba music
	Can you **record and play** a melody using the keyboard on Garageband with a chord accompaniment?	Can you **read and perform** notation for African drumming?	Can you **perform** for an audience?
Year 6	African Drumming & Christmas performance	Music Technology	Musical Performances
	Can you **compose and perform** a piece of African music using African drumming notation?	Can you **compose and play** a piece of music using a whole octave?	Can you **contribute to the performance** of a school concert?

TVED Long Term Curriculum Map

TEES VALLEY EDUCATION
www.teesvalleyeducation.co.uk

Intent for TVED PE

The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle. We aim to develop the knowledge, skills and capabilities necessary for mental, emotional, social and physical well-being in our children now and for their future. Physical fitness is an important factor. It teaches self-discipline and that to be successful you must work hard, cooperate, collaborate and demonstrate resilience.

Outcomes

By the end of KS1 most children will be able to:	By the end of KS2 most children will be able to:
• Master basic movements including running, jumping, throwing and catching • Develop balance, agility and co-ordination and begin to apply these in a range of activities • Participate in team games, developing simple tactics for attacking and defending • Perform dances using simple movement patterns	• Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively • Perform safe self-rescue in different water-based situations.

	Autumn	Spring	Summer
Year 1	**Invasion Games** Can you keep a ball under control?	**Net/Wall** Can you hold a racket in the correct place?	**Striking Fielding** Can you hold a bat using in the correct place?
	Gymnastics Can you show a starting position for a shape/movement?	**Dance** Can you move in variety of ways?	**Athletics** Can you begin to explore the correct technique in running, throwing & jumping?
Year 2	**Invasion Games** Can you pass/send a ball accurately to a partner or target?	**Net/Wall** Can you start to show a dominant hand when holding a racket?	**Striking Fielding** Can you start to show a dominant hand when holding a bat in 1 or 2 hands?
	Gymnastics Can you show how to move from a starting position to a shape/movement?	**Dance** Are you able to move more than one body part whilst moving?	**Athletics** Can you explore the correct technique in running, throwing & jumping?
Year 3	**Invasion Games** Can you pass/send a ball accurately to a partner whilst moving?	**Net/Wall** Can you consciously hold the racket using the correct technique?	**Striking Fielding** Can you hold the bat using the correct technique all of the time?
	Gymnastics Can you move from one shape / movement to another?	**Dance** Can you replicate simple dance shapes & movements?	**Athletics** Can you begin to show the correct technique in running, throwing & jumping?
Year 4	**Invasion Games** Can you use a range of passes in a game situation?	**Net/Wall** Can you begin to use 1 handed shots when hitting the ball?	**Striking Fielding** Can you begin to use 1 handed shots when hitting the ball in certain games?
	Gymnastics Can you show a sequence of shapes / movements?	**Dance** Can you link different movements together to make a pattern / sequence?	**Athletics** Can you frequently show the correct technique in running, throwing & jumping?
Year 5	**Invasion Games** Can you pass, receive and move into space to create attacking opportunities?	**Net/Wall** Can you select the correct shot choice when hitting a ball?	**Striking Fielding** Can you select the correct shot choice when hitting a ball in a game situation?
	Gymnastics	**Dance**	**Athletics**

	Can you show a complex sequence of shapes / movements?	Can you use your imagination to create a short routine?	Can you consistently show the correct technique in running, throwing & jumping?
Year 6	**Invasion Games** Can you pass, receive and move to maintain possession?	**Net/Wall** Can you use different shots consistently under pressure in a game situation?	**Striking Fielding** Can you use different shot and bowling techniques consistently in a game situation?
	Gymnastics Can you move in a variation of ways with increased control and fluency?	**Orienteering** **Dance** Are you able to dance with confidence and fluency to make a dance routine?	**Athletics** Can you adapt your running, throwing and jumping techniques to suit different aspects of athletics?
	Invasion Games include: Football, Tag-Rugby, Basketball, Netball, Boccia, Wheelchair Basketball; **Artistic includes**: Gymnastics, Cheerleading and Dance; **Striking Fielding:** Cricket, Rounders, Table Cricket, Tri-Golf; **Net Wall Games:** Tennis, Badminton, Volleyball, Seated Volleyball, Table Tennis; ***Dance/orienteering academy specific and timetabled around specialist availability**		

TVED Long Term Curriculum Map

TEES VALLEY EDUCATION
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Intent for TVED Relationships Education, Relationships and Sex Education and Health Education (RSE)

At TVED, Relationship Education is learning about the emotional, social and physical aspects of growing up. It will prepare children, building knowledge, vocabulary and confidence, to value who they are and understand how they relate to other people in this ever-changing world.

Outcomes

By the end of KS1 most children will be able to:	By the end of KS2 most children will be able to:
• Value and respect one another • Appreciate themselves and those around them • Understand how to keep safe and healthy • Be respectful and kind	• Value each other and act in a responsible and ethical way • Have a sense of self so they can become engaged citizens • Understand how to stay safe individually and with others • Be confident and independent

	Autumn	Spring	Summer
Year 1	Caring friendships: Importance of friendships Respectful relationships: Manners	Families and people who care for me: Importance of family Mental Wellbeing: Being healthy	Being safe: Personal boundaries Physical Health: Being healthy
	Who are your friends and why? What are good manners?	Why are families important when growing up? What is mental health?	What are appropriate boundaries? Why do I need to exercise and eat healthily?
Year 2	Caring friendships: Characteristics of friends Respectful relationships: Differences	Families and people who care for me: Characteristics of a healthy family Mental Wellbeing: My feelings	Being safe: Secrets Physical Health: Diet
	What are the characteristics of a good friend? How are we all different?	What are the characteristics of a healthy family? How can I express my feelings and why is that important?	When is it right to keep a secret? What is the impact of diet on my health?
Year 3	Caring friendships: Healthy friendships Respectful relationships: Respect	Families and people who care for me: Differences Mental Wellbeing: Myself and others	Being safe: Physical contact Physical Health: Sleep
	How do good friends make you feel? What is respect and why is it important?	How are families different? How can I look after my own and others wellbeing?	What is appropriate physical contact? How can a lack of sleep impact on my health?
Year 4	Caring friendships: Resolving conflict Respectful relationships: Respecting myself	Families and people who care for me: Security Mental Wellbeing: Hobbies and interests	Being safe: Strangers Physical Health: Illness
	What do I do when a friend falls out with me? How do I respect myself?	How does my family make me feel safe and secure? Why are my hobbies important for my wellbeing?	How do you know which adults to trust? What can I do if I feel unwell?
Year 5	Caring friendships: Building trust Respectful relationships: Bullying and stereotypes	Families and people who care for me: Commitment Mental Wellbeing: Being isolated	Being safe: Being unsafe Changing me: Puberty and personal hygiene Physical Health: Keeping clean
	What is a trustworthy friend? What are stereotypes and how may they lead to bullying?	How do individuals show their commitment to each other? How does loneliness and bullying affect wellbeing?	What is risk taking behaviour? How does my body change as I get older? Why is it important to keep clean?
Year 6	Caring friendships: Judgement calls Respectful relationships: Mutual respect	Families and people who care for me: Respect Mental Wellbeing: Seeking support	Being safe: Getting help Changing me: Puberty Physical Health: Drugs, alcohol and tobacco
	When is a friend not a friend? How do we show mutual respect in society?	Are my family always right? How do I seek support if I am worried about my own or someone else's wellbeing?	How can I get help if I do not feel safe? Why are my emotions changing? What are the dangers of different substances?
Additional Content	*Basic first aid *Age appropriate self-care *Online relationships to be covered through Computing curriculum *Safer Internet Day		

TVED Long Term Curriculum Map

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Intent for TVED RE

We aim to help children appreciate that they live in a multicultural country. They will develop an understanding of how religious beliefs shape people's lives and behaviours, evidenced through discussions using appropriate vocabulary. They will develop the ability to make reasoned and informed judgements about religious and moral issues, enhancing their spiritual, moral, social and cultural knowledge and their understanding of key religious concepts.

Outcomes

By the end of KS1 most children will be able to:	By the end of KS2 most children will be able to:
• To understand beliefs and teachings • To understand practices and lifestyles • To understand how beliefs are conveyed • To reflect • To understand values • To study the main stories of Christianity. • To study Judaism. • To study other religions of interest to pupils.	• To understand beliefs and teachings • To understand practices and lifestyles • To understand how beliefs are conveyed • To reflect • To understand values • To study the beliefs, festivals and celebrations of Christianity. • To study Buddhism, Hinduism, Islam and Sikhism. • To study other religions of interest to pupils.

	Autumn	Spring	Summer
Year 1	Introducing Religion	Christianity: Easter	Religious Stories: Parables
	What does it mean to belong in Christianity?	Why is Easter important to Christians?	What do parables teach Christians?
Year 2	Christianity: beliefs, customs and practices	Judaism: beliefs, customs and practices	Religious Stories: Miracles of Jesus
	What is important in the Christian faith?	What is important in the Jewish faith?	What do the miracles of Jesus teach Christians?
Year 3	Use of light in religion	The Christian Year	Judaism: Passover
	What does light symbolise in different religions?	Can you name the key events in the Christian year and why they are important?	Why is Passover important to the Jewish faith?
Year 4	Different Christian denominations	Islam: beliefs, customs and practices	Use of colour in religion
	Can you name and explain some differences between Christian denominations?	What is important in the Muslim faith?	Why is colour important in religions?
Year 5	Creation stories across religion	Sikhism: beliefs, customs and practices	Buddhism: beliefs, customs and practices
	How did the world begin according to Christians, Jews and Muslims?	What is important in the Sikh faith?	What is important in the Buddhist faith?
Year 6	Hinduism: beliefs, customs and practices	Humanism: beliefs, customs and practices	Multicultural Britain
	What is important in the Hindu faith?	How do Humanists live their lives?	What are the benefits of a multicultural Britain?