

# Highley Primary School Curriculum



## Cycle A (2022-23, 2024-25)

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## Cycle B (2023-24, 2025-26)

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## Subject Overviews

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Year 1 and 2 Long Term Plan (Cycle A) 2022-23, 2024-25

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<b>Mini Topic Title</b>	<b>Local Area</b>		<b>Castles</b>		<b>India</b>	
<u>Geography</u>	<p><b>Our School</b> Use simple fieldwork to study geography of their school and surrounding environment *Devise simple maps with a key <b>Y1 Our School unit</b> <b>Y1 Our local area unit</b></p>		<p><b>Countries and Continents</b> *Naming and locating seven continents and five oceans) *Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas.</p>		<p><b>India Place Knowledge</b> *Contrast small area in UK and small area in non-European country <b>Geography skills</b> *use world maps, atlases and globes to identify UK and other areas studied</p>	
<u>History</u>		<p><b>Local People</b> Significant historical people <u>in their own locality</u></p>		<p><b>Kings, Queens and Castles</b> Events beyond living memory</p>		<p><b>The Titanic</b> Events beyond living memory</p>
<u>Science</u>	Living things and their habitat (Y2 unit)		Materials (Y1 unit)	Materials (Y2 unit)	Plants (Y1 unit)	Seasonal changes (Spring/Summer) (Y1 unit)
<u>Art</u>	Painting Romero Britto		3D Sculpture Birds Hoang Tien Quayet		Printing (Access art unit) - link to India	
<u>D&amp;T</u>	Food (preparing vegetables)		Textiles (templates and joining techniques)		Information book (sliders and levers)	
<u>PE</u>	Fundamentals	Dance	Multiskills/ Invasion Games	Golf/ Racquet Skills	Athletics	Striking and Fielding

<a href="#">Music</a>	Hands, feet, heart	My Stories and music for Christmas performance	I wanna play in a band	Zootime	Friendship Song	Reflect, rewind and replay
<a href="#">RE</a>	<u>Places of worship</u> (1.8 What makes some places of worship sacred? 1.10 What does it mean to belong to a faith community?)		<u>Religion and rituals</u> 1.5 Why does Easter matter to Christians? 1.6 Who is a Muslim and how do they live? 1.7 Who is Jewish and how do they live? 1.10 What does it mean to belong to a faith community?		<u>Islam</u> (1.6 Who is a Muslim and how do they live?)	
<a href="#">PSHE</a>	<b>CORE THEME:</b> *Relationships (Year 1 POS) P 33-42 Inc. Feelings & Emotions, Healthy Relationships, Valuing Difference. *PSHE Association Planning Grid	*Relationships Y1 Inc. Feelings & Emotions, Healthy Relationships, Valuing Difference. <i>NB: Anti-Bullying Week (November)</i>	<b>CORE THEME:</b> *Living in the wider world (Year 1 POS) P 44-51 Inc. Rights & responsibilities, taking care of the environment, money	*Living in the wider world (Year 1 POS) Rights & responsibilities, taking care of the environment, money <i>NB: Safer Internet day (February)</i>	<b>CORE THEME:</b> *Health & Well-Being (Year 1 POS) P 20-31 Inc. Healthy Lifestyles, Growing & Changing, Keeping safe	*Health & Well-Being (Year 1 POS) P 20-31 Inc. Healthy Lifestyles, Growing & Changing, Keeping safe <i>NB: RSE programme appropriate to Year Group this term</i>
<a href="#">Computing</a>	DL: E-Safety and recognising uses of IT	DL: Using a computer Mouse and keyboard skills	IT: Digital Art IT: Creativity: Text and Images	IT: Creativity: Comic Creation	CS: Introduction to programming	IT: Creativity: Music Creation

Year 1 and 2 Long Term Plan (Cycle B) 2023-24, 2025-26

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<b>Mini Topic Title</b>	<b>Local People and Places</b>		<b>The Great Fire of London</b>		<b>On Safari</b>	
<a href="#"><u>Geography</u></a>	<b>Magical Mapping our Local Area</b> *use world maps, atlases and globes to identify UK and other areas studied *Use aerial photographs and plan perspectives		<b>London</b> - use world maps, atlases and globes to identify UK and other areas studied - use aerial photographs and plan perspectives <b>Geography skills</b> *use world maps, atlases and globes to identify UK and other areas studied		<b>On Safari</b> Human and physical geography *Identify seasonal and daily weather patterns in the UK *Locate hot and cold areas in the world, relation to Equator and N and S. Poles *Use basic geographical vocabulary	
<a href="#"><u>History</u></a>		Local area - <b>Significant historical places in their own locality</b>		<b>The lives of significant individuals in the past</b> Samuel Pepys Events beyond living memory - The Great Fire of London		<b>Changes within living memory (Toys)</b>
<a href="#"><u>Science</u></a>	<b>Seasonal Changes (Autumn/Winter) (Y1 unit)</b> Plants		<b>Animals including humans (seasonal) (Y1 unit)</b>	<b>Animals including humans (seasonal) (Y2 unit)</b>	<b>Plants (seasonal changes) (Y2 unit)</b>	
<a href="#"><u>Art</u></a>	<b>Drawing</b> Flora and Fauna Henri Rousseau (access art)		<b>Painting</b> Steven Brown		<b>Collage</b> O'Keeffe	
<a href="#"><u>D&amp;T</u></a>	<b>Building Structures (bridges)</b>		<b>Wheels and axles (vehicles)</b>		<b>Food (preparing fruit)</b>	

<a href="#">PE</a>	Fundamentals	Gymnastics	Multi-skills/ Invasion Games	Racquet/Golf skills	Athletics	Striking and Fielding
<a href="#">Music</a>	Hey You!	'Rhythm in the way we walk' and 'Banana Rap' (and Christmas Performance)	In the groove	Round and round	Your Imagination	Composition and evaluation of genres
<a href="#">RE</a>	<b>Light and dark</b> (1.3 Why does Christmas matter? Compare with Hanukkah/Diwali. 1.1 What do Christians believe God is like?)		<b>Nature and God</b> (1.2 Who do Christians say made the world? 1.9 How should we care for the world and why should it matter?)		<b>Ceremonies</b> (1.6 Who is a Muslim and how do they live? 1.7 Who is a Jew and how do they live?)	
<a href="#">PSHE</a>	<b>CORE THEME:</b> *Relationships (Year 2 POS) P 68-77 Inc. Feelings & Emotions, Healthy Relationships, Valuing Difference. <i>*PSHE Association Planning Grid</i>	*Relationships Y1 Inc. Feelings & Emotions, Healthy Relationships, Valuing Difference.  <i>NB: Anti-Bullying Week (November)</i>	<b>CORE THEME:</b> *Living in the wider world (Year 2 POS) P 79-86 Inc. Rights & responsibilities, taking care of the environment, money	*Living in the wider world Inc. Rights & responsibilities, taking care of the environment, money <i>NB: Safer Internet day (February)</i>	<b>CORE THEME:</b> *Health & Well-Being (Year 2 POS) P 55-66 Inc. Healthy Lifestyles, Growing & Changing, Keeping safe	*Health & Well-Being Inc. Healthy Lifestyles, Growing & Changing, Keeping safe <i>NB: RSE programme appropriate to Year Group this term</i>
<a href="#">Computing</a>	E-Safety  Internet Research	<b>DL: Using a computer Mouse and keyboard skills</b>  <b>IT: Intro to Data Handling</b>	<b>IT: Digital Art and Design</b>	<b>IT: Creativity: eBook creation</b>	<b>CS: Developing programming Scratch Jr Intro</b>	<b>IT: Animation</b>

Year 3 and 4 Long Term Plan (Cycle A) 2022-23, 2024-25

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<b>Mini Topic Title</b>	<b>Walk Like an Egyptian</b>		<b>Rainforests!</b>		<b>UK and Local Area</b>	
<u>Geography</u>	All around the world (Twinkle Yr4: All around the world) Focus on Egypt		<b>Rainforests *</b> (Twinkle Yr3: Rainforests) Where are the rainforests? The rainforest climate Layers of the rainforest Life in the rainforest The Amazon Protecting the rainforests		(Twinkle Yr4: Water) History link to look at river floods of River Severn Changing state The water cycle Making clouds and rain Treating water Floods (The River Severn) Water pollution	
<u>History</u>		The achievements of the earliest civilizations Ancient Egypt (Twinkle LKS2/UKS2: Ancient Egypt)				British history post 1066 <a href="#">Riotous Royalty</a>
<u>Science</u>	Forces and magnets (Y3 unit)		Animals including humans (Y3 unit)	Animals (Y4 unit)	Plants (Y3 unit)	Plants and Living Things (Y4 unit)
<u>Art</u>	Drawing and painting (Quentin Blake)		Yayoi Kusama 3D and polka dots		William Morris (printing) Potential link with science Plants	
<u>D&amp;T</u>	Mechanical systems (levers and linkages)		Textiles (2D shape to 3D product)		Food (Healthy and varied diet)	
<u>PE</u>	Invasion Games/ Football	Netball	Gymnastics	Golf	Cricket	Athletics
<u>Music</u>	Mamma Mia	Glockenspiel stage 2	Stop!	The Dragon Song	Blackbird	Reflect, Replay, Rewind

<a href="#">RE</a>	<b>People of Faith</b> 1.10 L2.9 L2.10 L2.11 L2.12		<b><u>Easter/Good Friday L2.5, L2.2, L2.3</u></b>		<b><u>Christianity (1.1, 2.4, 2.3, )</u></b>	
<a href="#">MfL</a>	Conversation - greetings, age, name  Spanish Songs	Days of the Week  Christmas vocab  Spanish Christmas traditions	Months My birthday is on... Classroom instructions Classroom equipment Numbers to 30	Spanish alphabet and sounds  Easter vocabulary  Easter traditions	Fruits and foods  Likes and dislikes (food)  Description of fruits	Summer vocabulary  Recap on conversations  Independent conversation write
<a href="#">PSHE</a>	<b>CORE THEME:</b> *Relationships (Year 3 POS) P 107-119 Inc. Feelings & Emotions, Healthy Relationships, Valuing Difference. <i>*PSHE Association Planning Grid</i>	*Relationships Y1 Inc. Feelings & Emotions, Healthy Relationships, Valuing Difference. <i>NB: Anti-Bullying Week (November)</i>	<b>CORE THEME:</b> *Living in the wider world (Year 3 POS) P 121-134 Inc. Rights & responsibilities, taking care of the environment, money	*Living in the wider world Inc. Rights & responsibilities, taking care of the environment, money <i>NB: Safer Internet day (February)</i>	<b>CORE THEME:</b> *Health & Well-Being (Year 3 POS) P 90-105 Inc. Healthy Lifestyles, Growing & Changing, Keeping safe	*Health & Well-Being Inc. Healthy Lifestyles, Growing & Changing, Keeping safe <i>NB: *RSE programme appropriate to Year Group this term</i> <i>**Enterprise Week (June)</i>
<a href="#">Computing</a>	<b>E-Safety</b> Inside a Computer	<b>IT: Typing, document editing, 3D design</b>	<b>IT: Data Handling (Branching Databases and Infographics)</b>	<b>IT Creativity: Digital Storyboards and Comic Creation</b>	<b>CS: Programming with Scratch</b>	<b>IT: Creativity: Music Creation</b>

Year 3 and 4 Long Term Plan (Cycle B) 2023-24, 2025-26

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<b>Mini Topic Title</b>	<b>Rock On! Stone Age to Iron Age</b>		<b>The Romans are Coming!</b>		<b>Local Geography/History</b>	
<u>Geography</u>			<b>Extreme Earth</b> Under our feet Volcanoes More volcanoes Earthquakes Tsunamis Under our feet		<b>Land Use (Local Geography)</b> How has the local area changed? Land use - coal mining, stone quarrying, brickworks Map work - comparison/model making	
<u>History</u>	Events beyond living memory – Stone Age to Iron Age			<u>The Romans</u>		<b>Local History of Highley</b> Census study Mapping the community Drama inspired by historical local events
<u>Science</u>	<b>Rocks</b> (Y3 unit)		<b>States of matter</b> (Y4 unit)	<b>Electricity</b> (Y4 unit)	<b>Sound</b> (Y4 unit)	<b>Light</b> (Y4 unit)
<u>Art</u>	<b>Artist focus (Picasso)</b> Portraits - painting/ drawing		<b>Roman Pots/Shields</b> Drawing/3D models (clay)		<b>Cynotypes Ana Atkins</b>	
<u>D&amp;T</u>	<b>Structures (shell structures and CAD)</b> <b>Food (healthy and varied diet)</b>		<b>Electrical systems (circuits and switches)</b>		<b>Mechanical systems (pneumatics)</b>	
<u>PE</u>	<b>Netball</b>	<b>Tag Rugby</b> <b>(Invasion Games)</b>	<b>Dance</b>	<b>Handball/Dodgeball</b>	<b>Tennis</b>	<b>Athletics</b>
<u>Music</u>	<b>Let your spirit fly</b>	<b>Christmas</b> <b>Performance and Glockenspiel stage 1</b>	<b>Three little birds</b>	<b>Lean on me</b>	<b>Bringing us together</b>	<b>Reflect, rewind, replay</b>



<a href="#">RE</a>	Hinduism (1.8, 1.10, L2.7, L2.8, L2.11)		Judaism (L2.10, L2.10, L2.11)		Christian beliefs	
<a href="#">MfL</a>	<p>Conversation - greetings, age, name, I live in...</p> <p>Colours - including dark and light</p> <p>Classroom instructions</p>	<p>Family</p> <p>Pets</p> <p>Villancicos</p> <p>Christmas story</p>	<p>Body parts &amp; description</p> <p>Zoo animals</p> <p>Zoo animals description</p>	<p>Hobbies</p> <p>Likes and dislikes (hobbies)</p> <p>Weather</p>	<p>Transport</p> <p>Clothing</p> <p>Spanish Royal Family</p>	<p>Fairy Tales</p>
<a href="#">PSHE</a>	<p><b>CORE THEME:</b></p> <p>*Relationships (Year 4 POS) P 156-168 Inc. Feelings &amp; Emotions, Healthy Relationships, Valuing Difference. <i>*PSHE Association Planning Grid</i></p>	<p>*Relationships Y1 Inc. Feelings &amp; Emotions, Healthy Relationships, Valuing Difference. <i>NB: Anti-Bullying Week (November)</i></p>	<p><b>CORE THEME:</b> *Living in the wider world (Year 4 POS) P 170-183 Inc. Rights &amp; responsibilities, taking care of the environment, money</p>	<p>*Living in the wider world Inc. Rights &amp; responsibilities, taking care of the environment, money <i>NB: Safer Internet day (February)</i></p>	<p><b>CORE THEME:</b></p> <p>*Health &amp; Well-Being (Year 4 POS) P 138-154 Inc. Healthy Lifestyles, Growing &amp; Changing, Keeping safe</p>	<p>*Health &amp; Well-Being Inc. Healthy Lifestyles, Growing &amp; Changing, Keeping safe <i>NB: *RSE programme appropriate to Year Group this term</i> <i>**Enterprise Week (June)</i></p>
<a href="#">Computing</a>	<p>DL: E-Safety</p> <p>DL: Internet Research</p>	<p>IT: 3D Design</p>	<p>IT: Data Handling</p>	<p>IT Creativity: eBooks</p>	<p>CS: Scratch Unit</p>	<p>IT Creativity: Animation</p>

Year 5 and 6 Long Term Plan (Cycle A) 2022-23, 2024-25

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<b>Mini Topic Title</b>	<b>To the Trenches</b>		<b>An Amazing World</b>		<b>The Amazing Americas</b>	
<u>Geography</u>			<b>Magnificent mountains and Raging Rivers</b> Mountain ranges, UK mountains Features of mountains, How mountains are made, Mountain climates and travel Where does our water come from? Features of rivers of the world, How do we use rivers? Holding back the flood		<b>The Amazing Americas</b> Continents, countries and cities Comparing landscapes Comparing climates Comparing places Planning a trip	
<u>History</u>	World War I World War II History/Geography combined subject.			A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <u>Crime and Punishment</u>		A non-European society that provides contrasts with British history <u>Mayan Civilisation</u> Chocolate (combined History/Geography) (Twinkle Yr 5: Enough for everyone) (Twinkle Yr6: Trade and Economics) Is there enough for everyone?
<u>Science</u>	Electricity (Y6 unit)	Light (Y6 unit)	Evolution and Inheritance (Y6 unit)		Living Things and their Habitats (Y6 unit)	Animals including Humans (Y6 unit)
<u>Art</u>	Paul Nash (WWII)		Michelle Reader (3D)		Andy Warhol (printing)	

<a href="#">D&amp;T</a>	Electrical systems (monitoring and controlling)		Mechanical systems (pulleys or gears)		Food (celebrating culture and seasonality)	
<a href="#">PE</a>	Tag Rugby	Netball	Dance	Handball/ Dodgeball	Tennis	Athletics/ Swimming
<a href="#">Music</a>	Livin' on a prayer	Christmas Performances and Classroom Jazz 2	A New Year Carol	Make you feel my love	Dancing in the street	Reflect, replay, rewind
<a href="#">RE</a>	Justice and Freedom (Y6) Explore: How do people live out their beliefs? (Christians)		Peace (Y5) Explore: How do people live out their beliefs? (Jews)		Eternity (Y6) Explore: How do people live out their beliefs? (Muslims)	
<a href="#">MfL</a>	Conversation - greetings, age, name, I live in..., my pets, my family  Days and Months Birth Years	Where I live - including description Personal Profile about themselves Spanish Christmas traditions	Directions  The UK  The world - countries Spanish speaking countries	Hobbies - likes and dislikes  Daily routines  Spanish	My School  My Family  My House	The beach - holiday in Spain Map work - comparison to UK - look at coasts, comparison of beaches
<a href="#">PSHE</a>	<b>CORE THEME:</b> *Relationships (Year 5 POS) P 207-222 Inc. Feelings & Emotions, Healthy Relationships, Valuing Difference. *PSHE Association Planning Grid	*Relationships Y1 Inc. Feelings & Emotions, Healthy Relationships, Valuing Difference. NB: <i>Anti-Bullying Week (November)</i>	<b>CORE THEME:</b> *Living in the wider world (Year 5 POS) P 224-238 Inc. Rights & responsibilities, taking care of the environment, money	*Living in the wider world Inc. Rights & responsibilities, taking care of the environment, money	<b>CORE THEME:</b> *Health & Well-Being (Year 5 POS) P 187-205 Inc. Healthy Lifestyles, Growing & Changing, Keeping safe	*Health & Well-Being Inc. Healthy Lifestyles, Growing & Changing, Keeping safe NB: *RSE programme appropriate to Year Group this term **Transition for Year 6 ***Enterprise Week
<a href="#">Computing</a>	DL: E-Safety  Computer Networks	IT: App Design	CS: Text-Based Programming	IT Creativity: Digital Music Creation	CS: Scratch Programming	CS Creativity: Scratch projects

Year 5 and 6 Long Term Plan (Cycle B) 2023-24, 2025-26

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Mini Topic Title	To Infinity and Beyond!		Lotions and Potions Anglo Saxons (Spr 2) Our Changing World (Spr 1)		A Local Study	
<u>Geography</u>			Our changing world (Twinkle Yr6: Our changing world) Weathering and erosion Coastal features Changing coastlines Changing boundaries Weathering and erosion What does the future hold?		A comparison of another UK town to Highley  Geographical skills and fieldwork: map work and fieldwork to observe, measure, record and present the human and physical features in the local area	
<u>History</u>	History of Space Travel Biographies (astronauts) Significant events and people Geography/History combined topic (include tides)			<u>Britain's settlements by Anglo-Saxons</u>		A local history study
<u>Science</u>	Earth and Space (Y5 unit)	Forces (Y5 unit)	Materials (mixtures and solutions) Reversible and irreversible changes (Y5 unit)		Life Cycles of plants and animals (Y5 unit)	Animals including Humans (Y5 unit)
<u>D&amp;T</u>	Structures (Frame structures)		Textiles (combining different fabric shapes and CAD) Mechanical systems (cams)		Food (celebrating culture and seasonality)	
<u>Art</u>	Peter Thorpe		Fashion Design (Access Art) Alice Fox, Rahul Mishra and Pyer Moss		Keith Haring	
<u>PE</u>	Football	Netball	Gymnastics	Golf	Cricket	Athletics/Swimming
<u>Music</u>	Happy	Christmas Performance Classroom Jazz 1	Ukulele (Y5) You've got a friend	Fresh prince of Bel Air	Music and Me	Reflect, replay and rewind

<u>RE</u>	<b>Worship (Y5) U2.6</b> <b>Explore: How do people live out their beliefs? (Hindus)</b>		<b>Overview of 4 religions</b> <b>Explore: How do people live out their beliefs? (People of no faith)</b>		<b>Final key questions</b> <b>Each 'Explore' block can be flexible- encourage the children to find out answers for themselves.</b>	
<u>MfL</u>	<b>Classroom instructions</b>  <b>Our School - description</b>  <b>Likes and dislikes about school (lessons, games etc.)</b>	<b>Verbs and nouns (masculine and feminine words)</b>  <b>Dia de los Muertos</b>  <b>Villancicos</b>  <b>Christmas vocabulary</b>	<b>What did you get for Christmas?</b>  <b>Body parts with description</b>  <b>Numbers 0-100</b>	<b>Character description</b>  <b>Occupations</b>  <b>Aspirations for the future</b>  <b>'Job application'</b>	<b>Holidays - world map, countries and description</b>  <b>Visit Genalguacil - features of Spanish towns</b>  <b>What is special about this town?</b>	<b>Famous celebrities</b>  <b>Create profile about celebrity</b>
<u>PSHE</u>	<b>CORE THEME:</b> <b>*Relationships (Year 6 POS)</b> <b>P 262-277</b> <b>Inc. Feelings &amp; Emotions, Healthy Relationships, Valuing Difference.</b> <b>*PSHE Association Planning Grid</b>	<b>*Relationships Y1 Inc. Feelings &amp; Emotions, Healthy Relationships, Valuing Difference.</b> <b>NB: Anti-Bullying Week (November)</b>	<b>CORE THEME:</b> <b>*Living in the wider world (Year 6 POS)</b> <b>P 279-293</b> <b>Inc. Rights &amp; responsibilities, taking care of the environment, money</b>	<b>*Living in the wider world Inc. Rights &amp; responsibilities, taking care of the environment, money</b> <b>NB: Safer Internet day (February)</b>	<b>CORE THEME:</b> <b>*Health &amp; Well-Being (Year 6 POS)</b> <b>P 242-260</b> <b>Inc. Healthy Lifestyles, Growing &amp; Changing, Keeping safe</b>	<b>*Health &amp; Well-Being Inc. Healthy Lifestyles, Growing &amp; Changing, Keeping safe</b> <b>NB: *RSE programme appropriate to Year Group this term</b> <b>**Transition for Year 6</b> <b>***Enterprise Week (June)</b>
<u>Computing</u>	<b>DL: E-Safety</b>  <b>Computers: Past, Present and Future</b>	<b>IT: Image Editing and Graphic Design</b>	<b>IT: Data Handling</b>	<b>IT Creativity:</b> <b>App creation</b> <b>Website Design</b> <b>Video creation</b>	<b>CS: HTML programming</b>	<b>CS Creativity: Website Design</b>

# Curriculum Links

Geography	<a href="#">Workgroup folder</a>	<a href="#">Subject Overview &amp; Medium-Term Planning</a>	<a href="#">Progression Maps</a>	<a href="#">Knowledge Organisers</a>
History	<a href="#">Workgroup folder</a>	<a href="#">Subject Overview &amp; Medium-Term Planning</a>	<a href="#">Progression Maps</a>	<a href="#">Knowledge Organisers</a>
Science	<a href="#">Workgroup folder</a>	<a href="#">Subject Overview &amp; Medium-Term Planning</a>	<a href="#">Progression Maps</a>	<a href="#">Knowledge Organisers</a>
Art	<a href="#">Workgroup folder</a>	<a href="#">Subject Overview &amp; Medium-Term Planning</a>	<a href="#">Progression Maps</a>	Knowledge Organisers
Design and Technology	<a href="#">Workgroup folder</a>	<a href="#">Subject Overview &amp; Medium-Term Planning</a>	<a href="#">Progression Maps</a>	<a href="#">Knowledge Organisers</a>
PE	<a href="#">Workgroup folder</a>	<a href="#">Subject Overview &amp; Medium-Term Planning</a>	<a href="#">Progression Maps</a>	Knowledge Organisers
Music	<a href="#">Workgroup folder</a>	<a href="#">Subject Overview &amp; Medium-Term Planning</a>	<a href="#">Progression Maps</a>	<a href="#">Knowledge Organisers</a>
Religious Education	<a href="#">Workgroup folder</a>	<a href="#">Subject Overview &amp; Medium-Term Planning</a>	<a href="#">Progression Maps</a>	<a href="#">Knowledge Organisers</a>
Modern Foreign Languages	<a href="#">Workgroup folder</a>	<a href="#">Subject Overview &amp; Medium-Term Planning</a>	<a href="#">Progression Maps</a>	<a href="#">Knowledge Organisers</a>
PSHE	<a href="#">Workgroup folder (PSHE)</a> <a href="#">Workgroup folder (RSE)</a>	<a href="#">Subject Overview &amp; Medium-Term Planning</a>	<a href="#">Progression Maps</a>	<a href="#">Knowledge Organisers</a>
Computing	<a href="#">Workgroup folder</a>	<a href="#">Subject Overview &amp; Medium-Term Planning</a>	<a href="#">Progression Maps</a>	<a href="#">Knowledge Organisers</a>

# Geography

## Overview

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### **Mission statement/intent**

Geography prepares young people with the knowledge, skills and understanding to make sense of their world and to face the challenges that will shape our societies and environments at the local, national and global scales. At Highley, our learners are encouraged to be inquisitive, to pose questions and seek answers. Our geography curriculum inspires children to look closely at the world around them and develop the skills necessary to be able to interpret what they see. We want geography to be creative, fun and above all be relevant and meaningful to the children's own lives and experiences. As such we seek to build upon the child's "personal geography" by developing locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork, starting with them and their immediate locality before branching out and examining the national and international world. We seek to broaden children's real-life experiences both inside and outside of school through educational visits, visitors, exploration and discovery. We encourage the use of cross curricular links, encompassing the use of subjects such as technology, art, and maths as well as allowing opportunities to develop our literacy skills.

### **Methodology/Pedagogy**

In **Geography** we aim to help pupils develop:

- Knowledge and understanding of places and themes including patterns and processes.
- Geographical skills, including enquiry, use of maps/atlasses, reasoning, information processing and creative evaluation.
- Geographical attitudes and values.
- A sense of identify and understanding of local Geography through learning about the UK and its relationships with other countries.
- Thinking skills, through emphasis on the process of geographical enquiry and helping pupils to evaluate information and reflect on their own work.
- Communication through learning to talk knowledgeably and accurately about geographical matters, participating in discussions and debate about contemporary geographical issues, and presenting information and ideas about places and environments in maps and diagrams as well as in words.

Subject Long-Term Plan						
Year 1/2						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
A	<b>India</b> -Location/Place Knowledge -Human and physical geography -Geography skills		<b>Castles</b> -Location/Place knowledge -Geography skills Local – England/Wales		<b>Local Area</b> -Human and physical geography -Geography skills Y1 Wonderful Weather Y2 What a wonderful world unit	
B	<b>London</b> Place Knowledge Geography skills		<b>On Safari (Africa)</b> Geography skills Human and physical geography Y2 Sensational Safari		<b>Food (Local history focus)</b> Geography skills Y2 Magical mapping?	
Year 3/4						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
A	<b>Walk Like an Egyptian</b> -Location / Place Knowledge -Geographical Skills and Fieldwork (Twinkl Yr4: All around the world)		<b>Rainforests</b>		<b>Water, Water Everywhere!</b> -Human and Physical Geography -Geographical Skills and Fieldwork (Twinkl Yr4: Water)	<b>Local Geography</b> -Human and Physical Geography -Geographical Skills and Fieldwork
B	<b>Rock On!</b> <b>Stone Age to Iron Age</b> -Location / Place Knowledge -Human and Physical Geography		<b>The Romans are Coming!</b> Extreme Earth -Location / Place Knowledge -Geographical Skills and Fieldwork (Twinkl Yr3: Extreme Earth)		<b>Local Geography/History</b> -Land Use (Local Geography) Human and Physical Geography -Geographical Skills and Fieldwork	
Year 5/6						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
A	<b>To the Trenches</b> -Location / Place Knowledge -Geographical Skills and Fieldwork		<b>What's in the News?</b> -Human and Physical Geography -Geographical Skills and Fieldwork Magnificent mountains (Twinkl Yr 5: Magnificent mountains) Raging Rivers (Twinkl Yr6: Raging rivers)		<b>The Amazing Americas</b> -Location / Place Knowledge -Geographical Skills and Fieldwork (Twinkl Yr6: The Amazing Americas)	
B	<b>To Infinity and Beyond!</b> Tides (links with science) The Space Race -Human and Physical Geography -Geographical Skills and Fieldwork		<b>Lotions and Potions</b> <b>Anglo Saxons (Spr 1<sup>st</sup>)</b> <b>Extreme Earth (Spr 2<sup>nd</sup>)</b> Our changing world (Twinkl Yr6: Our changing world) -Human and Physical Geography -Geographical Skills and Fieldwork		<b>All Creatures Great and Small</b> -Location / Place Knowledge -Geographical Skills and Fieldwork (Twinkl Yr5: Marvellous maps)	



# History

# Overview

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## **Mission statement/intent**

History is a part of the primary curriculum which is full of topics to inspire awe and wonder and actively motivate children to ask 'why'. We want to draw on this, to bring history to life and to encourage children to ask questions and be curious about the past.

A crucial part of this learning is to make the learning relevant to the children so they understand how different eras and events in history have impacted on their own lives. To do this, each scheme of learning will be connected back to Highley and its residents – past and present.

Our history curriculum will equip the children to ask questions, think critically, make connections, and develop chronological understanding.

## **Methodology/Pedagogy**

A high-quality history education will help pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past, while also enabling children to make connections to their own lives, families and locality.

Teaching should equip pupils to act as history detectives, giving them opportunities to ask questions, follow clues, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand how people have lived differently over the years, the diversity of societies and relationships and how the world is constantly changing and evolving.

Children learn more about history when they are able to bring it to life, meet people who lived it or relate it back to their own lives. These elements will be included in each topic, along with a connection to Highley and what the village/area would have looked like, whilst also encouraging children to make their own discoveries.

Geography and History Long-Term Plan						
Year 1/2						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>A</b>	Geography - India	History - Changes within living memory - toys	Geography – countries and continents	Events beyond living memory - castles	Geography – Our School	History – Local places
<b>B</b>	Geography - London	History - Events beyond living memory – The Great Fire of London and Samuel Pepys	Geography – On Safari	History - Changes within living memory – transport/George Stephenson's Rocket	Geography – Magical Mapping (local focus)	History – Local people
Year 3/4						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>A</b>	Geography – All Around the World	History - Events beyond living memory - Ancient Egypt	Geography – Rainforests		Geography – Water Water Everywhere	History – British history post 1066 – Riotous Royalty
<b>B</b>	History – Events beyond living memory - Stone Age to Iron Age		Geography – Extreme Earth	History – Events beyond living memory - The Romans	Local Geography – mapping	Local history
Year 5/6						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>A</b>	Geography and British history beyond 1066 – WWI and WWII		Geography – Mountains and Rivers	History - British history beyond 1066 - Crime and Punishment	Geography – Amazing Americas	History - Events beyond living memory – The Mayans and chocolate
<b>B</b>	Earth and Space – Science scheme with links to the history of space travel and geography (tides)		Geography – Our Changing World	History - Events beyond living memory - Anglo Saxons	Local Geography	Local history

# Science

# Overview



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## **Mission statement/intent**

At Highley Primary School, we recognise how science impacts every aspect of daily life. As one of the core subjects taught at primary level, we give the teaching and learning of science the prominence it deserves.

Learning science is concerned with increasing pupils' knowledge of our world, and with developing skills associated with science as a process of enquiry. Our science curriculum aims to develop the natural curiosity of each child, encourages them to explore ideas, and instils in pupils the importance of caring for the natural environment.

## **Methodology/Pedagogy**

Children have weekly lessons in science which are in the process of being planned by the science coordinator and adapted by teachers to further link to their topic work where applicable. Key Stage 1 lessons last for 1-1.5 hours, and KS2 lessons last for 1.5-2 hours. In Early years, science is taught as the children learn through play. Science lessons at Highley School are all enquiry based, with every session involving at least one aspect of scientific enquiry. Knowledge is embedded via use of working walls which are added to in every lesson and constantly referred to, particularly at the beginning of every lesson. Science in our school is very practical based, meaning that a lot of evidence is in the form of photographs. Children do also record some parts of lessons or investigations in their individual science books when necessary. This is not every lesson in the hopes of maintaining the enthusiasm for science that some of the less confident writers may lose if they are always asked to write.

Using the requirements of the Science National Curriculum as our guide, our science lessons offer opportunities for children to:

- Develop an enthusiasm and enjoyment of scientific learning and discovery.
- Develop scientific knowledge and conceptual understanding of the disciplines of Physics, Chemistry and Biology.
- Formulate their own questions.
- Foster the confidence to 'be wrong' when it comes to making predictions and proposing their own theories.
- Improve teamwork skills in scientific experimentation.
- Practically investigate their questions using various methods of enquiry.
- Gain competence in the science skills of planning scientific investigations, gathering and analysing data and evaluating investigations.
- Use a range of methods to gather data from investigations and secondary sources including I.C.T., books, drawings, diagrams, videos and photographs.
- Present data in a variety of methods including tables, bar charts, line graphs, pictograms and pie charts.

Subject Long-Term Plan						
Year 1/2						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
A	Living things and their habitat (Y2 unit)		Materials (Y1 unit)	Materials (Y2 unit)	Plants (Y1 unit)	Seasonal changes (Spring/ Summer) (Y1 unit)
B	Seasonal Changes (Autumn/Winter) (Y1 unit)		Animals including humans (Y1 unit)	Animals including humans (Y2 unit)	Plants (Y2 unit)	
Year 3/4						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
A	Forces and magnets (Y3 unit)		Plants (Y3 unit)	Plants and Living Things (Y4 unit)	Animals including humans (Y3 unit)	Animals (Y4 unit)
B	Rocks and Soils (Y3 unit)  Extreme Earth (Geography through scientific enquiry) Layers of the Earth, volcanoes, earthquakes		States of matter (Y4 unit)	Electricity (Y4 unit)	Sound (Y4 unit)	Light (Y3 unit)
Year 5/6						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
A	Electricity (Y6 unit)	Light (Y6 unit)	Evolution and Inheritance (Y6 unit)		Living Things and their Habitats (Y6 unit)	Animals including Humans (Y6 unit)
B	Earth and Space (Y5 unit)	Forces (Y5 unit)	Materials (mixtures and solutions) Reversible and irreversible changes (Y5 unit)		Living Things and their Habitats (Y5 unit)	Animals including Humans (Y5 unit)

# Art and Design

## Overview



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### **Mission statement/subject intent**

At Highley School we believe that Art and Design provide a unique way of understanding and responding to the world. We value Art and Design as an important part of the children's learning and ensure they receive a broad and balanced curriculum. We aim to inspire, motivate and enrich pupils education by providing them with the skill to develop as an artist and as a person. At Highley school, we encourage children to learn from making mistakes and encourage them to have the confidence to experiment and invent their own art work.

We intend to give pupils every opportunity to develop their ability, nurture their talents and interests, express their thoughts and ideas about the world as well as our community.

Our Art curriculum have been developed thinking of the children's artistic skills and how they can be developed as they journey through our school. We shall look at many new artists and use their work as inspiration to develop our own!

### **Methodology**

In order to develop their skills as artists, learners will:

- Produce creative work, exploring their ideas and recording their experiences
- Grow in confidence to express themselves through visual means by progressively learning new skills.
- Evaluate and analyse creative works of great artists using specialist vocabulary.

## **EYFS**

Expressive Arts and Design is weaved into the Daily Provision in the classroom. Opportunities for children to access a wide range of media and materials enables the children to develop their understanding, self-expression, vocabulary and ability to communicate through the arts. There are opportunities throughout the year to focus on specific Artists and Art in other Cultures to develop children's awareness, creativity and imagination.

## **KS1 & KS2**

Basic skills are introduced to the children and are built upon as they travel through the school to make sure they learn the foundations of the subject.

Each year we will focus on 3 or 4 skills (drawing and painting, printing, collage, or 3D sculptures). These skills are revisited and developed yearly.

Art at Highley school is taught by the Class Teachers or a HLTA, following our Long term plan to ensure progression.

Our scheme has been designed with the following strands to run throughout the different Key Stages:

- Exploring and developing ideas
- Making skills
- Formal elements – line, texture, colour
- Knowledge of artists
- Evaluating

Lessons will always be practical in nature and encourage experimental and exploratory learning. Art lessons are differentiated wherever possible to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.







## **Sketch books**

In Years 1-6 artwork is recorded in sketchbooks, following these four rules: No crossing out; No rubbing out; Tracing is not cheating; Fill each page. Sketchbook work is ongoing and underpins the processes and skills that the children learn. Sketchbooks are revisited and used to encourage reflection and evaluation.

## Key Stage 1







	Drawing and painting	3D or collage	Printing or other
Cycle A	<p>Romero Britto</p> 	<p><b>1.1.1</b>      <b>3D – Birds</b>  <b>Hoang Tien Quyet</b>                      (Access art unit)                      Potential link to science –                      Living things and their                      habitat.</p> 	<p>Simple printing (Access art unit)                      Potential link with India Topic</p> 
Cycle B	<p>Flora and fauna Henri Rousseau / Erin Anfinson                      (Access art unit)                      Potential link to Science (Plants)</p> 	<p>Steven Brown</p> 	<p>O'Keeffe (collage)                      Link to On Safari</p> 

## Lower Key Stage 2

	Drawing and painting	3D or collage	Printing or other
Cycle A	<p>Quintin Blake potential link to English</p> 	<p>Yayoi Kusama 3D and polka dots</p> 	<p>William Morris (printing) Potential link with science Plants</p> 
Cycle B	<p>Picasso (portraits)</p> 	<p>Roman Pots (clay) Link to The Romans.</p> 	<p>Ana Atkins - cyanotypes (Access art unit)</p> 



## Upper Key Stage 2

	Drawing and painting	3D or collage	Printing or other
Cycle A	<p>Paul Nash WWII Potential link to WWI/WWII</p> 	<p>Michelle Reader (3D)</p> 	<p>Andy Warhol (printing) Potential link to Chocolate (packaging/pop art)</p> 
Cycle B	<p>Peter Thorpe – Potential link to Science , space.</p> 	<p>Fashion design Alice Fox, Rahul Mishra and Pyer Moss</p> 	<p>Keith Haring</p> 

# Design and Technology

## Overview



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### **Mission statement/intent**

At Highley Primary School, we are developing independent, resilient learners, who are not afraid of challenge or failure. Design and Technology offers pupils the opportunity to face challenges, solve problems and be creative. Design and Technology is a subject which helps to support a classroom climate of learning through trial and error. Design and Technology lessons have sufficient depth and breadth to enable pupils to learn practical skills, subject knowledge and meet the requirements of health and safety.

### **Methodology/Pedagogy**

Pupils are taught how to design and make **something, for someone, for some purpose**. Each unit of work should follow the Design and Technology Association's Project on a Page format. These pages give an open overview of each project with guidance on potential outcomes. They link to Knowledge Organisers which show the key vocabulary, skills and knowledge required for each unit of work. We have a two-year LTP plan due to mixed year classes within the school.

Each unit will follow the following pathway:

1. Investigative and Evaluative activities – research products, and how key events and individuals in design technology have shaped the world.
2. Focussed tasks – skills building.
3. Design – make – evaluate assignment.

As part of their work on cooking and nutrition, pupils are taught how to cook and apply the principles of nutrition and healthy eating. Learning to cook is an essential life skill. Pupils are taught where food comes from and, by growing produce in the school garden, experience the farm to fork principles in action.

Progression of skills is clear, and teachers follow the DATA (Design and Technology Association) guidance on this. Deliberate practice and re-visiting of skills is spaced throughout the curriculum. An awareness of sustainability, being resourceful and not wasteful, is important. We do not promote the use of single use plastics and try to ensure that resources are reclaimed, reduced, reused, and recycled whenever possible.

Subject Long-Term Plan						
Year 1/2						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
A	Food (curry)	<b>Food</b> Preparing fruit and vegetables		<b>Textiles</b> Templates and joining techniques		<b>Mechanisms</b> Sliders and levers (information book)
B		<b>Structures</b> Bridges		<b>Mechanisms</b> Wheels and axles		<b>Food</b> Preparing fruit and vegetables
Year 3/4						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
A		<b>Mechanical Systems</b> Levers and linkages		<b>Textiles</b> 2D shape to 3D product		<b>Food</b> Healthy and varied diet
B		<b>Structures</b> Shell structures & CAD	<b>Food</b> Healthy and varied diet (pizzas)	<b>Electrical systems</b> Simple circuits and switches		<b>Mechanical Systems</b> Pneumatics
Year 5/6						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
A		<b>Electrical systems</b> Monitoring and controlling		<b>Mechanical systems</b> Pulleys or gears		<b>Food</b> Celebrating culture and seasonality
B		<b>Structures</b> Frame structures		<b>Textiles</b> Combining different fabric shapes & CAD	<b>Mechanical systems</b> Cams	<b>Food</b> Celebrating culture and seasonality (leavers' picnic)

# PE

## Overview

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### **Mission statement/intent**

At Highley Community Primary School, every child is given the opportunity to develop their physical skills in a broad and balanced curriculum. During our PE lessons, children are taught through a progressive curriculum that builds on existing skills, and children are given the opportunity to apply these skills in a range of sports. PE is an important part of our curriculum and helps to instil healthy lifestyles in our children.

### **Methodology/Pedagogy**

We follow 'The Power of PE' scheme of work. This scheme aims to instil Physical Education at the heart of school life. During each unit, children work towards the development of 8 or 9 key outcomes per year group. By way of example, below are the outcomes for Year 1:

1. Throw and catch displaying a degree of competency, in isolation and in varied environments
2. Demonstrate changes of direction, level and speed
3. Show an awareness of how the body functions/changes during exercise
4. Repeat and perform sequences of movements
5. Displays development in the FUNdamentals of movement (jog, spring, jump, hop, weight on hands, balance and coordination)
6. Uses FUNdamentals of movement to achieve success in competitive environments, individually and as a team
7. Show competence in on stroke when swimming
8. With guidance participate displaying respect, fair play and working well with others

Throughout the academic year, the activities delivered are designed to allow children to develop their performance in all of the relevant P.E Outcomes for their year group. Units are structured to fit in with the events organised by the East Shropshire Sports Partnership.

EYFS						
Cycle	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
A&B	Travelling and Movement (Gym Equipment) Fundamental movements	Throwing and Catching	Multi-skill invasion	Sending and receiving	Striking and Fielding	Athletics Guided Discovery
<b>Year 1/2</b>						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
A	Fundamentals	Dance	Multi-skills/ Invasion games	Racquet/ Golf skills	Athletics	Striking and Fielding
B	Fundamentals	Gymnastics	Multi-skills/ Invasion games.	Racquet/ Golf skills	Athletics	Striking and Fielding
<b>Year 3/4</b>						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
A	Invasion Games/ Football	Netball	Gymnastics	Golf	Cricket	Athletics
B	Netball	Invasion games/ Tag Rugby	Dance	Handball/ Dodgeball	Tennis	Athletics
<b>Year 5/6</b>						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
A	Tag Rugby	Netball	Dance	Handball/ Dodgeball	Tennis	Athletics/ Swimming
B	Football	Netball	Gymnastics	Golf	Cricket	Athletics/ Swimming

# Music

## Overview

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### **Mission statement/intent**

At Highley Community Primary School we strive to improve self-esteem and general well-being through musical performance and engagement. Children are encouraged to sing daily as well as having a dedicated 'Singing Practice' once a week which is led by the Music Lead.

Our peripatetic Music provision has increased over the years with PP children being actively encouraged to learn an instrument in order to ensure that Music provision is available to all children.

The ethos of Music at Highley School is that everyone can get involved and everybody has a 'voice' which needs to be heard. As such, our regular Choir club often has a membership of around 40 children although the focus on whole school singing ensures that most children can be called upon to 'perform' for a variety of audiences.

### **Methodology/Pedagogy**

As a school, we promote singing for enjoyment, raising self-esteem, a way of improving memory and listening skills. It is also a way of enhancing all areas of the curriculum. For example, the learning of Spanish is consolidated with a range of Spanish songs and times tables songs are also encouraged. A range of topic-based songs are also being introduced to help children to learn key dates and facts e.g., Anglo Saxon, Stone Age and London song.

Our progression in music is as follows:

**Reception** - emphasis on call/response/ memory skills/ singing

**KS1** - emphasis on singing (call/response/rounds), rhythm and beat introduced, introduction of tuned/untuned instruments, simple notation using a graphic score, introduction to evaluating different genres (classical and rock), composition linked to topic (focus on skills learnt so far).

Performance to include vocals and simple percussion e.g., clapping.

Performance terminology outlined on MTP.

**LKS2** - Continued singing (solo, duet, parts), recap rhythm and beat learning (intro new terminology- see MTP), introduce staff notation and recorders (B,A,G), composition and evaluation linked to topic (use learnt terminology when appraising/evaluating), introducing 'Music through Time' (classical, rock, evaluation two more genres depending on teacher preference)

Performance to include vocals, percussion and recorders.

**UKS2** - Continued singing (to include harmonies/ instructing and leading other year groups), regular performances in the community for Y5 or 6, staff notation progression through recorder and ukulele, 'Music through time' aspect to now be taught through each 'Charanga unit rather than being taught as distinct units as it was in the past. Composition and evaluation are linked to topic.

Performance to include vocals, percussion, recorders, ukulele and any instruments learnt through private tuition.

Whole School Performances: The children prepare a song for performance to parents on a Friday if assemblies return to being 'in person.'. UKS2 children to perform 'walking in music' regularly – this should include children who are having private music tuition e.g. piano performances in Tuesday's assemblies.

At the end of the Summer term, there is the opportunity for a whole school vocal and body percussion performance on the field.

We work from the 'Charanga' programme of study which means that the key skills for music are re-visited each year (see Progression Map for skills). This now means that children in each year will definitely build on these key skills rather than waiting until a set date for a skill to be taught.

We consolidate our learning by regularly singing and performing in assembly and to parents (pre- Pandemic) and like to think that a love of music underpins most of the things that we do at Highley School.

Music Long-Term Plan						
Year 1/2						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>A</b>	Hands, feet, heart	My stories	I wanna play in a band	<b>Zootime</b>	Friendship song	Reflect, rewind and replay
<b>B</b>	Hey You!	'Rhythm in the way we walk' and 'Banana Rap'	In the groove	<b>Round and Round</b>	Your Imagination	Reflect, Rewind and Replay
Year 3/4						
<b>I</b>	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>A</b>	Mamma Mia	Glockenspiel stage 2	Stop!	The Dragon song	Blackbird	Reflect, rewind and replay
<b>B</b>	Let your spirit fly	Glockenspiel stage 1 (really easy and light to leave room for Christmas practice!)	Three little birds	Lean on me	Bringing us together	Reflect, Rewind and Replay
Year 5/6						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>A</b>	Livin' on a prayer	Classroom Jazz 2	A New Year Carol	Make you feel my love	Dancing in the street	Reflect, rewind and replay
<b>B</b>	Happy	Classroom Jazz 1	You've got a friend	The Fresh Prince of Bel Air	Music and me	Reflect, rewind and replay



# Religious Education

## Overview



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### **Mission statement/intent**

*As a geographical area, Highley is not particularly multi-cultural and so, therefore, it is crucial that our children encounter people who hold different world views whilst they are at Highley School, in order to understand and respect the point of view of those who have a faith and those who have none.*

*Children of Highley School will be able to explore and make sense of four world religions and make links between them. They will be able to examine their own beliefs and responses to a range of key questions and will be able to generate and explore questions of their own.*

### **Methodology/Pedagogy**

*We will predominantly use Twinkl units OR SACRE units to teach the key questions from the LA Agreed Syllabus. Each unit will contain lessons that must be taught in order to cover the key question effectively. Other lessons from each unit can be taught to deepen pupils' understanding of the subject. Teams/Zoom/ visits from local representatives may be used to consolidate pupils' understanding of religion rather than settling for abstract representations.*

There are 6 lessons which should be taught across the term. This is to leave space for the key questions (on the LTP) to be explored more fully and enhanced with Teams/face to face visits as much as possible. Ideally, it would be good for the children to understand where they might find our nearest mosque and how the Muslims, they are introduced to live out their beliefs.

The amount of time allotted to RE is as follows but bear in mind that there will be 'virtual' visits and experiences that the whole school can access.

### **Assessment**

Evidence that the key questions have been covered should be shown in 'Topic' books, photographed for the 'RE Evidence file' or in 'pupil voice' evidence carried out by the RE Lead. Photographs of discussion, display work or virtual visits should be taken and added to 'RE Evidence file.'

Subject Long-Term Plan						
Year 1/2						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
A	<b>Places of worship</b> (1.8 What makes some places of worship sacred?)	EXPLORE 1.10 What does it mean to belong to a faith community?)	<b>Religion and rituals</b>	EXPLORE 1.10 What does it mean to belong to a faith community?)	<b>Islam</b>	EXPLORE (1.6 Who is a Muslim and how do they live?)
B	<b>Light and dark</b> (1.3 Why does Christmas matter?)	EXPLORE Compare with Hanukkah/Diwali . (1.1 What do Christians believe God is like?)	<b>Nature and God</b> (1.2 Who do Christians say made the world? 1.9)	EXPLORE 1.9 How should we care for the world and why should it matter?	<b>Ceremonies</b> (1.6 Who is a Muslim and how do they live?)	EXPLORE 1.7 Who is a Jew and how do they live?
Year 3/4						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
A	<b>People of Faith</b> L2.11,L2.12,1.10, L2.10,,L2.9	Explore: how do people live out their beliefs?	<b>Easter/Good Friday</b> L2.5,L2.6,L2.4, U2.5U2.6	Explore: how do people live out their beliefs?	<b>Christianity</b> (1.1, L2.4, L2.3,L2.6 )	Explore: how do people live out their beliefs?
B	<b>Hinduism</b> (1.8, 1.10, L2.7, L2.8, L2.11)	Explore: how do people live out their beliefs?	<b>Judaism</b> (L2.10, L2.10, L2.11)	Explore: how do people live out their beliefs?	<b>Christian beliefs U2.4,</b> L2.1,L2.2,L2.3	Explore: how do people live out their beliefs?
Year 5/6 .						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
A	<b>Justice and Freedom (Y6)</b> L2.2, L2.8,U2.4,	Explore: How do people live out their beliefs? (Christians)	<b>Peace (Y5)</b>	Explore: How do people live out their beliefs? (Jews)	<b>Eternity (Y6)</b>	Explore: How do people live out their beliefs? (Muslims)
B	<b>Worship (Y5)</b> U2.6	Explore: How do people live out their beliefs? (Hindus)	<b>Overview of 4 religions</b> U2.4,U2.7,U2.8, U2.9	Explore: How do people live out their beliefs? (People of no faith)	<b>Final key questions.</b> U2.10,U2.11,U2.12	Each 'Explore' block can be flexible-encourage the children to find out answers for themselves.

# Modern Foreign Languages (MFL)

## Overview



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### **Mission statement/subject intent**

At Highley School we believe that learning a foreign language provides a valuable educational, social and cultural experience for all the pupils. Pupils will develop communication and literacy skills that will lay the foundation for their future language learning. Children will develop linguistic confidence, extend their knowledge of how language works and explore similarities and differences between the Spanish and the English language. Learning another language raises awareness of the multilingual and multicultural world we live in and introduces an international dimension to pupils' learning, giving them an insight into their own culture as well as those of other countries. Learning about Spain and their traditions, will allow children to experience the everchanging world we live in and see how these traditions have transformed Spain to the country we know it now.

### **Methodology**

At Highley school, Spanish will be taught on a bi-weekly basis by a Spanish speaking teacher to all children in KS2. These lessons will be followed up by class teachers on the alternative week. During these lessons, the children will have the opportunity to develop a range of secure vocabulary and be able to use this vocabulary in a range of sentences using correct grammar. Children will be provided with activities which will enable them to build on their previously learned knowledge throughout Key Stage 2;

- Speaking skills will progress from using simple words and phrases to being able to join ideas and sentences together during, for example, presentations and role plays
- Listening skills will progress from recognising simple words and phrases to being able to understand longer texts and more complex vocabulary and sentence
- Reading skills will progress from understanding simple words and phrases to understanding stories and non-fiction (including subject-specific vocabulary).
- Writing skills will progress from writing simple words and phrases to writing at length with joined sentences and using the correct grammar, for a variety of text
- Grammar skills will progress from, for example, learning a specific article for specific nouns, to being able to alter verbs depending on the

Spanish will be encouraged to be used around the school, in all key stages, on a daily basis;

- taking the register and ordering their food
- simple class instructions
- saying the date

Spanish songs will be taught and sang by our music coordinator during our singing assemblies. These songs will also be used in Spanish lessons.

## **KS1**

Learning a second language is not compulsory in Key stage 1. We believe it is important that the children have access to the new language as soon as possible, to encourage and foster a love of learning a new language. Spanish assemblies will be held once a month for all the children in KS1.

Our languages curriculum aims to develop within pupils a love of learning languages and a secure knowledge and understand of Spanish so that children are confident to use Spanish both orally (for speaking and listening) and in writing (both for writing and reading).

Our learning is progressive which means that with each half term, term and year that goes by, we are constantly building on our Spanish knowledge so that by the time our pupils leave primary school, they are ready for the challenges that come with learning languages at secondary school.

Spanish Long-Term Plan						
Year 1/2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Assemblies</b>	Greetings Numbers 1 – 10	Colours (the colour monster)  Christmas in Spain	Fruit and vegetables (The hungry caterpillar)	Days of the week  Easter traditions	Months of the year	Where is Spain?
Children are encouraged and will have the opportunity to use their language learnt throughout the course of the day – answer the register in Spanish and even say the date in Spanish						

Year 3/4						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>A</b>	<b>Greetings</b> - Hello and goodbye - How are you? - What is your name?  <b>Numbers 1 – 31</b> - How old are you? - What is the time?	<b>Alphabet (phonics of the language)</b> - What is your name? How do you spell it? - What is his/her name? how do you spell it?  <b>Where is Spain?</b>  <b>Christmas traditions in Spain</b>	<b>Animals (linking to Topic Rainforests)</b> - domestic animals at home - Rainforest animals  <b>Colour</b> - colour monster book - Describe animals using colour	<b>Food</b> - Likes and dislikes  <b>Easter in Spain</b>	<b>Days of the week</b>  <b>Months of the year</b>  <b>At the beach</b>	<b>Weather in Spain</b> - compare to Highley/ weather in England  <b>Deeper Learning – revisit, perform and apply language learnt in different context</b>
<b>B</b>	<b>Greetings</b> - Hello and goodbye - How are you? - What is your name?  <b>Numbers 1 – 31</b> - How old are you? - How much does it cost? Euros	<b>Alphabet (phonics of the language)</b> - What is your name? How do you spell it? - What is his/her name? how do you spell it?  <b>Christmas traditions in Spain -Main focus villancicos</b>	<b>All about me (body parts including colour)</b> - Body parts - Colours	<b>Food</b> - Likes and dislikes  <b>Spanish Royal family</b> - Compared to our Royal family	<b>Days of the week</b>  <b>Months of the year</b>  <b>Transport and countries</b>	<b>Family</b> - Mum, dad, brothers and sisters - pets  <b>Deeper Learning – revisit, perform and apply language learnt in different context</b>

Classroom instructions to be learnt in class - class teachers to use the language during register/ class routine.

Year 5/6						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>A</b>	<p><b>Recap Greetings</b></p> <ul style="list-style-type: none"> <li>- Hello and goodbye</li> <li>- How are you?</li> <li>- What is your name?</li> <li>- how old are you?</li> </ul> <p><b>Recap numbers 1 - 31</b></p> <p><b>-Days and months</b></p> <ul style="list-style-type: none"> <li>- When is your birthday?</li> </ul>	<p><b>School</b></p> <ul style="list-style-type: none"> <li>- subjects</li> <li>- describe schools</li> </ul> <p><b>Christmas traditions</b></p> <ul style="list-style-type: none"> <li>-La Misa del Gallo</li> </ul>	<p><b>The weather</b></p> <ul style="list-style-type: none"> <li>- weather forecast</li> </ul> <p><b>The world (mountains and rivers – linked to topic)</b></p>	<p><b>The world (mountains and rivers – linked to topic)</b> continued</p> <p><b>Brochure about Spain</b></p> <ul style="list-style-type: none"> <li>- capital city</li> <li>- counties</li> <li>- cities</li> </ul>	<p><b>Brochure about Spain</b></p> <ul style="list-style-type: none"> <li>- capital city</li> <li>- counties</li> <li>- cities</li> </ul> <p>Continued</p> <p><b>Clothes (including description)</b></p>	<p><b>Family</b></p> <ul style="list-style-type: none"> <li>- Mum, dad, brothers and sisters</li> <li>- pets</li> <li>- extended family</li> </ul> <p><b>Hobbies</b></p> <ul style="list-style-type: none"> <li>- Likes and dislikes</li> </ul> <p><b>Deeper Learning – revisit, perform and apply language learnt in different context</b></p>
<b>B</b>	<p><b>Recap Greetings</b></p> <ul style="list-style-type: none"> <li>- Hello and goodbye</li> <li>- How are you?</li> <li>- What is your name?</li> <li>- how old are you?</li> </ul> <p><b>Recap numbers 1 - 31</b></p> <p><b>-Days and months</b></p> <ul style="list-style-type: none"> <li>- When is your birthday?</li> </ul>	<p><b>The planets (linked to their topic)</b></p> <p><b>Spanish speaking countries</b></p> <ul style="list-style-type: none"> <li>- Look at how some of these countries celebrate Christmas.</li> <li>- el día de los Muertos (Nov)</li> </ul>	<p><b>All about me (body parts including colour)</b></p> <ul style="list-style-type: none"> <li>- Body parts</li> <li>- Colours</li> </ul>	<p><b>My town/ village – Where I Live</b></p> <ul style="list-style-type: none"> <li>- landmarks</li> <li>- shops</li> <li>- buildings</li> </ul> <p><b>Traditional Spanish Villages – compare to Highley</b></p> <ul style="list-style-type: none"> <li>- Focus on the little village Genalguacil</li> </ul>	<p><b>Numbers 30 – 100</b></p> <ul style="list-style-type: none"> <li>- Shopping (clothes/ food)</li> <li>- euros</li> </ul>	<p><b>All about me – Fact file</b></p> <p><b>Deeper Learning – revisit, perform and apply language learnt in different context</b></p>
Classroom instructions to be learnt in class - class teachers to use the language during register/ class routine.						

# P.S.H.E.



## Overview

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### Intent:

The skills taught in PSHE at Highley Primary School enables our children to develop the skills they need to flourish in the wider curriculum and in life as a whole. PSHE helps pupils to understand their own personal value, and how as individuals, they fit into and contribute to the world. In addition, it helps to develop emotional literacy, build resilience and supports mental and physical wellbeing, in turn supporting emotional awareness, concentration and focus.

### Implementation:

We believe that PSHE plays a vital part of primary education and is therefore timetabled to be taught **weekly** to ensure that quality time is dedicated to these areas. In addition, there are always occasions where teachers may feel it necessary to teach PSHE as a result of an issue that has arisen in their own class. Many objectives from the curriculum will also be covered as an important part of school assemblies, with a particular focus on British Values.

Alongside our P.S.H.E. curriculum, we complement key campaigns throughout the year, such as National Anti-bullying Week, E-safety Week and Mental Health.

In Early Years, teachers follow the EYFS Statutory Framework organised into three key areas of: Making relationships; Self-confidence & awareness; Managing feelings & behaviour. In Key Stage 1 and 2, teachers follow a thematic Primary Scheme of Work based on the P.S.H.E. Association Programme of Study, which includes three core themes of Health and Wellbeing; Relationships; and Living in the Wider World. These are further broken down into areas of study as detailed below:

Family & friendships	Safe relationships	Respecting ourselves & others	Belonging to a community	Media literacy & digital resilience	Money & work	Physical health & mental well-being	Growing & changing	Keeping safe
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In addition to dedicated PSHE lessons, many other curriculum subjects make a link to PSHE, British Values, and SMSC. For example, our children are encouraged to show leadership in their school community through Student and Eco-Council and Safer Schools. The children have a first-hand experience of democracy in action, when they vote for the class representative for School Council.

Beyond our documented curriculum, it is hoped that the school's values provide a culture that contributes equally towards the pastoral development of our children. [\\*\\*\\*Link to school values](#)

At Highley Primary School, our PSHE curriculum demonstrates appropriate subject knowledge, skills and understanding to fulfil the statutory duties of the Relationship Education (RE), Relationship and Sex Education (RSE) and Health Education (HE) curriculums.

### **Impact:**

Children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.

Children will demonstrate a healthy outlook towards school – we aim for attendance to be in-line with national figures..

Behaviour will be good. And children have knowledge of how the school's "Good to be Green" behaviour management system and how it works in school and the emotional literacy to handle conflict.

Participation in extra-curricular activity both in school and beyond is encouraged and celebrated.

Pupil Voice Surveys/ interviews are used to assess knowledge of how to stay safe and emotionally confident within the school.

Children will become healthy and responsible members of society.

Levels of volunteering both within the school through, for example, litter picking, librarians and school and eco councils and within the community through choir concerts within local community groups and supporting the local food bank.

Children achieve to the best of their ability, across the curriculum.

Children will be well prepared for their transition to secondary school and ultimately their journey preparing them for life and work in modern Britain.



# HIGHLEY PRIMARY SCHOOL: LONG TERM OVERVIEW FOR P.S.H.E / R.S.E.

## KEY STAGE 1

	AUTUMN: Relationships			SPRING: Living in the wider world			SUMMER: Health & well-being		
	Family & friendships	Safe relationships	Respecting ourselves & others	Belonging to a community	Media literacy & digital resilience	Money & work	Physical health & mental well-being	Growing & changing	Keeping safe
<b>Year 1</b>	Roles of different people; families & feeling cared for **Internet safety	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite & respectful	What rules are; caring for others' needs; looking after the environment	Using the internet & digital devices; communicating on-line <i>*Could be combined with 'Internet safety in Autumn Term.</i>	Strengths & interests; jobs in the community	Keeping healthy; food & exercise; hygiene routines and sun safety	Recognise what makes them unique & special; feelings; managing when things go wrong *SRE Growing & changing ('Respect Yourself')	*How rules & age restrictions help us; keeping safe on-line <i>*Could be combined with 'Internet safety in Autumn Term.</i>
<b>Year 2</b>	Making friends; feeling lonely & getting help **Internet safety	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common & differences; playing & working co-operatively; sharing opinions	Belonging to a group; role & responsibilities being the same & different in the community	The internet in everyday life; online content & information <i>*Could be combined with 'Internet safety in Autumn Term.</i>	What money is; needs & wants; looking after money	Why sleep is important; medicines & keeping healthy; keeping teeth healthy; managing feelings & asking for help	*SRE Changes; growing older; naming body parts; recognising & respecting differences ('Respect Yourself')	Safety in different environments; risk & safety at home; dealing with emergencies

HIGHLEY PRIMARY SCHOOL: LONG TERM OVERVIEW FOR P.S.H.E / R.S.E.  
LOWER KEY STAGE 2

	AUTUMN: Relationships			SPRING: Living in the wider world			SUMMER: Health & well-being		
	Family & friendships	Safe relationships	Respecting ourselves & others	Belonging to a community	Media literacy & digital resilience	Money & work	Physical health & mental well-being	Growing & changing	Keeping safe
Year 3	What makes a family; features of family life **Internet safety	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy & being polite	The value of rules & laws; rights, freedoms & responsibilities	How the internet is used; assessing information on-line <i>*Could be combined with 'Internet safety in Autumn Term.'</i>	Different jobs & skills; job stereotypes; setting personal goals.	Healthy choices & habits; what affects feelings; expressing feelings	Personal strengths & achievements & re-framing setbacks <i>*SRE Puberty &amp; physical/ emotional change; human life cycle ('Respect Yourself')</i> <i>**Could be linked to science topic</i>	Risks & hazards; safety in the local environment & unfamiliar places
Year 4	Positive relationships – including on-line. **Internet safety	Responding to hurtful behaviour; managing confidentiality; recognising risks on-line <i>*Could be combined with 'Internet safety'</i>	Respecting differences & similarities; discussing differences sensitively	What makes a community; shared responsibilities	How data is shared & used <i>*Could be combined with 'Internet safety in Autumn Term.'</i>	Making decisions about money; using & keeping money safe	Why sleep is important; medicines & keeping healthy; keeping teeth healthy; managing feelings & asking for help	<i>*SRE Physical &amp; emotional changes in puberty; life processes &amp; reproduction; personal hygiene routines ('Respect Yourself')</i> <i>**Could be linked to science topic</i>	Medicines & household products; drugs common to everyday life

HIGHLEY PRIMARY SCHOOL: LONG TERM OVERVIEW FOR P.S.H.E / R.S.E.  
UPPER KEY STAGE 2

	AUTUMN: Relationships			SPRING: Living in the wider world			SUMMER: Health & well-being		
	Family & friendships	Safe relationships	Respecting ourselves & others	Belonging to a community	Media literacy & digital resilience	Money & work	Physical health & mental well-being	Growing & changing	Keeping safe
<b>Year 5</b>	Managing peer relationships & peer influence <i>**Internet safety</i>	Physical contact & feeling safe	Responding respectfully to a wide range of people; recognising prejudice & discrimination	Protecting the environment; compassion towards others	How information on-line is targeted; different media types, their role & impact <i>*Could be combined with 'Internet safety in Autumn Term.</i>	Identifying job interests & aspirations; what influences career choices; workplace stereotypes.	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality & different qualities; mental well-being <i>*SRE Puberty &amp; physical/ emotional change; human life cycle ('Respect Yourself')</i> <i>**Could be linked to science topic</i>	Keeping safe in different situations, incl. responding in emergencies, first aid and water safety
<b>Year 6</b>	Attraction to others; romantic relationships; civil partnerships & marriage <i>**Internet safety</i>	Recognising & managing pressure; <i>***consent in different situations</i> <i>*Could be combined with 'Internet safety</i>	Expressing opinions & respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination & stereotypes.	Evaluating media sources; sharing things on-line <i>*Could be combined with 'Internet safety in Autumn Term.</i>	Influences & attitudes towards money; money & financial risks	What affects mental health & ways to take care of it; managing change, loss & bereavement; managing time on-line	<i>*SRE Human reproduction &amp; birth; increasing independence; valuing yourself; further changes; puberty &amp; knowing your body ('Respect Yourself')</i> <i>*Managing transition activities to support teaching</i>	Keeping personal information safe; regulations & choices; drug use & the law; drug use & the media  +Water Safety

# Computing

## Overview



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### Mission statement/subject intent

Technology is everywhere and we know that it will play a pivotal part in children's lives. Through our computing curriculum at Highley Community Primary School, we aim to equip children with the skills and knowledge of technology in modern society. We aim to give our pupils the life-skills that will enable them to embrace and utilise new technology in a socially responsible and safe way in order to flourish. We want our pupils to be able to operate in the 21st century workplace and we want them to know the career opportunities that will be open to them if they study computing.

### Methodology

In line with the 2014 National Curriculum for Computing, our aim is to provide a high-quality computing education which equips children to use computational thinking and creativity to understand and change the world. The curriculum will teach children key knowledge about how computers and computer systems work, and how they are designed and programmed. Learners will have the opportunity to gain an understanding of computational systems of all kinds, whether or not they include computers. By the time they leave Highley, children will have gained key knowledge and skills in the three main areas of the computing curriculum:

#### Digital Literacy (DL)

Using a computer or device associated with computing

#### Information Technology (IT)

Using systems for storing, retrieving and sending information

#### Computer Science (CS)

Using algorithmic processes to code and program software.

**Creativity** – This area of the curriculum will encourage children to showcase a variety of computing skills to create something that they are proud of. This can be stand alone projects or linked to the topic that they are learning about in that term. The objectives within each strand support the development of learning across the key stages, ensuring solid grounding for future learning and beyond. The resources that underpin our Computing curriculum come from sources such as code club, scratch, google, and ilearn2:



Computing Long-Term Plan						
Year 1/2						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
A	DL: E-Safety Recognising uses of IT	DL: Using a computer Mouse and keyboard skills	IT: Digital Art IT: Creativity: Text and Images	IT: Creativity: Comic Creation	CS: Introduction to programming	IT: Creativity: Music Creation
B	DL: E-Safety DL: Internet Research	DL: Using a computer Mouse and keyboard skills  IT: Intro to Data Handling	IT: Digital Art and Design	IT: Creativity: eBook creation	CS: Developing programming Scratch Jr Intro	IT: Animation
Year 3/4						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
A	DL: E-Safety Inside a Computer	IT: Typing, document editing, 3D design	IT: Data Handling (Branching Databases and Infographics)	IT Creativity: Digital Storyboards and Comic Creation	CS: Programming with Scratch	IT: Creativity: Music Creation
B	DL: E-Safety DL: Internet Research	IT: 3D Design	IT: Data Handling	IT Creativity: eBooks	CS: Scratch Unit	IT Creativity: Animation
Year 5/6						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
A	DL: E-Safety Computer Networks	IT: App Design	IT: Text-Based Programming	IT Creativity: Digital Music Creation	CS: Scratch Programming	CS Creativity: Scratch projects
B	DL: E-Safety Computers: Past, Present and Future	IT: Image Editing and Graphic Design	IT: Data Handling	IT Creativity: App creation Website Design Video creation	CS: HTML programming	CS Creativity: Website Design