

**Vision: Aim & Accrue**

**Aspiration:** desire or ambition of achieving something

**Independent:** capable of thinking or acting for oneself

**Motivated:** to have interest in or enthusiasm for everything

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**A Good Communicator:** the ability to convey or exchange information, news, or ideas, especially one who is eloquent or skilled.

**Creative:** the ability to use imagination or original ideas to create

**Confident:** having confidence in oneself or one's abilities or qualities.

**Resilient:** the ability to withstand or recover quickly from difficult situations.

**Understanding the importance of a healthy and safe lifestyle:** the ability to choose sensible options given the relevant information.

**Enquire, question and be open-minded:** the willingness to consider new ideas; unprejudiced.

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Subject Area	Vision: Area of Intent								
	Aspiration	Independence	Motivation	A Good communicator	Creative	Confident	Resilient	Understanding Healthy & Safe	Enquiring
<b>Science</b>	Engage in whole school science week & visiting speakers.	Two outdoor investigations per year aimed to be open ended and child lead.	High quality visits that are science based to promote scope of science in life.	Explain why, how, what and outcomes of science knowledge, with increasing confidence and scientific language.	Two outdoor investigations per year aimed to be open ended and child lead.	Feedback ideas and try ways to do science.	To enjoy challenge of investigations with varied outcomes.	Understand healthy foods choices.	Once per term children create their own experiments to seek answers to own scientific questions.
<b>D. &amp; T.</b>	Visits from DT orientated careers. Hands-on ongoing D.T. activities and problem solving across the curriculum.	Children develop own ideas and methods to design, problem solve and make; this with decreasing support, templates and pro-formas.	High quality resources, whole school profile, creative tasks, purposeful and reality driven tasks.	Ability to discuss, explain and talk about ways.	Variety of curriculum based design projects, Engineering week and DT week.	Increased range of skills, ethos to promote thought against end-product.	Ensuring ethos is such that failure is part of process and attempts are good to learn from.	Specific links to equipment, cooking and external Healthy School providers e.g. Chartwells.	Asking why and what is best to be discussed with peers and adults.
<b>Art</b>	Enjoy using and making art material freely, trial and error. Use art as example of what to try.	Making choices of colour, media and equipment.	To use an array of media to represent inart.	Talk about what they like and dislike.	Use imagination either with or without guidance.	Enjoy the choices they have made and use fine and gross motor control.	Learn from mistakes and prepared to have another go when unhappy with outcome.	Use equipment safely.	Ask about art works.

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<p><b>Dance</b></p>	<p>Aspiring to be part of a whole class dance performance. Aspiring to be part of a team. Aspiring to lead / create part of dance moves within a whole dance performance. Aspiring to be better than before.</p>	<p>Being Independent to learn each move within a group. Being independent to improve each move. Being independent to enjoy dancing, despite others. Being independent to perform individual moves either through instruction or through own thought.</p>	<p>Being motivated to learn new moves. Being motivated to move as a team. Being motivated to dance with enjoyment. Being motivated to support each other to produce an excellent performance .</p>	<p>Communicating well through taught moves and/or individual moves. Communicating well through exchanging/supporting or teaching others new / existing moves. Communicating well through body language that is positive and shows positivity.</p>	<p>Creativity through showing individuality in taught moves. Creativity through suggestions of different and new moves to support a whole class performance. Creativity through being able to undertake individual moves and performance as part of a whole class performance.</p>	<p>Being confident in trying to dance. Being confident in attempting different dance moves, even when difficult. Being confident in dancing in front of other people, strangers and audiences . Being confident to show moves to other people to learn.</p>	<p>Being resilient to learn-try-and try again at new moves. Being resilient to keep dancing even when others are better, learn quicker or don't want to do a certain move. Being resilient to continue even when a dance goes slightly wrong. Being resilient to keep going when embarrassed/nervous or finding dance moves complicated.</p>	<p>Understand that dance is a form of exercise. Understand that dance is good for your body and mind as it makes you work and think at the same time. Understand that dance is good for teamwork and being part of something and working together. Understand that dance is something that you need to work on and everyone can enjoy. Understand that dance is something that builds friendships and makes</p>	<p>Willingness to try something different e.g. a move, a style of music or a grouping. Willingness to work collaboratively as the whole dance is a sum of individual bits. Willingness to accept that everyone dances in a different way and that is fine.</p>
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								you more confident in other areas of life.	
<b>Music</b>	Compose own music.	Make musical choices, how to play and when.	To be able to perform	Work as a group, listen and respond to music, lead performances	Explore sounds, using instruments, body and technology. Respond creatively to music in varied forms.	Perform individually and collectively, compose musical pieces.	Enjoy and understand importance of practice and change.		Try to use instruments differently with increasing confidence.
<b>French</b>	Want to say hello and goodbye in variety of languages.	Speak independently.		Speak beyond first language.	Sing songs in different languages.	Respond with increasing confidence in different languages.	Try sounds even when initially wrong.	Understand important of other languages in social well being.	Ask about "how do you say....?"
<b>Humanities</b>	Wanting to learn about the world and their place in it.	Asking questions about environment, past and the world in general.	To look initially at school and local area.	Talk about the world, represent it in images.	Talk about the world, represent it in images.	Be able to ask questions and talk about the world.	Enjoy problems and learning new ideas.	Importance of being safe locally.	Question and be open minded e.g. Diwali, remembrance, life style. Local area.
<b>P.E.</b>	Whole school dance, career discussions from P.E. figures.	Skills acquisition and improved ability to complete increasingly more complex skills. Self-set challenges.	Dance, interhouse competition, intra-house competition.	Dance feedback, showing how to complete skills, being able to explain positives.	Dance, yoga, small games and change of rules. Gymnastic actions interpreted.	Joining clubs, being part of a team, leading / going first, trying a new skill.	Practice and understanding that success comes from failure. Repetitive actions and skills. Working as a team, sportsmanship and enjoying game.	Importance of healthy life-style on body and mind through exercise and healthy	Responding to questions "Why did you do...." "How could we do that better"

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								foods and hydration.	
<b>I.C.T.</b>	Enjoy the use of ICT in class activities.	Become more self-aware of how to use ICT and applying skills.	Self-motivation to “have-a-go”, try new things and use I.T. in a range of tasks.	Talk about ICT in different settings. Use it to communicate when appropriate.	Use of drawing programmes/photos and video clips.	Use range of skills with increasing skill level.	Have a go and don’t give up. Enjoy mistakes.	Understand importance of proper use of ICT.	Ask how to use ICT specific programme.
<b>R.E.</b>	Ongoing “world” aspirations e.g. environment.	Able to discuss with increasing knowledge/independence about various religions.	Caring for one another and the wider world. With increasing understanding of impact that humans have on it.	Talk about aspects of different religions e.g. festivals, buildings, ceremonies and beliefs.	Expressing beliefs in different ways e.g. art, music, dance.	Being confident to help others, self, showing kindness and goodness.	Understanding that they are relatively lucky and others have a harder life.	Understanding that sharing food and water is important and that a healthy life is important to a healthy mind.	Christianity focus.
<b>Outdoor Education</b>	To achieve an outcome via the process, all inclusive achievement. Outdoor crafts. Tools and use of fire.	Problem solving, child led activities and solutions, pursuing own interests and risk taking.	Child led learning, personal goals setting and curiosity.	Outdoor maths investigation, real life aspiration, use of tools and actions, team work. Child as teacher.	Freedom to be creative, outdoor art, child led learning. Exploration through learning.	All is correct, high levels of self-belief, not assessed formally, no innate or pre-implied failure.	All weather conditions, peer support, being part of natural environment. Safety first.	Safety routines, peer support, active and risk taking in supportive environment. Rules of tool use. Correct attire.	Imagery play, cross curricular and outdoor maths investigation, work as team and amend plans and activities.
<b>SEN provision</b>	Confidence building, self-esteem, role	Speaking & Listening interventions (Time to Talk).Modelling	Well-being task force, rewards, IEP, precision teaching,	PECS, Makaton, Wellcomm, SALT, nurture.	Creative nurture, life skills, topics, homework projects, dance, singing, extra-	Emotional Literacy, class assemblies, church	Emotional literacy, social stories, forest school, Burton Youth For Christ.	Role modelling, school rules, assemblies, 1:1 when	Encourage participation, involvement and

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	models, high expectations.	g, scaffolding, chunked activities. Care to not over-support.			curricular, forest schools, Imagineate.	events, pre-teaching, positive support ethos.		appropriate, internet safety. Forest Schools.	celebration of diversity. Being inclusive ethos.
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**Year Group specific: Reception**

Subject Area	Vision: Area of Intent								
	Aspiration	Independence	Motivation	A Good communicator	Creative	Confident	Resilient	Understanding Healthy & Safe	Enquiring
Science	Engage in whole school science week & visiting speakers.	Two outdoor investigations per year aimed to be open ended and child lead.	High quality visits that are science based to promote scope of science in life.	Explain why, how, what and outcomes of science knowledge, with increasing confidence and scientific language.	Two outdoor investigations per year aimed to be open ended and child lead.	Feedback ideas and try ways to do science.	To enjoy challenge of investigations with varied outcomes.	Understand healthy foods choices.	Once per term children create their own experiments to seek answers to own scientific questions.

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<b>D. &amp; T.</b>	Visits from DT orientated careers. Hands-on ongoing D.T. activities and problem solving across the curriculum. Famous men and women in Engineering / cooking etc.	Children develop own ideas and methods to design, problem solve and make; this with decreasing support, templates and pro-formas.	High quality resources, whole school profile, creative tasks, purposeful and reality driven tasks. Cooking based activities.	Ability to discuss, explain and talk about ways. Increasing use of technical language.	Variety of curriculum based design projects, Engineering week and DT week. Increase use of range of equipment.	Increased range of skills, ethos to promote thought against end-product.	Ensuring ethos is such that failure is part of process and attempts are good to learn from.	Specific links to equipment, cooking and external Healthy School providers e.g. Chartwells.	Asking why and what is best to be discussed with peers and adults.
<b>Art</b>	Enjoy using and making art material freely. Use art as example of what to copy or replicate. Artist in residence.	Making choices of colour, media and equipment. Increase range of skills to use.	To use an array of media to represent in art. To produce work for pleasure or to replicate specific artist.	Talk about what they like and dislike. Give reasons why they prefer something.	Use imagination either with or without guidance.	Enjoy the choices they have made and use fine and gross motor control. Increasing confidence in learned skills.	Learn from mistakes and prepared to have another go when unhappy with outcome.	Use equipment safely. Making more appropriate choices.	Ask about art works and techniques. Picasso, Mondrian
<b>Dance</b>	As before but with increasing aspiration.	As before but with increasing independence.	As before but with continued motivation and ability to impact on group.	As before but with increasing range and competence in skills.	As before but with more individual creativity.	As before but with greater confidence.	As before but to cope with more complex tasks.	As before but applied to wider life skills.	As before but with increasing ability to lead and develop all.
<b>Music</b>	Compose own music.	Make musical choices, how to play and when.	To be able to perform	Work as a group, listen and respond to music, lead performances	Explore sounds, using instruments, body and technology. Respond	Perform individually and collectively, compose	Enjoy and understand importance of practice and change.		Try to use instruments differently with increasing confidence.

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					creatively to music in varied forms.	musical pieces.			
<b>French</b>	Want to say hello and goodbye in variety of languages.	Speak independently.		Speak beyond first language.	Sing songs in different languages.	Respond with increasing confidence in different languages.	Try sounds even when initially wrong.	Understand important of other languages in social well being.	Ask about “how do you say....?”
<b>Humanities</b>	Wanting to learn about the world and their place in it. Airports, explorers	Asking questions about environment, past and the world in general. Travelling.	To look initially at school and local area.	Talk about the world, represent it in images.	Talk about the world, represent it in images.	Be able to ask questions and talk about the world. World map.	Enjoy problems and learning new ideas.	Importance of being safe locally.	Question and be open minded e.g. Diwali, remembrance, life style. Local area.
<b>P.E.</b>	Whole school dance, career discussions from P.E. figures. Watching sports people on clips.	Skills acquisition and improved ability to complete increasingly more complex skills. Self-set challenges.	Dance, interhouse competition, intra-house competition.	Dance feedback, showing how to complete skills, being able to explain positives.	Dance, yoga, small games and change of rules. Gymnastic actions interpreted.	Joining clubs, being part of a team, leading / going first, trying a new skill.	Practice and understanding that success comes from failure. Repetitive actions and skills. Working as a team, sportsmanship and enjoying game.	Importance of healthy life-style on body and mind through exercise and healthy foods and hydration.	Responding to questions “Why did you do....” “How could we do that better”
<b>I.C.T.</b>	To use as wide a range of ICT as possible and work collaboratively on tasks.	Continue to develop skills and use more independently.	Self-motivation to “have-a-go”, try new things and use I.T. in a range of tasks.	Developing Keynote presentation skills e.g. Keynote & powerpoint.	Use of art and design packages when appropriate and ICT as stimulus to	Being confident to work collaboratively with presentation packages and develop	Have a go and try again, enjoy mistakes and errors.	Understand the ways technology can be used in life and that adults should helping to guide ideas.	Ask about “what if...” “Why did.....”



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				Art packages to create pictures.	curriculum work.	associated skills.			
<b>R.E.</b>	Ongoing “world” aspirations e.g. environment.	Able to discuss with increasing knowledge/ independence about various religions.	Caring for one another and the wider world. With increasing understanding of impact that humans have on it.	Talk about aspects of different religions e.g. festivals, buildings, ceremonies and beliefs.	Expressing beliefs in different ways e.g. art, music, dance.	Being confident to help others, self, showing kindness and goodness.	Understanding that they are relatively lucky and others have a harder life.	Understanding that sharing food and water is important and that a healthy life is important to a healthy mind.	Sikhism focus.
<b>Outdoor Education</b>	To achieve an outcome via the process, all inclusive achievement. Outdoor crafts. Tools and use of fire.	Problem solving, child led activities and solutions, pursuing own interests and risk taking.	Child led learning, personal goals setting and curiosity.	Outdoor maths investigation, real life aspiration, use of tools and actions, team work. Child as teacher.	Freedom to be creative, outdoor art, child led learning. Exploration through learning.	All is correct, high levels of self-belief, not assessed formally, no innate or pre-implied failure.	All weather conditions, peer support, being part of natural environment. Safety first.	Safety routines, peer support, active and risk taking in supportive environment. Rules of tool use. Correct attire.	Imagery play, cross curricular and outdoor maths investigation, work as team and amend plans and activities.
<b>SEN provision</b>	Confidence building, self-esteem, role models, high expectations.	Speaking & Listening interventions (Time to Talk).Modelling, scaffolding, chunked activities. Care to not over-support.	Well-being task force, rewards, IEP, precision teaching,	PECS, Makaton, Wellcomm, SALT, nurture.	Creative nurture, life skills, topics, homework projects, dance, singing, extra-curricular, forest schools, Imagine.	Emotional Literacy, class assemblies, church events, pre-teaching, positive support ethos.	Emotional literacy, social stories, forest school, Burton Youth For Christ.	Role modelling, school rules, assemblies, 1:1 when appropriate, internet safety. Forest Schools.	Encourage participation, involvement and celebration of diversity. Being inclusive ethos.

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**Year Group specific: Year 1**

Subject Area	Vision: Area of Intent								
	Aspiration	Independence	Motivation	A Good communicator	Creative	Confident	Resilient	Understanding Healthy & Safe	Enquiring
<b>Science</b>	Engage in/question whole school science week & visiting speakers. Rolls Royce specific.	Two outdoor investigations per year aimed to be open ended and child lead.	High quality visits that are science based to promote scope of science in life.	Explain why, how, what and outcomes of science knowledge, with increasing confidence and scientific language.	Two outdoor investigations per year aimed to be open ended and child lead. Use of increasing scientific language.	Feedback ideas and try ways to do science. Able to discuss all ideas	To enjoy challenge of investigations with varied outcomes. Take on board different opinions.	Understand healthy foods choices. Playing snacks for key stage 1.	Once per term children create their own experiments to seek answers to own scientific questions.
<b>D. &amp; T.</b>	Visits from DT orientated careers. Hands-on ongoing D.T. activities and problem solving	Children develop own ideas and methods to design, problem solve	High quality resources, whole school profile, creative tasks, purposeful	Ability to discuss, explain and talk about ways.	Variety of curriculum based design projects, Engineering week and DT	Increased range of skills, ethos to promote thought	Ensuring ethos is such that failure is part of process and attempts are	Specific links to equipment, cooking and external Healthy School	Asking why and what is best to be discussed with peers and adults.

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	across the curriculum. Famous men and women in Engineering / cooking etc.	and make; this with decreasing support, templates and pro-formas.	and reality driven tasks. Cooking based activities. Forest School links.	Increasing use of technical language. Starting to challenge explanations by asking "What if..."	week. Increase use of range of equipment. Research on original ideas and famous features to gain increased knowledge.	against end-product.	good to learn from. Learning from others including peers is important.	providers e.g. Chartwells. Wider application of safe use of skills, equipment and technology (esp. Internet).	Challenging answers if appropriate.
<b>Art</b>	Enjoy using and making art material freely. Use art as example of what to copy or replicate. Artist in residence.	Making choices of colour, media and equipment. Increase range of skills to use.	To use an array of media to represent in art. To produce work for pleasure or to replicate specific artist. Start to use technology to produce 2 and 3d art work.	Talk about what they like and dislike. Give reasons why they prefer something. Comment upon works of art by famous artists.	Use imagination either with or without guidance, with increasing levels of skill and purpose.	Enjoy the choices they have made and use fine and gross motor control. Increasing confidence in learned skills.	Learn from mistakes and prepared to have another go when unhappy with outcome. Be positively critical about their outcomes.	Use equipment safely. Making more appropriate choices.	Ask about art works and techniques. Research artists etc. Hepwell, soap sculptures.
<b>Dance</b>	As before but with increasing aspiration.	As before but with increasing independence.	As before but with continued motivation and ability to impact on group.	As before but with increasing range and competence in skills.	As before but with more individual creativity.	As before but with greater confidence.	As before but to cope with more complex tasks.	As before but applied to wider life skills.	As before but with increasing ability to lead and develop all.
<b>Music</b>	Compose own music. Learn recorder. Simple music reading	Make musical choices, how to play and when. Increase confidence	To be able to perform	Work as a group, listen and respond to music, lead	Explore sounds, using instruments, body and technology.	Perform individually and collectively, compose	Enjoy and understand importance of practice and change.	Begin to enjoy music as a life choice.	Try to use instruments differently with

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				performances and conduct.	Respond creatively to music in varied forms.	musical pieces.			increasing confidence.
<b>French</b>	Want to say hello and goodbye in variety of languages.	Speak independently.		Speak beyond first language.	Sing songs in different languages.	Respond with increasing confidence in different languages.	Try sounds even when initially wrong.	Understand important of other languages in social well being.	Ask about “how do you say....?”
<b>Humanities</b>	Wanting to learn about the world and their place in it. Great Fire of London,, castles.	Asking questions about environment, past and the world in general. Barnaby Bear	To look initially at school and local area. Role play	Talk about the world, represent it in images. Role play, links to ICT.	Talk about the world, represent it in images. Role play, art work, links to ICT.	Be able to ask questions and talk about the world. World map, U.K.	Enjoy problems and learning new ideas. D.T. work on castles.	Importance of being safe locally, link to research safely online. Issues in past with poor lifestyle and community. Medication.	Question and be open minded e.g. Diwali, remembrance , life style. Local area.
<b>P.E.</b>	Whole school dance, career discussions from P.E. figures. Watching sports people on clips. To be in school teams.	Skills acquisition and improved ability to complete increasingly more complex skills. Self-set challenges. External P.E.activities.	Dance, interhouse competition, intra-house competition. Be better than before.	Dance feedback, showing how to complete skills, being able to explain positives and how to improve.	Dance, yoga, small games and change of rules. Gymnastic actions interpreted. Children expressing views on performances .	Joining clubs, being part of a team, leading / going first, trying a new skill. Showing in/out P.E. lessons.	Practice and understanding that success comes from failure. Repetitive actions and skills. Working as a team, sportsmanship and enjoying game. Supporting others to improve.	Importance of healthy life-style on body and mind through exercise and healthy foods and hydration. Star to recognize affect on body e.g. muscles, bones etc.	Responding to questions “Why did you do....” “How could we do that better”

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<b>I.C.T.</b>	Aspiring to do better and watching/working with older years to complete tasks.	Using search engines to and information for themselves and solving problems along the way.	Self-motivation to “have-a-go”, try new things and use I.T. in a range of tasks.	Developing Keynote skills and increasing use of varied skills associated with presentations.	Continued use of drawing packages and and introduction to Minecraft for 3d imagery.	Continue to build presentation skills, writing and begin to understand how to research ideas on the internet.	Trial and error in programmes, sharing good ideas and not giving up.	Specific information regarding how to use internet e.g. Internet Safety week and keeping safe on internet. Internet Legends introduction.	Use of search engines correctly internet competence.
<b>R.E.</b>	Ongoing “world” aspirations e.g. environment. Caring for natural world.	Able to discuss with increasing knowledge/independence about various religions.	Caring for one another and the wider world. With increasing understanding of impact that humans have on it.	Talk about aspects of different religions e.g. festivals, buildings, ceremonies and beliefs.	Expressing beliefs in different ways e.g. art, music, dance.	Being confident to help others, self, showing kindness and goodness.	Understanding that they are relatively lucky and others have a harder life.	Understanding that sharing food and water is important and that a healthy life is important to a healthy mind.	Buddhism focus.
<b>Outdoor Education</b>	To achieve an outcome via the process, all inclusive achievement. Outdoor crafts. Tools and use of fire.	Problem solving, child led activities and solutions, pursuing own interests and risk taking.	Child led learning, personal goals setting and curiosity.	Outdoor maths investigation, real life aspiration, use of tools and actions, team work. Child as teacher.	Freedom to be creative, outdoor art, child led learning. Exploration through learning.	All is correct, high levels of self-belief, not assessed formally, no innate or pre-implied failure.	All weather conditions, peer support, being part of natural environment. Safety first.	Safety routines, peer support, active and risk taking in supportive environment. Rules of tool use. Correct attire.	Imagery play, cross curricular and outdoor maths investigation, work as team and amend plans and activities.
<b>SEN provision</b>	Confidence building, self-esteem, role models, high expectations.	Speaking & Listening interventions (Time to Talk).Modelling	Well-being task force, rewards, IEP, precision teaching,	PECS, Makaton, Wellcomm, SALT, nurture.	Creative nurture, life skills, topics, homework projects,	Emotional Literacy, class assemblies, church	Emotional literacy, social stories, forest school, Burton	Role modelling, school rules, assemblies, 1:1 when	Encourage participation, involvement and celebration of

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		, scaffolding, chunked activities. Care to not over-support.			dance, singing, extra-curricular, forest schools, Imagine.	events, pre-teaching, positive support ethos.	Youth For Christ.	appropriate, internet safety. Forest Schools.	diversity. Being inclusive ethos.
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**Year Group specific: Year 2**

Subject Area	Vision: Area of Intent								
	Aspiration	Independence	Motivation	A Good communicator	Creative	Confident	Resilient	Understanding Healthy & Safe	Enquiring
Science	Engage in/question whole school science week & visiting speakers.	Two outdoor investigations per year aimed to be open ended and child lead.	High quality visits that are science based to promote scope of science in life.	Explain why, how, what and outcomes of science knowledge, with increasing confidence	Two outdoor investigations per year aimed to be open ended and child lead. Use of increasing	Feedback ideas and try ways to do science. Able to discuss all ideas	To enjoy challenge of investigations with varied outcomes. Take on board different opinions.	Understand healthy foods choices. Research healthy snacks to sell to different classes.	Once per term children create their own experiments to seek answers to

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				and scientific language. Present scientific knowledge to year 2.	scientific language.				own scientific questions.
<b>D. &amp; T.</b>	Visits from DT orientated careers. Hands-on ongoing D.T. activities and problem solving across the curriculum. Famous men and women in Engineering / cooking etc.	Children develop own ideas and methods to design, problem solve and make; this with decreasing support, templates and pro-formas.	High quality resources, whole school profile, creative tasks, purposeful and reality driven tasks. Cooking based activities. Forest School links.	Ability to discuss, explain and talk about ways. Increasing use of technical language. Starting to challenge explanations by asking "What if..."	Variety of curriculum based design projects, Engineering week and DT week. Increase use of range of equipment. Research on original ideas and famous features to gain increased knowledge.	Increased range of skills, ethos to promote thought against end-product.	Ensuring ethos is such that failure is part of process and attempts are good to learn from. Learning from others including peers is important.	Specific links to equipment, cooking and external Healthy School providers e.g. Chartwells. Wider application of safe use of skills, equipment and technology (esp. Internet).	Asking why and what is best to be discussed with peers and adults. Challenging answers if appropriate.
<b>Art</b>	Enjoy using and making art material freely. Use art as example of what to copy or replicate. Artist in residence.	Making choices of colour, media and equipment. Increase range of skills to use.	To use an array of media to represent in art. To produce work for pleasure or to replicate specific artist. Start to use technology to produce 2 and 3d art work.	Talk about what they like and dislike. Give reasons why they prefer something. Comment upon works of art by famous artists.	Use imagination either with or without guidance, with increasing levels of skill and purpose.	Enjoy the choices they have made and use fine and gross motor control. Increasing confidence in learned skills.	Learn from mistakes and prepared to have another go when unhappy with outcome. Be positively critical about their outcomes.	Use equipment safely. Making more appropriate choices.	Ask about art works and techniques. Research artists etc. Mosaics, clay sculptures. Cultural aspects of art introduced.

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<b>Dance</b>	As before but with increasing aspiration.	As before but with increasing independence.	As before but with continued motivation and ability to impact on group.	As before but with increasing range and competence in skills.	As before but with more individual creativity.	As before but with greater confidence.	As before but to cope with more complex tasks.	As before but applied to wider life skills.	As before but with increasing ability to lead and develop all.
<b>Music</b>	Compose own music.	Make musical choices, how to play and when.	To be able to perform	Work as a group, listen and respond to music, lead performances	Explore sounds, using instruments, body and technology. Respond creatively to music in varied forms.	Perform individually and collectively, compose musical pieces.	Enjoy and understand importance of practice and change.		Try to use instruments differently with increasing confidence.
<b>French</b>	Colours in French.	Ask and respond to questions	Develop love of language, using variety of games.	Introduce self in French.	Verbally describe characters from class books.	Becoming more fluent in conversational French.	Enjoy mistakes/ strange sounds of French and trying speaking.	Understand importance of speaking to other people in their language. Value.	Link knowledge to objects through research.
<b>Humanities</b>	Wanting to learn about the world and their place in it.	Asking questions about environment, past and the world in general. Outdoor education. Pompeii.	To look initially at school and local area. Role play and research.	Talk about the world, represent it in images. Role play, links to ICT.	Talk about the world, represent it in images. Role play, art work, links to ICT.	Be able to ask questions and talk about the world. Mapwork. Titanic.	Enjoy problems and learning new ideas. D.T. work on Local study and orienteering type work.	Importance of being safe locally, link to research safely online. Issues in past with poor lifestyle and community.	Question and be open minded. Cultural aspects of history and geography links to community.
<b>P.E.</b>	Whole school dance, career discussions from	Skills acquisition and improved	Dance, interhouse competition,	Dance feedback, showing how	Dance, yoga, small games and change of	Joining clubs, being part of a team,	Practice and understanding that success	Importance of healthy lifestyle on body	Responding to questions "Why did



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	P.E. figures. Watching sports people on clips. To be in school teams. Learn to swim.	ability to complete increasingly more complex skills. Self-set challenges. External P.E.activities.	intra-house competition. Be better than before. Swimming certification.	to complete skills, being able to explain positives and how to improve. Safety aspects of swimming.	rules. Gymnastic actions interpreted. Children expressing views on performances . Connective performance in gymnastics.	leading / going first, trying a new skill. Showing in/out P.E. lessons. Self-esteem to be lead person in activity.	comes from failure. Repetitive actions and skills. Working as a team, sportsmanship and enjoying game. Supporting others to improve.	and mind through exercise and healthy foods and hydration. Star to recognize affect on body e.g. muscles, bones etc. Importance of warm-up / down.	you do....” “How could we do that better” “What could the team do to improve...”
<b>I.C.T.</b>	Aspiring to do better and watching/working with older years to complete tasks.	Continued use of developing skills and search engines to widen range of I.C.T. usage and creation of ideas.	Self-motivation to “have-a-go”, try new things and use I.T. in a range of tasks.	Developing Keynote skills and increasing use of varied skills associated with presentations .	Continued use of drawing packages and introduction to Minecraft for 3d imagery.	Continue to build presentation skills, writing and begin to understand how to research ideas on the internet.	Trial and error in programmes, sharing good ideas and not giving up.	Specific information regarding how to use internet e.g. Internet Safety week and keeping safe on internet. Increasing wider knowledge of age-appropriate sites and games, where to get information from and general keeping safe.	Use of search engines correctly internet competence.

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<b>R.E.</b>	Ongoing “world” aspirations e.g. environment.	Able to discuss with increasing knowledge/ independence about various religions.	Caring for one another and the wider world. With increasing understanding of impact that humans have on it.	Talk about aspects of different religions e.g. festivals, buildings, ceremonies and beliefs. Rules of religions.	Expressing beliefs in different ways e.g. art, music, dance.	Being confident to help others, self, showing kindness and goodness.	Understanding that they are relatively lucky and others have a harder life.	Understanding that sharing food and water is important and that a healthy life is important to a healthy mind.	Islam focus
<b>Outdoor Education</b>	To achieve an outcome via the process, all inclusive achievement. Outdoor crafts. Tools and use of fire.	Problem solving, child led activities and solutions, pursuing own interests and risk taking.	Child led learning, personal goals setting and curiosity.	Outdoor maths investigation, real life aspiration, use of tools and actions, team work. Child as teacher.	Freedom to be creative, outdoor art, child led learning. Exploration through learning.	All is correct, high levels of self-belief, not assessed formally, no innate or pre-implied failure.	All weather conditions, peer support, being part of natural environment. Safety first.	Safety routines, peer support, active and risk taking in supportive environment. Rules of tool use. Correct attire.	Imagery play, cross curricular and outdoor maths investigation , work as team and amend plans and activities.
<b>SEN provision</b>	Confidence building, self-esteem, role models, high expectations.	Speaking & Listening interventions (Time to Talk).Modelling , scaffolding, chunked activities. Care to not over-support.	Well-being task force, rewards, IEP, precision teaching,	PECS, Makaton, Wellcomm, SALT, nurture.	Creative nurture, life skills, topics, homework projects, dance, singing, extra-curricular, forest schools, Imagineate.	Emotional Literacy, class assemblies, church events, pre-teaching, positive support ethos.	Emotional literacy, social stories, forest school, Burton Youth For Christ.	Role modelling, school rules, assemblies, 1:1 when appropriate, internet safety. Forest Schools.	Encourage participation , involvement and celebration of diversity. Being inclusive ethos.

**Year Group specific: Year 3**

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Subject Area	Vision: Area of Intent								
	Aspiration	Independence	Motivation	A Good communicator	Creative	Confident	Resilient	Understanding Healthy & Safe	Enquiring
Science	Engage in/question whole school science week & visiting speakers.	Two outdoor investigations per year aimed to be open ended and child lead.	High quality visits that are science based to promote scope of science in life. Dental visits/ vets.	Explain why, how, what and outcomes of science knowledge, with increasing confidence and scientific language.	Two outdoor investigations per year aimed to be open ended and child lead. Use of increasing scientific language.	Feedback ideas and try ways to do science. Able to discuss all ideas	To enjoy challenge of investigations with varied outcomes. Take on board different opinions.	Understand healthy foods choices. Research healthy packed lunches and get contents.	Once per term children create their own experiments to seek answers to own scientific questions.
D. & T.	Visits from DT orientated careers. Hands-on ongoing D.T. activities and problem solving across	Children develop own ideas and methods to design, problem solve and make; this with decreasing	High quality resources, whole school profile, creative tasks, purposeful and reality driven tasks.	Ability to discuss, explain and talk about ways. Increasing use of technical language.	Variety of curriculum based design projects, Engineering week and DT week. Increase use	Increased range of skills, ethos to promote thought against end-product.	Ensuring ethos is such that failure is part of process and attempts are good to learn from. Learning from	Specific links to equipment, cooking and external Healthy School providers e.g. Chartwells.	Asking why and what is best to be discussed with peers and adults.

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	the curriculum. Famous men and women in Engineering / cooking etc. Making definitive links to real world application / careers.	support, templates and pro-formas.	Cooking based activities. Forest School links. Links to Abbot Beyne provision and students. STEM based input.	Starting to challenge explanations by asking "What if..."	of range of equipment. Research on original ideas and famous features to gain increased knowledge.		others including peers is important.	Wider application of safe use of skills, equipment and technology (esp. Internet).	Challenging answers if appropriate.
<b>Art</b>	Enjoy using and making art material freely. Use art as example of what to copy or replicate. Artist in residence.	Making choices of colour, media and equipment. Increase range of skills to use.	To use an array of media to represent in art. To produce work for pleasure or to replicate specific artist. Improve use technology to produce 2 and 3d art work.	Talk about what they like and dislike. Give reasons why they prefer something. Comment upon works of art by famous artists.	Use imagination either with or without guidance, with increasing levels of skill and purpose. Use sewing and textile techniques.	Enjoy the choices they have made and use fine and gross motor control. Increasing confidence in learned skills.	Learn from mistakes and prepared to have another go when unhappy with outcome. Be positively critical about their outcomes.	Use equipment safely. Making more appropriate choices. Use of modern day propaganda e.g. internet.	Ask about art works and techniques. Research artists etc. Rousseau, collage, jungle.
<b>Dance</b>	As before but with increasing aspiration.	As before but with increasing independence.	As before but with continued motivation and ability to impact on group.	As before but with increasing range and competence in skills.	As before but with more individual creativity.	As before but with greater confidence.	As before but to cope with more complex tasks.	As before but applied to wider life skills.	As before but with increasing ability to lead and develop all.
<b>Music</b>	Compose own music. Learn to play flute K2M.	Make musical choices, how to play and when.	To be able to perform. Increase fluency in	Work as a group, listen and respond to music, lead performances.	Explore sounds, using instruments, body and technology.	Perform individually and collectively, compose musical pieces.	Enjoy and understand importance of practice and change.	Develop well-being through playing and enjoyment of music.	Try to use instruments differently with

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			flute and recorder.		Respond creatively to music in varied forms.	Perform to wider audiences.			increasing confidence.
<b>French</b>	Colours in French. Animals, habitats.	Ask and respond to questions.	Develop love of language, using variety of games. Countries that speak French.	Introduce self in French. Likes & Dislikes	Verbally describe characters from class books. Healthy Food and drink.	Becoming more fluent in conversational use of numbers in money context...buying.	Enjoy mistakes/ strange sounds of French and trying speaking.	Understand importance of speaking to other people in their language. Value.	Link knowledge to objects through research.
<b>Humanities</b>	Links to working away from locality...world view of opportunity.	WWII linked projects and research presentations (ICT)	WWII knowledge and information.	Discussions in topics, taking opposing viewpoints and objective view.	Getting into role, perspective of conditions e.g. evacuees.	Role play, presentation and team work projects.	World War 2 lessons from past; discussions with older people about difficulties growing up.	Map skills, self-reliance and planning, NHS use and importance.	Asking more complex questions and requiring deeper answers or reasons and future impact esp. environment.
<b>P.E.</b>	Whole school dance, career discussions from P.E. figures. Watching sports people on clips. To be in school teams. Learn to swim.	Skills acquisition and improved ability to complete increasingly more complex skills. Self-set challenges. External P.E. activities. Go on residential trip and take part in activities.	Dance, interhouse competition, intra-house competition. Be better than before. Swimming certification.	Dance feedback, showing how to complete skills, being able to explain positives and how to improve. Safety aspects of swimming. Work with others on teamwork in residential.	Dance, yoga, small games and change of rules. Gymnastic actions interpreted. Children expressing views on performances. Connective performance in gymnastics.	Joining clubs, being part of a team, leading / going first, trying a new skill. Showing in/out P.E. lessons. Self-esteem to be lead person in activity. Do more adventurous activities.	Practice and understanding that success comes from failure. Repetitive actions and skills. Working as a team, sportsmanship and enjoying game. Supporting	Importance of healthy life-style on body and mind through exercise and healthy foods and hydration. Star to recognize affect on body e.g. muscles, bones etc.	Responding to questions "Why did you do...." "How could we do that better" "What could the team do to improve..." Problem solving activities.

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							others to improve.	Importance of warm-up / down.	
<b>I.C.T.</b>	Creating digital media presentations, Vlogging, YouTube, TV. Career aspirations discussed and highlighted and integrated photography, film and podcasts, with coding, computer science, programming jobs and animation. With increasing skills.	Introduction of swift coding to solve problems independently and find own solutions. Whilst building independent ICT skills across the curriculum.	Self-motivation to “have-a-go”, try new things and use I.T. in a range of tasks.	Developing Keynote skills and increasing use of varied skills associated with presentations. Continued development of short film creation with increased awareness.	Continued use of drawing packages and introduction to Minecraft for 3d imagery. Further development of skills. Videography, videos and editing skills.	Continue to build presentation skills, writing and begin to understand how to research ideas on the internet.	Trial and error in programmes, sharing good ideas and not giving up. Swift coding-problem solving /trial and error.	Specific information regarding how to use internet e.g. Internet Safety week and keeping safe on internet. Increasing wider knowledge of age-appropriate sites and games, where to get information from and general keeping safe. Specific reference to how to search on line safely.	Interent Legends Be Internet kind.
<b>R.E.</b>	Ongoing “world” aspirations e.g. environment.	Able to discuss with increasing knowledge/independence about various religions.	Caring for one another and the wider world. With increasing understanding of impact that	Talk about aspects of different religions e.g. festivals, buildings, ceremonies and beliefs.	Expressing beliefs in different was e.g. art, music, dance.	Being confident to help others, self, showing kindness and goodness.	Understanding that they are relatively lucky and others have a harder life.	Understanding that sharing food and water is important and that a healthy life is	Jewish Faith and Sukkot.

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			humans have on it.				Harvest and homeless. Lent.	important to a healthy mind.	
<b>Outdoor Education</b>	To achieve an outcome via the process, all inclusive achievement. Outdoor crafts. Tools and use of fire.	Problem solving, child led activities and solutions, pursuing own interests and risk taking.	Child led learning, personal goals setting and curiosity.	Outdoor maths investigation, real life aspiration, use of tools and actions, team work. Child as teacher.	Freedom to be creative, outdoor art, child led learning. Exploration through learning.	All is correct, high levels of self-belief, not assessed formally, no innate or pre-implied failure.	All weather conditions, peer support, being part of natural environment. Safety first.	Safety routines, peer support, active and risk taking in supportive environment. Rules of tool use. Correct attire.	Imaginary play, cross curricular and outdoor maths investigation, work as team and amend plans and activities.
<b>SEN provision</b>	Confidence building, self-esteem, role models, high expectations.	Speaking & Listening interventions (Time to Talk).Modelling, scaffolding, chunked activities. Care to not over-support.	Well-being task force, rewards, IEP, precision teaching,	PECS, Makaton, Wellcomm, SALT, nurture.	Creative nurture, life skills, topics, homework projects, dance, singing, extra-curricular, forest schools, Imagine.	Emotional Literacy, class assemblies, church events, pre-teaching, positive support ethos.	Emotional literacy, social stories, forest school, Burton Youth For Christ.	Role modelling, school rules, assemblies, 1:1 when appropriate, internet safety. Forest Schools.	Encourage participation, involvement and celebration of diversity. Being inclusive ethos.

**Year Group specific: Year 4**

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Subject Area	Vision: Area of Intent								
	Aspiration	Independence	Motivation	A Good communicator	Creative	Confident	Resilient	Understanding Healthy & Safe	Enquiring
<b>Science</b>	Engage in/question whole school science week & visiting speakers. Space Centre visit (Tim Peake)	Two outdoor investigations per year aimed to be open ended and child lead.	High quality visits that are science based to promote scope of science in life.	Explain why, how, what and outcomes of science knowledge, with increasing confidence and scientific language. Present scientific knowledge to year 6.	Two outdoor investigations per year aimed to be open ended and child lead. Use of increasing scientific language.	Feedback ideas and try ways to do science. Ability to argue opinions.	To enjoy challenge of investigations with varied outcomes. Take on board different opinions.	Understand healthy foods choices. Learn life skills for home.	Once per term children create their own experiments to seek answers to own scientific questions.
<b>D. &amp; T.</b>	Visits from DT orientated careers. Hands-on ongoing D.T. activities and problem solving across the curriculum. Famous men and women in Engineering / cooking etc.	Children develop own ideas and methods to design, problem solve and make; this with decreasing support, templates and pro-formas.	High quality resources, whole school profile, creative tasks, purposeful and reality driven tasks. Cooking based activities. Forest School links.	Ability to discuss, explain and talk about ways. Increasing use of technical language. Starting to challenge explanations by asking "What if..."	Variety of curriculum based design projects, Engineering week and DT week. Increase use of range of equipment. Research on original ideas and famous features to	Increased range of skills, ethos to promote thought against end-product.	Ensuring ethos is such that failure is part of process and attempts are good to learn from. Learning from others including peers is important.	Specific links to equipment, cooking and external Healthy School providers e.g. Chartwells. Wider application of safe use of skills, equipment and	Asking why and what is best to be discussed with peers and adults. Challenging answers if appropriate.



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	Making definitive links to real world application / careers.		Links to Abbot Beyne provision and students. Bridges and tunnels. STEM based input.	Use of CAD presentations and links to other year groups to explain.	gain increased knowledge.			technology (esp. Internet).	
<b>Art</b>	Enjoy using and making art material freely. Use art as example of what to copy, interpret or replicate. Artist in residence.	Making choices of colour, media and equipment. Increase range of skills to use, for a reason and for personal choice.	To use an array of media to represent in art. To produce work for pleasure or to replicate specific artist. Widen range of use technology to produce 2 and 3d art work and presentations.	Talk about what they like and dislike. Give reasons why they prefer something. Comment upon works of art by famous artists and others.	Use imagination either with or without guidance, with increasing levels of skill, design and purpose. Both 2D and 3D.	Enjoy the choices they have made. Increasing confidence in learned skills and how they have interpreted ideas.	Learn from mistakes, types of media and prepared to have another go when unhappy with outcome. Be positively critical about their outcomes. Develop techniques to adjust art whilst in process of doing.	Use equipment safely. Making more appropriate choices. Lik to use of internet and image use e.g. photo shopping etc.	Ask about art works and techniques. Research artists etc. Embroidery.
<b>Dance</b>	As before but with increasing aspiration.	As before but with increasing independence.	As before but with continued motivation and ability to impact on group.	As before but with increasing range and competence in skills.	As before but with more individual creativity.	As before but with greater confidence.	As before but to cope with more complex tasks.	As before but applied to wider life skills.	As before but with increasing ability to lead and develop all.
<b>Music</b>	Compose own music.	Make musical choices, how to	To be able to perform.	Work as a group, listen	Explore sounds, using	Perform individually and	Enjoy and understand	Develop well-being through	Try to use instruments

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	Learn to play flute K2M. Try other instruments	play and when. Learn music at home.	Increase fluency in flute and recorder. Want to perform and attain graded recognition.	and respond to music, lead performances.	instruments, body and technology. Respond creatively to music in varied forms.	collectively, compose musical pieces. Perform to wider audiences.	importance of practice and change.	playing and enjoyment of music, and playing, singing as a group.	differently with increasing confidence.
<b>French</b>	Colours in French. Animals, habitats. Increase accuracy of pronunciation .	Ask and respond to questions.	Develop love of language, using variety of games. Introduce timed games. Countries that speak French.	Introduce self in French. Likes & Dislikes. Journey to and from school.	Verbally describe characters from class books. Healthy Food and drink. Planets' presentation.	Becoming more fluent in conversational use of numbers in money context...buying . Beach Poetry.	Enjoy mistakes/ strange sounds of French and trying speaking.	Understand importance of speaking to other people in their language. Value.	Link knowledge to objects through research. Consider similarities/ differences in culture.
<b>Humanities</b>	Links to working away from locality...world view of opportunity. Space, rivers and their impact and wider world.	Ancient Egypt linked projects and research presentations (ICT)	Ancient Egypt knowledge and information.	Discussions in topics, taking opposing viewpoints and objective view.	Getting into role, perspective of conditions e.g. Pharaoh	Role play, presentation and team work projects.	Ancient Egypt lessons from past; discussions with older people about difficulties growing up.	Map skills, self-reliance and planning, water use and importance. Recycling and energy efficiency.	Asking more complex questions and requiring deeper answers or reasons and future impact esp. environment... desertification .
<b>P.E.</b>	Whole school dance, career discussions from P.E. figures. Watching sports people	Skills acquisition and improved ability to complete increasingly more complex	Dance, interhouse competition, intra-house competition.			Whole school dance, career discussions from P.E. figures. Watching sports people on clips.	Skills acquisition and improved ability to complete increasingly more complex	Dance, interhouse competition, intra-house competition.	

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	on clips. To be in school teams. Learn to swim.	skills. Self-set challenges. External P.E. activities. Go on residential trip and take part in activities.				To be in school teams. Learn to swim.	skills. Self-set challenges. External P.E. activities. Go on residential trip and take part in activities.		
<b>I.C.T.</b>	Creating digital media presentations, Vlogging, You tube, TV. Career aspirations discussed and highlighted and integrated photography, film and podcasts, with coding, computer science, programming jobs and animation. With increasing skills.	Choosing appropriate ICT to showcase projects/ task and presentations. Use range of skills with increasing complexity.	Self-motivation to “have-a-go”, try new things and use I.T. in a range of tasks. Links between skills being developed and used and possible job opportunities they can lead to e.g. media, computer programming, blogging.	Developing Keynote skills and increasing use of varied skills associated with presentations . Continued development of short film creation with increased awareness.	Continued use of drawing packages and and introduction to Minecraft for 3d imagery. Further development of skills. Videography , videos and editing skills.	Continue to build presentation skills, writing and begin to understand how to research ideas on the internet.	Trial and error in programmes, sharing good ideas and not giving up. Swift coding- problem solving /trial and error.	Specific information regarding how to use internet e.g. Internet Safety week and keeping safe on internet. Increasing wider knowledge of age-appropriate sites and games, where to get information from and general keeping safe. Specific reference to how to search on line safely. Use of imagery on multi-media sites.	Internet Legends continue and enquire about future of ICT in their lives and careers. Discuss internet issues in aspects such as bullying and impact on Well Being.

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<b>R.E.</b>	Ongoing “world” aspirations e.g. environment.	Able to discuss with increasing knowledge/ independence about various religions.	Caring for one another and the wider world. With increasing understanding of impact that humans have on it.	Talk about aspects of different religions e.g. festivals, buildings, ceremonies and beliefs.	Expressing beliefs in different ways e.g. art, music, dance.	Being confident to help others, self, showing kindness and goodness.	Understanding that they are relatively lucky and others have a harder life.	Understanding that sharing food and water is important and that a healthy life is important to a healthy mind.	Hinduism focus.  Increasing personal belief.
<b>Outdoor Education</b>	To achieve an outcome via the process, all inclusive achievement. Outdoor crafts. Tools and use of fire.	Problem solving, child led activities and solutions, pursuing own interests and risk taking.	Child led learning, personal goals setting and curiosity.	Outdoor maths investigation, real life aspiration, use of tools and actions, team work. Child as teacher.	Freedom to be creative, outdoor art, child led learning. Exploration through learning.	All is correct, high levels of self-belief, not assessed formally, no innate or pre-implied failure.	All weather conditions, peer support, being part of natural environment. Safety first.	Safety routines, peer support, active and risk taking in supportive environment. Rules of tool use. Correct attire.	Imaginary play, cross curricular and outdoor maths investigation, work as team and amend plans and activities.
<b>SEN provision</b>	Confidence building, self-esteem, role models, high expectations.	Speaking & Listening interventions (Time to Talk).Modelling , scaffolding, chunked activities. Care to not over-support.	Well-being task force, rewards, IEP, precision teaching,	PECS, Makaton, Wellcomm, SALT, nurture.	Creative nurture, life skills, topics, homework projects, dance, singing, extra-curricular, forest schools, Imagine.	Emotional Literacy, class assemblies, church events, pre-teaching, positive support ethos.	Emotional literacy, social stories, forest school, Burton Youth For Christ.	Role modelling, school rules, assemblies, 1:1 when appropriate, internet safety. Forest Schools.	Encourage participation, involvement and celebration of diversity. Being inclusive ethos.

**Year Group specific: Year 5**

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Subject Area	Vision: Area of Intent								
	Aspiration	Independence	Motivation	A Good communicator	Creative	Confident	Resilient	Understanding Healthy & Safe	Enquiring
<b>Science</b>	Engage in/question whole school science week & visiting speakers. Visit London / Birmingham science museums.	Two outdoor investigations per year aimed to be open ended and child lead.	High quality visits that are science based to promote scope of science in life.	Explain why, how, what and outcomes of science knowledge, with increasing confidence and scientific language.	Two outdoor investigations per year aimed to be open ended and child lead. Use of increasing scientific language.	Feedback ideas and try ways to do science. Ability to argue opinions.	To enjoy challenge of investigations with varied outcomes. Take on board different opinions.	Understand healthy foods choices. Learn life skills for home. Cook for external guests e.g. parents, old folks.	Once per term children create their own experiments to seek answers to own scientific questions.
<b>D. &amp; T.</b>	Visits from DT orientated careers. Hands-on ongoing D.T. activities and problem solving across the curriculum.	Children develop own ideas and methods to design, problem solve and make; this with decreasing support,	High quality resources, whole school profile, creative tasks, purposeful and reality driven tasks. Cooking based activities.	Ability to discuss, explain and talk about ways. Increasing use of technical language. Starting to challenge	Variety of curriculum based design projects, Engineering week and DT week. Increase use of range of equipment.	Increased range of skills, ethos to promote thought against end-product.	Ensuring ethos is such that failure is part of process and attempts are good to learn from. Learning from others	Specific links to equipment, cooking and external Healthy School providers e.g. Chartwells. Wider application of	Asking why and what is best to be discussed with peers and adults. Challenging answers if appropriate.

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	Famous men and women in Engineering / cooking etc. Making definitive links to real world application / careers.	templates and pro-formas.	Forest School links. Links to Abbot Beyne provision and students. Textiles application.	explanations by asking "What if..."	Research on original ideas and famous features to gain increased knowledge.		including peers is important.	safe use of skills, equipment and technology (esp. Internet).	Secondary choice for future STEM based career.
<b>Art</b>	Enjoy using and making art material freely. Use art as example of what to copy, interpret or replicate. Artist in residence.	Making choices of colour, media and equipment. Increase range of skills to use, for a reason and for personal choice.	To use an array of media to represent in art. To produce work for pleasure or to replicate specific artist. Widen range of use technology to produce 2 and 3d art work and presentations.	Talk about what they like and dislike. Give reasons why they prefer something. Comment upon works of art by famous artists and others.	Use imagination either with or without guidance, with increasing levels of skill, design and purpose. Both 2D and 3D.	Enjoy the choices they have made. Increasing confidence in learned skills and how they have interpreted ideas.	Learn from mistakes, types of media and prepared to have another go when unhappy with outcome. Be positively critical about their outcomes. Develop techniques to adjust art whilst in process of doing.	Use equipment safely. Making more appropriate choices. Like to use of internet and image use e.g. photo shopping etc.	Ask about art works and techniques. Research artists etc. Fairgrounds rides.
<b>Dance</b>	As before but with increasing aspiration.	As before but with increasing independence.	As before but with continued motivation and ability to impact on group.	As before but with increasing range and competence in skills.	As before but with more individual creativity.	As before but with greater confidence.	As before but to cope with more complex tasks.	As before but applied to wider life skills.	As before but with increasing ability to lead and develop all.
<b>Music</b>	Compose own music & lyrics.	Make musical choices, how to	To be able to perform.	Work as a group, listen	Explore sounds, using	Perform individually and	Enjoy and understand	Develop well-being through	Try to use instruments

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	Learn to play flute K2M. Try other instruments	play and when. Learn music at home.	Increase fluency in flute and recorder. Want to perform and attain graded recognition.	and respond to music, lead performances.	instruments, body and technology. Respond creatively to music in varied forms.	collectively, compose musical pieces. Perform to wider audiences.	importance of practice and change.	playing and enjoyment of music, and playing, singing as a group.	differently with increasing confidence.
<b>French</b>	Colours in French. Animals, habitats. Increase accuracy of pronunciation . Want to take French on further / visit France.	Ask and respond to questions. Converse in French.	Develop love of language, using variety of games. Introduce timed games. Countries that speak French.	Introduce self in French. Likes & Dislikes. Journey to and from school. Travel guide of Burton in French.	Verbally describe characters from class books. Healthy Food and drink. Planets' presentation.	Becoming more fluent in conversational use of numbers in money context...buying . Beach Poetry. Travel guide.	Enjoy mistakes/ strange sounds of French and trying speaking. Present poetry in assembly.	Understand importance of speaking to other people in their language. Value.	Link knowledge to objects through research. Consider similarities/ differences in culture. Appreciate cultural differences.
<b>Humanities</b>	Secondary opportunities and beyond in Geography & History.	Research and project based work, choice of presentations and media.	Victorian inventions, progressions and improvements .	Discussions, opinions and viewpoints from Victorians, Britain through decades.	Art work esp. past influence, fashion, ICT use.	Being able to present ideas, express opinions and defend options.	Overcoming difficulties lessons from the past.	Impact of actions on the wide world e.g. invention of toilet impact on wide world. Their individual impact on lifestyle. Media presented images...link to Internet Safety	Asking questions of past and how it affects present and future of world. History informs actions of today's generation.
<b>P.E.</b>	Whole school dance, career	Skills acquisition and	Dance, interhouse	Dance feedback,	Dance, yoga, small games	Joining clubs, being part of a	Practice and understanding	Importance of healthy life-	Responding to questions

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	discussions from P.E. figures. Watching sports people on clips. To be in school teams. Learn to swim.	improved ability to complete increasingly more complex skills. Self-set challenges. External P.E. activities. Go on residential trip (year 6) and take part in activities.	competition, intra-house competition. Be better than before. Swimming certification.	showing how to complete skills, being able to explain positives and how to improve. Safety aspects of swimming. Work with others on teamwork in residential (Year 6).	and change of rules. Gymnastic actions interpreted. Children expressing views on performances . Connective performance in gymnastics.	team, leading / going first, trying a new skill. Showing in/out P.E. lessons. Self-esteem to be lead person in activity. Do more adventurous activities.	that success comes from failure. Repetitive actions and skills. Working as a team, sportsmanship and enjoying game. Supporting others to improve.	style on body and mind through exercise and healthy foods and hydration. Star to recognize affect on body e.g. muscles, bones etc. Importance of warm-up / down.	“Why did you do...” “How could we do that better” “What could the team do to improve...” Problem solving activities.
<b>I.C.T.</b>	Creating digital media presentations, Vlogging, YouTube, TV. Career aspirations discussed and highlighted and integrated photography, film and podcasts, with coding, computer science, programming jobs and animation. With	Choosing appropriate ICT to showcase projects/ task and presentations. Use range of skills with increasing complexity and competence.	Self-motivation to “have-a-go”, try new things and use I.T. in a range of tasks. Links between skills being developed and used and possible job opportunities they can lead to e.g. media, computer programming, blogging.	Developing Keynote skills and increasing use of varied skills associated with presentations . Continued development of short film creation with increased awareness.	Continued use of drawing packages and introduction to Minecraft for 3d imagery. Further development of skills. Videography, videos and editing skills.	Continue to build presentation skills, writing and begin to understand how to research ideas on the internet.	Trial and error in programmes, sharing good ideas and not giving up. Swift coding-problem solving /trial and error.	Specific information regarding how to use internet e.g. Internet Safety week and keeping safe on internet. Increasing wider knowledge of age-appropriate sites and games, where to get information from and general keeping safe. Specific	Internet Legends continue and enquire about future of ICT in their lives and careers. Discuss internet issues in aspects such as bullying and impact on Well Being. Possible difficulties of mobile phones, secondary education



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	increasing skills.							reference to how to search on line safely. Use of imagery on multi-media sites and use of chat rooms.	and no-home based activities.
<b>R.E.</b>	Ongoing "world" aspirations e.g. environment. Aspire to a personal belief.	Able to discuss with increasing knowledge/ independence about various religions. Be certain in their own mind what they believe.	Caring for one another and the wider world. With increasing understanding of impact that humans have on it.	Talk about aspects of different religions e.g. festivals, buildings, ceremonies and beliefs. Be able to explain own thoughts.	Expressing beliefs in different ways e.g. art, music, dance.	Being confident to help others, self, showing kindness and goodness.	Understanding that they are relatively lucky and others have a harder life.	Understanding that sharing food and water is important and that a healthy life is important to a healthy mind. Understand that a belief may be important to good well-being.	Humanism focus.  Increasing personal belief.  Be able to support and empathize with other people's beliefs.
<b>Outdoor Education</b>	To achieve an outcome via the process, all inclusive achievement. Outdoor crafts. Tools and use of fire.	Problem solving, child led activities and solutions, pursuing own interests and risk taking.	Child led learning, personal goals setting and curiosity.	Outdoor maths investigation, real life aspiration, use of tools and actions, team work. Child as teacher.	Freedom to be creative, outdoor art, child led learning. Exploration through learning.	All is correct, high levels of self-belief, not assessed formally, no innate or pre-implied failure.	All weather conditions, peer support, being part of natural environment. Safety first.	Safety routines, peer support, active and risk taking in supportive environment. Rules of tool use. Correct attire.	Imagery play, cross curricular and outdoor maths investigation, work as team and amend plans and activities.
<b>SEN provision</b>	Confidence building, self-	Speaking & Listening	Well-being task force,	PECS, Makaton,	Creative nurture, life	Emotional Literacy, class	Emotional literacy, social	Role modelling,	Encourage participation,



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Art									
<b>Dance</b>	<p>Aspiring to be part of a whole class dance performance.</p> <p>Aspiring to be part of a team.</p> <p>Aspiring to lead / create part of dance moves within a whole dance performance.</p> <p>Aspiring to be better than before.</p>	<p>Being Independent to learn each move within a group.</p> <p>Being independent to improve each move.</p> <p>Being independent to enjoy dancing, despite others.</p> <p>Being independent to perform individual moves either through instruction or through own thought.</p>	<p>Being motivated to learn new moves.</p> <p>Being motivated to move as a team.</p> <p>Being motivated to dance with enjoyment.</p> <p>Being motivated to support each other to produce an excellent performance.</p>	<p>Communicating well through taught moves and/or individual moves.</p> <p>Communicating well through exchanging/supporting or teaching others new / existing moves.</p> <p>Communicating well through body language that is positive and shows positivity.</p>	<p>Creativity through showing individuality in taught moves.</p> <p>Creativity through suggestions of different and new moves to support a whole class performance.</p> <p>Creativity through being able to undertake individual moves and performance as part of a whole class performance.</p>	<p>Being confident in trying to dance.</p> <p>Being confident in attempting different dance moves, even when difficult.</p> <p>Being confident in dancing in front of other people, strangers and audiences.</p> <p>Being confident to show moves to other people to learn.</p>	<p>Being resilient to learn-try-and try again at new moves.</p> <p>Being resilient to keep dancing even when others are better, learn quicker or don't want to do a certain move.</p> <p>Being resilient to continue even when a dance goes slightly wrong.</p> <p>Being resilient to keep going when embarrassed/nervous or finding dance moves complicated.</p>	<p>Understand that dance is a form of exercise.</p> <p>Understand that dance is good for your body and mind as it makes you work and think at the same time.</p> <p>Understand that dance is good for teamwork and being part of something and working together.</p> <p>Understand that dance is something that you need to work on and everyone can enjoy.</p> <p>Understand that dance is something that builds friendships and makes</p>	<p>Willingness to try something different e.g. a move, a style of music or a grouping.</p> <p>Willingness to work collaboratively as the whole dance is a sum of individual bits.</p> <p>Willingness to accept that everyone dances in a different way and that is fine.</p>

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								you more confident in other areas of life.	
<b>Music</b>									
<b>French</b>									
<b>Humanities</b>									
<b>P.E.</b>									
<b>I.C.T.</b>	To use ICT in career and social life appropriately and to have fun.	To be able to use a wide range of IPAD and no-IPAD based programmes to showcase skills and develop ideas.	To enjoy ICT for own social purpose.	To use as a tool to ensure good communication with rest of world....safely.	To be able to use skills and programmes in a creative manner and thus lead to successful impact on life skills.	To be confident when using ICT in variety of settings.	To not be halted by challenge of new technology and ideas / programmes and be able to embrace media.	To have knowledge and skills to maintain personal safety whilst using technology.	To always ask "why...." And "Is this the right thing to do..."
<b>R.E.</b>									
<b>Outdoor Education</b>	To achieve an outcome via the process, all inclusive achievement. Outdoor crafts. Tools and use of fire. Increasing task difficulties and complexity.	Problem solving, child led activities and solutions, pursuing own interests and risk taking. Increasing task difficulties and complexity and independence.	Child led learning, personal goals setting and curiosity. Increasing task difficulties and complexity	Outdoor maths investigation, real life aspiration, use of tools and actions, team work. Child as teacher. Increased level of instruction, complexity of instruction and teamwork/leadership.	Freedom to be creative, outdoor art, child led learning. Exploration through learning. Increasing task difficulties and complexity	All is correct, high levels of self-belief, not assessed formally, no innate or pre-implied failure. Increasing task difficulties and	All weather conditions, peer support, being part of natural environment. Safety first. Increasing task difficulties and complexity	Safety routines, peer support, active and risk taking in supportive environment. Rules of tool use. Correct attire. Increasing task difficulties and complexity	Imaginary play, cross curricular and outdoor maths investigation, work as team and amend plans and activities. Increasing task difficulties and complexity

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						complexity			
<b>SEN provision (Age /ability appropriate provision.)</b>	Confidence building, self-esteem, role models, high expectations.	Speaking & Listening interventions (Time to Talk).Modelling, scaffolding, chunked activities. Care to not over-support.	Well-being task force, rewards, IEP, precision teaching,	PECS, Makaton, Wellcomm, SALT, nurture.	Creative nurture, life skills, topics, homework projects, dance, singing, extra-curricular, forest schools, Imagineate.	Emotional Literacy, class assemblies, church events, pre-teaching, positive support ethos.	Emotional literacy, social stories, forest school, Burton Youth For Christ.	Role modelling, school rules, assemblies, 1:1 when appropriate, internet safety. Forest Schools.	Encourage participation, involvement and celebration of diversity. Being inclusive ethos.

Year Group specific: Whole School

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