

| | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 |
|------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | EYFS A/B | | | Year 1/2 A | | | Year 1/2 B | | | Year 3/4 A | | | Year 3/4 B | | | Year 5/6 A | | | Year 5/6 B | | |
| WHOLE SCHOOL THEME | Time Travellers / Go Global | Welcome to Tadcaster and Beyond / Yorkshire | Come fly with me / Eureka! | Time Travellers | Welcome to Tadcaster and Beyond | Come fly with me. | Go Global | Yorkshire | Eureka! | Time Travellers | Welcome to Tadcaster and Beyond | Come fly with me. | Go Global | Yorkshire | Eureka! | Time Travellers | Welcome to Tadcaster and Beyond | Come fly with me. | Go Global | Yorkshire | Eureka! |
| HISTORY TPA History progression | Growing up/ our lives Bonfire night Remembrance Day | Changes of locality Chinese New Year | Past - Babies and our Lives | Events beyond living memory The Gunpowder Plot | Significant historical events Local study | Aspects of life in different periods through individuals Queen Victoria and Elizabeth I | Lives of significant individuals Christopher Columbus/ Neil Armstrong | Castles and Knights | Events beyond living memory The Great fire of London | Britain beyond 1066 Leisure and entertainment The Swinging Sixties | Local study - Local history | Changes in Britain from Stone Age to Iron Age | Achievements of the Earliest Civilisations Ancient Egypt | The Roman Empire and it's impact on Britain | Lives and influence of - Archimedes and Anglo Saxons - Alfred the Great King Athelstan Edward the Confessor | Non-European society Mayan Civilisations | Local study Local history | Britain beyond 1066 Crime and Punishment | The Vikings | Britain beyond 1066 The Home Front in World War II | Achievements of the Earliest Civilisations Ancient Greece |
| Historical enquiry | | | | Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Develop an awareness of the past, using common words and phrases related to the passing of time. Use a wide vocabulary of everyday historical terms. | | | | | Know how to note connections, contrasts and trends over time. Develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, similarity and difference and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving reasons for this. | | | | | | Know how to note connections, contrasts and trends over time. Develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, similarity and difference and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving reasons for this. | | | | | | |
| Key Vocab Each key stage uses and builds on the previous vocabulary | Family, friends, past, present, future, celebrate, remember, bonfire, fireworks | | | Past, present, yesterday, after, similar, different, represent, source, old, older, oldest, long ago, timeline, chronological, historian, fact, opinion | | | | | BC, AD, ancient, impact, first-hand evidence, importance, archeologist, civilization, invasion, neolithic, empire, kingdom, settlement, legacy, culture, myth, infer, suggest, millenium, change, | | | | | | Reliable, reformation, reform, connection, trend, significance, organisation, selection, relevant, knowledge, version, legislation, industrial, revolution, primary evidence, secondary evidence, continuity, however, eye witness, argument, native, agriculture, stereotype, attitude, parliament, propaganda, bias, excavate, omit, conclusion, alliance, contrast | | | | | | |
| GEOGRAPHY TPA Geography progression | My school My house My town | My world - land and sea Cold regions of our world | Hot regions of the world Queen's Jubilee (UK and London) Seaside | Capital cities of the UK and surrounding seas Maps, compasses and directions | Local area study The school and it's grounds Mapwork Aerial photos Weather patterns and seasons Consolidate knowledge of Tadcaster, York, Leeds, River Wharfe. | Place knowledge - non-European country | World knowledge - Continents and oceans - Maps, atlases and globes | Yorkshire Rivers, mountains,and coasts Weather patterns Key physical features Key human features | Comparison between area of UK and area of non-European country Location of hot and cold areas of the world | Countries and Cities of the UK Maps, atlases, globes - key, symbols Eight point compass and simple grid references | Local study - Mapwork Topographical features Human and Physical features | Extreme Earth - Volcanoes/ Earthquakes | World knowledge - Europe (including Russia), North and South America Compasses and grid references | Compare region of UK, Mexico and Norway Rivers and coasts The water cycle Settlements and land use | World countries - understand climate, vegetation, Understand latitude and longitude, Equator, Arctic/Antarctic | World knowledge - Europe (including Russia), North and South America | Local study - Mapwork Topographical features Human and Physical features | Extreme Earth - Volcanoes/ Earthquakes | Countries and Cities of the UK Maps, atlases, globes - key, symbols Eight point compass and simple grid references | Compare region of UK, Brazil and Germany Rivers and coasts The water cycle Settlements and land use | World countries - understand climate, vegetation, volcanoes and earthquakes Understand latitude and longitude, Equator, Northern and Southern hemispheres, tropics, arctic/antarctic |
| Fieldwork | | | | First-hand observation linked to locational awareness. Use simple fieldwork and observational skills to study the geography of their school grounds and the key human and physical features of its surrounding environment. | | | | | Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. | | | | | | Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. | | | | | | |
| Key Vocab Each key stage uses and builds on the previous vocabulary | Environment, graden, school, village, town, city, bridge, factory, river, field, road, path, London, UK, Tadcaster, Yorkshire, sea, seaside, beach, rockpools, pollution | | | Town, village, city, county, country, world, continent, capital city, river, mountain, bridge, season, travel, physical, human, feature, coast, sea, ocean, weather pattern, hot, cold, area, desert, cliff, hill, environment, pole, distant, local, address , map | | | | | Globe, landscape, community, north, south, east, west, compass, key, atlas, volcano, earthquake, Europe, Americas, grid reference, United Kingdom, cycle, settlement, vegetation, longitude, latitude, Equator, Arctic, Antarctic, erosion, climate, organic, scale, urban, rural, tropical, polar, humid, environment, natural, man-made, | | | | | | Climate zone, vegetation belt, contour, terrain, delta, arid, evaporation, population, precipitation, condensation, industry, transportation, irrigation, sub-continent, sustain, disperse, natural disaster, tropic, deforestation, renewable, biome, subterranean, pollution, import, export, hemisphere, conservation, meridian, Greenwich mean time, tectonic plates | | | | | | |
| RE including SMSC | Harvest Diwali Christmas | Chinese New Year Easter | Sepcial Me! | Believing | Believing and Expressing | Living | Believing | Believing and Expressing | Living | Believing | Expressing | Living | Believing | Expressing | Living | Believing | Expressing | Living | Believing | Expressing | Living |
| TPA RE progression NY RE syllabus | | | | 1.1 Who is a Christian and what do they believe? (Believing) | 1.3 Who is Jewish and what do they believe? (Believing) 1.5 What makes some places sacred? (Expressing) | 1.8 How should we care for others and the world and why does it matter? (Living) | 1.4 What can we learn from Sacred books? (Believing) | 1.2 Who is a Muslim and what do they believe? (Believing) 1.6 How and why do we celebrate special and sacred times? (Expressing) | 1.7 What does it mean to belong to a faith community? (Living) | L2.1 What do different people believe about God? | L2.5 Why are festivals important to religious communities? | L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today? | L2.3 Why is Jesus inspiring to some people? L2.2 Why is the Bible important for Christians today? | L2.6 Why do some people think that life is a journey and what significant experiences mark this? | L2.9 What can we learn from religions about deciding what is right and wrong? | U2.3 What do religions say to us when life gets hard? | U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? | U2.7 What matters most to Christians and humanists? | U2.1 Why do some people think God exists? | U2.4 If God is everywhere, why go to a place of worship? | U2.6 What does it mean to be a Muslim living in Britain today? |
| Key Vocab Each key stage uses and builds on the previous vocabulary | Christian, God, Jesus, diwali, Christmas, bible, Harvest, dragon, China, Chinese food, Easter, the cross, Shrove Tuesday, pancake day. | | | Belief, festival, worship, belonging, religious story, sacred, similar, difference, tradition, signs, symbols, prayer, praise, Christian, Muslim, Jewish, God, blessing, celebration, holy, ceremony, promise, hymn, | | | | | Religion, community, Hindu, journey of life, challenge, trust, faith, attributes, influence, guidance, wisdom, creation, temptation, blame, parable, Holy spirit, incarnation, salvation, values, attitudes, ritual, philosophy, metaphor, symbolism, commitment, life, death, non-religious ceremony, diversity, teachings, | | | | | | Thiest, athiest, agnostic, existance, universe, Earth, presence, all-powerful creator, love, forgiveness, justice, fairness, generosity, moral dilemma, suffering, key concepts, bereavement, Heaven, after-life, liturgies, meditation, pilgrimage, house of God, charity, scripture, Humanist, Muslim, practice, freedom, peace, truth, | | | | | | |
| ART AND DESIGN | Painting | Printing | Collaging | Drawing | Drawing | Drawing | Drawing | Drawing | Drawing | Drawing - Perspective | Drawing | Drawing | Drawing | Drawing | Drawing | Drawing - Perspective | Drawing | Drawing | Drawing | Drawing | Drawing |
| TPA Art progression | | | | Painting | Textiles | Sculpture | 3D | Printing | Collage 3D clay | Painting | Textiles | Sculpture - Clay | 3D | Printing | Collage | Painting | Textiles | Sculpture - Clay | 3D | Printing | Collage |
| Skills | Across each term in years A and B skills will cover : Generating ideas - Making - Evaluating - Knowledge and understanding (assessment) | | | | | | | | | | | | | | | | | | | | |
| Artists, Designers & Architects | Across each term in years A and B children will study Artists, Designers and Architects appropriate for their age, their topic and the focus areas. | | | | | | | | | | | | | | | | | | | | |
| Key Vocab Each key stage uses and builds on the previous vocabulary | | | | draw, paint, thick, thin, tone, light, dark, pencil, charcoal, pastel, texture, pattern, shape, scene, primary colours, secondary colours, tint, print, roll, rub, press, design, make, cut, coil, materials, model, clay, thread, textiles, fabric, weave, repeating, sew, patchwork, tear, collage, repeat, artist, designer, architect, traditional, contemporary, program, mark-making, edit, change, mood, photograph, join | | | | | grade, shade, facial expression, line, theme, detail, proportion, object, figure, feeling, body language, motion, annotation, sketchbook, reflection, image, predict, outcome, colour wheel, background, foreground, wash, effect, depth, gouache, acrylic, water colour, printing block, pop-up, life-sized, experiment, combine, process, 3D, sculpt, malleable, padding, stitch, project, accurate, mosaic, montage, form, culture, time period, emotion, communicate, message, audience, style, digital, graphical | | | | | | identify, imagination, perspective, purpose, explanation, apply, final, light source, colour ladder, tonal range, distance, method, application, overprint, technique, visual, tactile, element, anywhere, embroidery, running stitch, cross stitch, back stitch, interpretation, audience, showcase, ceramic, research, quality, influence, text, scan, software, animation, adaptation, | | | | | | |
| DESIGN TECHNOLOGY (DT) | Using simple tools | Modelling | Staying safe | Design | Design | Design | Design | Design | Design | Design | Design | Design | Design | Design | Design | Design | Design | Design | Design | Design | Design |
| TPA DT progression | | | | Making | Making | Making | Making | Making | Making | Making | Making | Making | Making | Making | Making | Making | Making | Making | Making | Making | Making |
| | Tools and cutting skills | | | Joining techniques | | Materials and components | Tools and cutting skills | Joining techniques | Materials and components | Tools & equipment Cutting skills | Shaping, joining and finishing | Materials and components | Tools & equipment Cutting skills | Shaping, joining and finishing | Materials and components | Tools & equipment Cutting skills | Materials and components | Shaping, joining and finishing | Tools & equipment Cutting skills | Materials and components | Shaping, joining and finishing |
| | Construction kits | | | Ingredients | | Textiles | Construction kits | Ingredients | Textiles | | Ingredients | Function and aesthetics | | Ingredients | Function and aesthetics | | Ingredients | Function and aesthetics | | Ingredients | Function and aesthetics |

| | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------------------------|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| | EYFS A/B | | | Year 1/2 A | | | Year 1/2 B | | | Year 3/4 A | | | Year 3/4 B | | | Year 5/6 A | | | Year 5/6 B | | |
| WHOLE SCHOOL THEME | Time Travellers / Go Global | Welcome to Tadcaster and Beyond / Yorkshire | Come fly with me / Eureka! | Time Travellers | Welcome to Tadcaster and Beyond | Come fly with me. | Go Global | Yorkshire | Eureka! | Time Travellers | Welcome to Tadcaster and Beyond | Come fly with me. | Go Global | Yorkshire | Eureka! | Time Travellers | Welcome to Tadcaster and Beyond | Come fly with me. | Go Global | Yorkshire | Eureka! |
| NC Design Technology POS | | | | Evaluation Existing products | Evaluation Own products | Evaluation Own products - design criteria | Evaluation Existing products | Evaluation Own products | Evaluation Own products - design criteria | Evaluation Existing products | Evaluation Own products and design criteria | Evaluation Key designers and events | Evaluation Existing products | Evaluation Own products and design criteria | Evaluation Key designers and events | Evaluation Existing products | Evaluation Own products and design criteria | Evaluation Key designers and events | Evaluation Existing products | Evaluation Own products and design criteria | Evaluation Key designers and events |
| | | | | Technical knowledge Structures - stronger, stiffer, stable | Technical knowledge | Technical knowledge | Technical knowledge | Technical knowledge | Technical knowledge | Technical Knowledge Mechanical systems | Technical Knowledge Strengthening, stiffening and reinforcing | Technical Knowledge Electrical systems | Technical Knowledge Mechanical systems | Technical Knowledge Complex structures | Technical Knowledge Computer control | Technical Knowledge Mechanical systems | Technical Knowledge Strengthening, stiffening and reinforcing | Technical Knowledge Electrical systems | Technical Knowledge Mechanical systems | Technical Knowledge Complex structures | Technical Knowledge Computer control |
| | | | | | Cooking and nutrition | | | Cooking and nutrition | | | Technical Knowledge | Cooking and nutrition | | Cooking and nutrition | | | | Cooking and nutrition | | | Cooking and nutrition |
| Key Vocab Each key stage uses and builds on the previous vocabulary | | | | Join, assemble, adapt, slider, lever, slot, product, design, criteria, evaluate, function, tool, materials, structure, framework, edge, corner, surface, weak, strong, stable, stiff, construction, vehicle, chassis, ngredients, utensil, equipment, recipe, portion, healthy | | | | | | Mechanism, linkage, pivot, rotation, prototype, linear, component, net, recycle, corrugated, flexible, reuse, laminated, score, shaping, designer, architect, complex, strengthen, reinforce, electrical, system, mechanical, innovative, computer controlled, aesthetics, design criteria, texture, hygenic, sensory, food groups | | | | | | Pulley, drive belt, spindle, axle, engineering, design brief, frame, triangulation, stability, temporary, permanent, development, constraints, diagram, knead, carbohydratee, protein, vitamins, fat, sugar, balanced | | | | | |
| COMPUTING | Roleplay toys | Beebots | Mark making software | Please use this link to access Teach Computing resources on shared drive Teach computing resources by year group For EYFS use this guidance https://www.computingatschool.org.uk/custom_pages/420-eyfs-computing | | | | | | | | | | | | | | | | | |
| TPA Computing progression | | | | | | | | | | | | | | | | | | | | | |
| Control Systems TPA Computing Progression Docs Code for life Barefoot computing , https://www.barefootcomputing.org/login . Teach computing https://teachcomputing.org/ Keychain computing | | | | Coding | Coding | Design a simple program | Coding | Coding | Design a simple program | Programs to create specific goals. | Sequence in programs. | Various forms of input and output. | Design, write and debug programs. | Use sequence, selection and repetition in programs. | Experiment with variables to control models | Combine sequences to turn external devices on and off Use logical reasoning to detect errors in programs | Understand how computer networks work including the internet. | Combine a variable with relational operators (< = >) to determine when a program changes, e.g. if score > 5, say "well done" | Recognise different solutions for the same problem Refine a program based on end user feedback. | Design a physical computing system that uses sensors, e.g. using a flow chart | Explore 'what if' questions by planning different scenarios for controlled devices |
| Key Vocab Each year uses and builds on the previous vocabulary | Program | | | Algorithms, programs. | | | Logical, predict, debug, precise instructions. | | | Create specific goals, sequence, input and output. | | | Experiment, variables, control, design, write, selection and repetition, accurate networks, internet. | | | Combine, logical reasoning, external device, detect. | | | Combine, relational operators (< = >), physical computing system, flow chart, end user. | | |
| Information Technology | | | | Using a chromebook | Use a mouse or trackpad effectively to navigate websites. | Save and reopen content. | Use technology to create, communicate and collaborate. | Take digital photographs and begin to change or enhance them | Discuss and explore how to use ICT to organise, present and understand data as a simple graph. | Use technology to collect and communicate effectively. | Present data in a number of ways. | Understand computer networks Edit digital content. | Collect, present, analyse and evaluate data, | Use ICT to compose music. | Storyboard and shoot a short stop motion animated sequence. | Generate, amend and combine visual media from different sources for a specific audience or task. | Create a movie including still images and sound and add suitable titles and transitions. | Use filters in a database to find out specific information. Create different types of graphs and charts that are appropriate to the data being used Use them to interpret and answer a specific question. | Discuss and explore the use of ICT to sort, organise and classify objects based on their properties. Use ICT to create and modify charts quickly and easily. | Use appropriate ICT resources to compose music or sounds to accompany a story. | Choose appropriate hardware to capture and review a range of images, considering lighting, positioning, sound quality and angle. |
| Key Vocab Each year uses and builds on the previous vocabulary | | | | Technology, digital, mouse, website, Save and reopen. | | | Organise, create, communicate and collaborate, source, generate and amend, crop, recolour, animation, photographs and video, software, present, data, simple graph. | | | Collect, database, retrieve, task, edit, feedback. | | | Select, specific purpose, evaluate, analyse, compose, storyboard, shoot, enhance, media. | | | Search results, ranked, combine, generate, audience, movie, titles, transitions, capture, review, images, positioning, angle, filters (database), hardware, graphs and charts, multimedia, soundtrack.. | | | Organise and classify, modify, retrieve, draw conclusions, appropriate sources, remix, accompany, sound quality, | | |
| Digital Literacy | | | | Log on to a computer. | Recognise common uses of technology beyond school | What do I do if I see something that upsets me | Keeping information private | Know how to use technology respectfully | What do I do if I see something that upsets me | Identify a range of ways to share concerns. | Benefits and risks of apps and websites. | Sharing information online. | Acceptable and unacceptable behaviour. | Compose emails. | Know how to respond to unpleasant communication. | Know where to find copyright free images and audio, and why this is important Understand the issues of copyright and the importance of acknowledging sources. | Understand privacy settings and what pictures are appropriate to share online. Know what to do and who to contact if we see something that upsets / concerns us online. | Understand that everything we do online leaves a digital footprint that can last forever. Discuss the benefits and dangers of communicating online/through different forms of technology. | Critically evaluate websites for reliability of information/ bias and authenticity to include use of social media. Understand that not all information on the internet is legal to use or copy. | Know the meaning of common website extensions (.org, .net. Gov etc) Identify secure servers (padlock such as internet banking). | Become increasingly savvy online consumers: know that algorithms are used to track online activities with a view to targeting advertising and information |
| Key Vocab Each year uses and builds on the previous vocabulary | | | | Log on, password, computer, personal information, private. | | | Respectful, concern, content | | | Responsible, identify, recognise, benefits and risks, screen breaks, online | | | Acceptable / unacceptable, email, texts, IM, chat rooms. | | | Copyright, images and audio, author, location, viewpoints, share, exchange, acknowledging sources, digital footprint, privacy settings, appropriate, website extensions, | | | Critically evaluate, bias, authenticity, demonstrate, impact, uploading, plagiarism, legal, secure servers, consumers, targeting advertising. | | |
| MFL: GERMAN TPA German progression | | | | | | | | | | Introductions 1,2 (Y3 – Speaking & Listening, Y4 Reading, Writing) | | | Introducing yourself in German Colours, Flags and countries, | Counting, Time, Answering Maths questions | Birthdays Phone Days of the week, Maths and activities, | Introducing yourself in German Colours, Flags and countries, | | | Introducing yourself in German Colours, Flags and countries, | Counting, Time, Answering Maths questions, Animals, Fruit, The Weather | House and Furniture, Sport, Hobbies, Town and Directions, Likes, Dislikes |

| | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 |
|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------|------------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| | EYFS A/B | | | Year 1/2 A | | | Year 1/2 B | | | Year 3/4 A | | | Year 3/4 B | | | Year 5/6 A | | | Year 5/6 B | | |
| WHOLE SCHOOL THEME | Time Travellers / Go Global | Welcome to Tadcaster and Beyond / Yorkshire | Come fly with me / Eureka! | Time Travellers | Welcome to Tadcaster and Beyond | Come fly with me. | Go Global | Yorkshire | Eureka! | Time Travellers | Welcome to Tadcaster and Beyond | Come fly with me. | Go Global | Yorkshire | Eureka! | Time Travellers | Welcome to Tadcaster and Beyond | Come fly with me. | Go Global | Yorkshire | Eureka! |
| | | | | | | | | | | Colours 1,2 (flags) (Y3 word level, Y4 phrase level) | | | Consolidation of Cycle 1, Parts of the Body, Clothing | Consolidation of Cycle 1 and 2, Animals, Fruit, The weather | Families School Continents House, rooms and furniture | Consolidation of Cycle 1, Parts of the Body, Clothing | Numbers to 12 and Time, Numbers to 20 and Maths, Weather | Breakfast, Months, Dodgeball in German | Consolidation of Cycle 1, Parts of the Body, Clothing | Birthdays, Phone, Days of the Week, Maths and activities, Families, School, Continents, House and Furniture | Food Letters to a penpal Prepositions & Modal verbs People Dictionaries |
| MUSIC TPA Music progression | | | | Listening Listen to a range of music Mood of the music | Listening Listen to a range of music Mood and dynamics of the music | Listening Listen to a range of music Mood, dynamics and tempo of the music | Listening | Listening | Listening | Listening Listen to a range of music Identify and discuss musical dimensions | Listening Describe music accurately using correct musical vocabulary | Listening Describe music accurately using correct musical vocabulary | Listening | Listening | Listening | Listening Talk about how sounds are put together and the different effects used to show the composer's intention | | Listening Identify musical features, genres, form and structure | Listening | Listening | Listening |
| TPA Music progression in terms | | | | Singing Sing a short song in a group from a given starting pitch. | Singing Use a starting pitch to sing a short solo | Singing Sing a short song in a group from a given starting pitch. Use a starting pitch to sing a short solo | Singing | Singng | Singing | Singing Sing a short solo and stay in tune | Singng Sing a short solo and stay in tune. Control voice and sing at different dynamics. | Singing Sing a short solo and stay in tune. Control voice and sing at different dynamics. | Singing | Singing | Singing | Singing Maintain a melody as part of a group in a 2-part song | | Singing Perform a song with an even tone across a wide vocal range eg an octave. | Singing | Singing | Singing |
| Musicianship Pulse, tempo, rhythm & metre | | | | Echo and improvise 4 beat rhythm patterns Duration | Identify and perform at different speeds | Read and write a 4-beat pattern using ta and te-te crotchet and paired quavers. | | | | Read and write short rhythm patterns using ta (crotchet) and te-te (paired quavers). | Read and write short rhythm patterns using ta (crotchet) and te-te (paired quavers). | Notate the rhythm of simple songs using ta and te-te, crotchet and quavers. | | | | Read and write using note values, whole note, half note, quarter note, eighth note, sixteenth note | Read and write using note values, whole note, half note, quarter note, eighth note, sixteenth note | Write and perform a 2-part rhythmic piece in a group. | | | |
| Pitch | | | | Sing a simple song showing the pitch with a gesture (soh-me). | Identify changes in pitch and talk about using correct vocabulary. | Identify changes in pitch and talk about using correct vocabulary. | | | | Relate pitch to symbols eg. lah-soh-me. Listen and copy patterns accurately. | Relate pitch to symbols eg. lah-soh-me. Listen and copy patterns accurately. | Represent pitched sounds to perform from a score 1 line and 2 line stave or more. | | | | Read and perform from a pitched stave 3-5 lines (with pitch names) | Read and perform from a pitched stave 3-5 lines (with pitch names) | Read and perform from a treble stave within a pitch range of C-C | | | |
| Composition, Improvisation, Texture | | | | Compose using short sequences within a given structure | Create a piece that has a beginning, a middle and end. | Create a piece that has a beginning, a middle and end. | | | | Work in a group to compose, improve and perform a short piece | Work in a group to compose, improve and perform a short piece | Create a group accompaniment to a piece or song. | | | | Compose and notate a piece of music in a small group, rehearse, then perform it to others. | Compose and write a piece of music in a group within a given structure, rehearse and perform it from a score. | Compose and write a piece of music in a group within a given structure, rehearse and perform it from a score. | | | |
| Instruments and Sound exploration, texture and timbre | | | | Recognise and identify 6 untuned percussion instruments | Group instruments according to sound and how they are played (tap, scrape, shake). | Group instruments according to sound and how they are played (tap, scrape, shake). | | | | Create and control a variety of sounds from one instrument, using dynamics and different timbres. | Choose, play and perform a layered piece in a group using instruments appropriate to the task. | Choose, play and perform a layered piece in a group using instruments appropriate to the task. | | | | Work in a group to perform a piece adjusting pitch and dynamics according to the score. | Change the timbre effectively within a group piece by making appropriate choices of instrumentation. | Change the timbre effectively within a group piece by making appropriate choices of instrumentation. | | | |
| Performing | | | | Perform appropriately in a call and response song. | Perform an additional part in a song or rhyme (beat, ostinato) | Perform an additional part in a song or rhyme (beat, ostinato) | | | | Perform a 2-part piece using pulse and rhythm in class | Perform a 2-part piece using pulse and rhythm in class | Perform a group piece to an audience | | | | Perform within a group to a large audience | Perform with attention to musical detail | Perform within a group to a large audience with attention to musical detail. | | | |
| Key Vocab Each year uses and builds on the previous vocabulary | | | | dynamics, tempo, mood, pitch, high, low, solo, conduct, long, short, speed, beat, rhythm, beginning, middle, end, tuned, untuned, percussion, tap, scrape, shake, sound, live, recorded, chant, rhyme, instrument | | | | | | dimensions, range, musical terms, voice control, in tune, score, rhythm pattern, ta, te-te, ostinato, accompaniment, | | | | | | effect, composer, intention, feature, genre, form structure, melody, 2-part, vocal range, notate, metre, time, rehearse, mood, expression, timbre, instrumentation | | | | | |
| PE Specialist NC PE POS TPA PE progression | Developing GMS through start and stop games, parachute games and invasion games | Developing GMS through ball skills and gymnastics | Developing GMS through striking and fielding games | Multi-skills | Fundamental movements through gymnastics Invasion games | Fundamental movements through modified Invasion games | Multi-skills | Fundamental movements through gymnastics Invasion games | Fundamental movements through modified Invasion games | Athletics | Gymnastics | Striking and fielding | Athletics | Gymnastics | Striking and fielding | Athletics | Gymnastics | Striking and fielding | Athletics | Gymnastics | Striking and fielding |
| | | | | Games - net and wall | Invasion Games | Athletics Sports Day | Games - net and wall | Invasion Games | Athletics Sports Day | Striking and fielding | Invasion Games | Invasion Games | Striking and fielding | Invasion Games | Invasion Games | Striking and fielding | Invasion Games | Invasion Games | Striking and fielding | Invasion Games | Invasion Games |
| Class teacher | | | | Athletics | Dance | Striking and fielding | Athletics | Dance | Striking and fielding | Fundamental skills through fitness circuits | Dance | Invasion Games | Fundamental skills through fitness circuits | Dance | Invasion Games | Fundamental skills through fitness circuits | Dance | Invasion Games | Fundamental skills through fitness circuits | Dance | Invasion Games |
| | | | | OAA (variations of outdoor learning) | Fundamental movements through modified Invasion games | Striking and fielding games | OAA (variations of outdoor learning) | Fundamental movements through modified Invasion games | Striking and fielding games | OAA (including orienteering) | Net and wall | Athletics | OAA (including orienteering) | Net and wall | Athletics | OAA (including orienteering) | Net and wall | Athletics | OAA (including orienteering) | Net and wall | Athletics |

| | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | EYFS A/B | | | Year 1/2 A | | | Year 1/2 B | | | Year 3/4 A | | | Year 3/4 B | | | Year 5/6 A | | | Year 5/6 B | | |
| WHOLE SCHOOL THEME | Time Travellers / Go Global | Welcome to Tadcaster and Beyond / Yorkshire | Come fly with me / Eureka! | Time Travellers | Welcome to Tadcaster and Beyond | Come fly with me. | Go Global | Yorkshire | Eureka! | Time Travellers | Welcome to Tadcaster and Beyond | Come fly with me. | Go Global | Yorkshire | Eureka! | Time Travellers | Welcome to Tadcaster and Beyond | Come fly with me. | Go Global | Yorkshire | Eureka! |
| Swimming - post COVID | | | | | | | | | | | | | | | | | | | | | |
| PSHE including RSE and SMSC | Relationships | Living in Wider World | Health & Wellbeing | Relationships | Living in Wider World | Health & Wellbeing | Relationships | Living in Wider World | Health & Wellbeing | Relationships | Living in Wider World | Health & Wellbeing | Relationships | Living in Wider World | Health & Wellbeing | Relationships | Living in Wider World | Health & Wellbeing | Relationships | Living in Wider World | Health & Wellbeing |
| TPA PSHE & RSE progression | Caring for others | Who is special to me | Making healthy choices | Roles of different people ; families; feeling cared for R1,R2,R3, R4, R5 | What rules are ; caring for others' needs; looking after the environment. L1, L2, L3 | Keeping Healthy; food and exercise; hygiene routines; sun safety H1, H2, H3, H5, H8, H9, H10 | Making Friends Feeling lonely & getting help R6, R7, R8, R9, R24 | Belonging to a group; roles and responsibilities; being the same and different in the community L2, L4, L5, L6 | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help. H4, H6, H7, H16, H17, H18, H19, H20 | What makes a family ; features of family life R1, R6, R7, R8, R9 | The value of rules and laws; rights, freedoms and responsibilities. L1, L2, L3 | Health Choices and habits; what affects feelings; expressing feelings H1, H2, H3, H4, H6, H7, H17, H18, H19 | Positive Friendships, including online. R10, R11, R12, R13, R18 | What makes a community; shared responsibilities. L4, L6, L7 | Maintaining a balanced lifestyle; oral hygiene and dental care H2, H5, H11 | Managing friendships and peer influence. R14, R15, R16, R17, R18, R26 | Protecting the environment; compassion towards others. L4, L5, | Healthy sleep habits, sun safety; medicines, vaccinations, immunisations and allergies H8, H9, H10, H12 | Attraction to others; romantic relationships; civil partnerships and marriage. R1, R2, R3, R4, R5, R7 | Valuing diversity; challenging discrimination and stereotypes. L8, L9, L10, | What affects mental health and ways to take care of it; managing change, loss, and bereavement; managing time online H13, H14, H15, H20, H21, H22, H23, H24 |
| Units of work taken from PSHE Association programme of study. PSHE association resources and lesson plans | Acknowledging other people's achievements | Is every family like mine? | Making observations of the effects of an activity on our bodies | Recognising privacy; staying safe; seeking permission R10, R13, R15, R16, R17 | Using the internet and digital devices; communicating online. L7, L8 | Recognising what makes them unique and special; feelings; managing when things go wrong. H11, H12, H13, H14, H15, H21, H22, H23, H24 | Managing secrets; resisting pressure and getting help; recognising hurtful behaviour. R11, R12, R14, R18, R19, R20 | The internet in everyday life; online content and information. L8, L9 | Growing older; naming body parts; moving class or year H20, H25, H26, H27 | Personal Boundries; safely responding to others; the impact of hurtful behaviour. R19, R22, R24, R30 | How the internet is used; assessing information online L11, L12 | Personal strengths and achievements; managing and reframing setbacks H27, H28, H29 | Responding to hurtful behaviour managing confidentiality and recognising risks online. R20, R23, R27, R28 | How Data is shared and used. L13, L14 | Growing and changing; external genitalia; personal hygiene routines H30, H34 | Physical contact and feeling safe R9, R25, R26, R27, R29 | How information online is targeted; different media types, their role and impact L12, L14 | Personal identity; recognising individuality and different qualities; mental well-being H16, H25, H26, H27 | Recognising and managing pressure; consent in different situations. R26, R28, R29 | Evaluating media sources; sharing things online, H37, L11, L13, L15, L16 | Human reproduction and birth; increasing independence; physical and emotional changes of puberty; managing transitions H24, H31, H32, H33, H34, H35, H36 |
| PSHE Association Thematic planning model | Resolving conflict | My family customs and routines | Ensuring we know how to stay safe | How behaviour affects others; being polite and respectful. R21, R22 | Strengths and interests; jobs in the community. L14, L16, L17 | How rules and age restrictions help us; keeping safe online H28, H34 | Recognising things in Common and differences; playing and working cooperatively; sharing opinions R23, R24, R25 | What money is; needs and wants; looking after money. L10, L11, L12, L13, L15 | Safety in different environments; risk and safety at home; emergencies H29, H30, H31, H32, H33, H35, H36, H37 | Recognising respectful behaviour; the importance of self-respect; courtesy and being polite. R30, R31 | Different jobs and skills; job stereotypes; setting personal goals. L25, L26, L27, L30 | Risks and hazards; safety in the local environment and unfamiliar places H38, H39, H41 | Respecting differences and similarities; discussing difference sensitively. R32, R33 | Making decisions about money; using and keeping money safe. L17, L19, L20, L21 | Medicines and household products; drugs common to everyday life H10, H38, H40, H46 | Responding respectfully to a wide range of people; recognising prejudice and discrimination. R20, R21, R31, R33 | Identifying job interests and aspirations; what influences career choices; workplace stereotypes L27, L28, L29, L31, L32 | Keeping Safe in different situatons including responding in emergencies, first aid and FGM H38, H43, H44, H45 | Expressing opinions and respecting other points of view, including discussing topical issues. R30, R34 | Influences and attitudes to money; money and financial risks. L18, L22, L23, L24 | Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media. H37, H42, H46, H47, H48, H49, H50 |
| Useful links: | | | | PSHE Association programme of study SMSC - OfSTED definition DFE: Relationships and sex education DFE: Promoting British values through SMSC | | | | | | | | | | | | | | | | | |
| Key Vocab Each year uses and builds on the previous vocabulary | | | | family, friend, friendship, acquaintance, love, care, family life, argument, happy, unhappy, resolve, words, actions, hurtful behaviour, bullying, acceptable, unacceptable, teasing, trust, privacy, biody parts, online, safe, unsafe, comfortable, uncomfortable, worry, secret, respect, courteous, same, different, cooperation, rules, responsibility, community, internet, money, job, work, healthy, unhealthy, germs, hygiene, medicine, vaccination, allergy, dental, well-being, unique, vulva, vagina, penis, testicles, harmful, risk, accident, emergency, | | | | | | relationship, romantic, positive, negative, respect, family structure, marriage, single-parent, step-parent, foster parent, security, characteristics, commitment, truthfulness, loyalty, kindness, generosity, support, lonely, excluded, consequences, witness, boundary, pretending, confidential, society, digital device, background, in-common, tradition, belief, lifestyle, law, consequence, social media, reliable, data, select, target, environment, decision, priority, goal, habit, nutrition, obesity, mental health, oral, hygiene, self-worth, individuality, genitalia, reproduction, organ, hazard, legal, illegal, drug | | | | | | attraction, sexual, gender identity, sexual orientation, civil partnership, same-sex parent, stability, crime, peer influence, peer approval, dispute, reconcile, discrimination, stereotype, challenge, consent, anonymous, society, topical, compassion, diversity, trolling, harassment, human rights, misinformation, career, aspiration, rank, commercial, fair-trade, grief, bereavement, puberty, biological, conceive, transition, restriction, regulation, first-aid, FGM, e-cigarette, vaping, harmful content | | | | | |
| British values TPA Progression for British Values | Key people who help us Routines and expectations [74] | | | Self-belief Being a good friend School behaviour code | Truth and honesty | Why do we have rules? Right and wrong | Respect myself, my friends and my classroom | Born free | It's not fair | Democracy | Rule of Law | Faiths and beliefs No faith or belief | Individual liberty | Respect and tolerance | Human rights Responsibility | Democracy | Rule of Law | Faiths and beliefs No faith or belief | Individual liberty | Respect and tolerance | Human rights Responsibility |
| Useful links: | | | | Core British values DFE: Promoting fundamental British values Books for topics - British values The linking network - lessons that promote British values | | | | | | | | | | | | | | | | | |
| Embedded practice across school | TPA behaviour expectations - personal responsibility, respect, celebration, understanding of consequences School council - pupil voice, democracy, opinion, respect, belonging Daily Check-in - empathy, freedom of speech, respect and tolerance, diversity, difference, understanding, emotional literacy Assemblies - belonging, pupil voice, respect and tolerance, diversity, faith and beliefs, Restorative Circles - truth and honesty, understanding, personal responsibility, | | | | | | | | | | | | | | | | | | | | |
| Key Vocab | self-belief, confidence, ability, goals, believe, belief, right, wrong, rules, rule-breakers, value, difference, loyalty, respect, responsibility, opinion, freedom, society, choice, accountable, express, justify, culture, tradition, fair, unfair, truth, honesty, dishonesty | | | | | | acceptable, unacceptable, controlled, structured, faith, beliefs, sensitive, tolerance, freedom, law, law-breaker, rule of law, consequences, significant, contribution, influence, democratic, process, equal, human right | | | | | | protected, prejudicial, discriminatory, discrimination, combat, principles, civil, criminal, administrtion, power, separation, executive, judiciary, public, parliament, individuality, diversity, court, foundation, mutual, liberty, democratic, autocratic, democracy, autonomy, defend, argument, mock, election, constructive, initiative, declaration, | | | | | | | | |