

FRIARAGE 15 Progression	YR1	YR2	YR3	YR4	YR5	YR6
Residential Trip			N/A	East Barnby (2 nights) Spring 2 LO: To become a more independent and confident young person.	N/A	London (2 nights) L.O: to become a confident and independent young person when moving around an unfamiliar city. To gain a better understand of the capital.
Theatre Experience	<p>Pantomime (Once Upon a Time – Autumn 2)</p> <p>LO – To know how to walk in a group safely and sensibly.</p> <p>LO -To know how to behave well in a theatre setting.</p> <p>LO - becoming very familiar with key stories, fairy stories and traditional tales</p> <p>LO - to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.}</p>		Theatre trip- Autumn 2 LO: The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day	Theatre trip –SJT (Christmas production) Autumn 2 LO: To know how to conduct ourselves in a theatre setting. LO: To know what happens backstage of a theatre.	Christmas (SJT) L.O: To represent the school by acting considerately towards members of the public.	Christmas SJT L.O: To know how to conduct themselves, being considerate of others whilst on a trip and being able to discuss and evaluate what they have seen.

<p>Beach (once a term)</p>	<p>Autumn – Seasonal Changes</p> <p>LO – to use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, sea, season and weather.</p> <p>Spring – Stone Girl Bone Girl</p> <p>LO – to use sculpture to develop and share ideas, experiences and imagination.</p> <p>Summer – Let's explore Scarborough</p> <p>LO – to understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>	<p>Visit the rockpools – Autumn 1</p> <p>LO - To identify that most living things live in habitats/microhabitats to which they are suited to.</p>	<p>LO: compare and group together different kinds of rocks on the basis of their appearance and simple physical (find rocks) (Autumn 1)</p> <p>LO: compare how things move on different surfaces (linked to friction) (Spring 1)</p> <p>LO: To look at human geography- interviewing people on the beach- Why they come to Scarborough? (summer 1)</p>	<p>Autumn – Map work</p> <p>LO: To follow a route on a scaled map.</p> <p>Spring – Sounds of the beach</p> <p>LO: To identify the variety of sounds heard on the beach.</p> <p>Summer – Looking at rock pooling as a micro-habitat.</p> <p>LO: To recognise that environments can change.</p>	<p>Autumn 2- beach drawings</p> <p>L.O: To investigate significant sights and buildings impacted by the WW1 bombardment.</p> <p>To make a live sketch of a landscape.</p> <p>Summer 1- visit beach and explore how it has changed</p> <p>L.O: To compare how land use has changed over time in relation to the seafront.</p>	<p>Autumn/after sats</p> <p>Maths on the Beach- to be decided Tue after school</p>
<p>Visit a museum/historical site/art gallery</p>	<p>Visit the Rotunda Museum Fossils (Bone girl/Stone girl –Spring 2)</p> <p>LO – to learn about significant historical events, people and places in their own locality.</p>	<p>Spring 1</p> <p>Visit the York Castle museum (Victorian classroom experience)</p> <p>LO – To learn about the lives of significant</p>	<p>LO: develop increasingly secure chronological knowledge and understanding of history, local, British and world. (Visit to the Rotunda- linked to</p>	<p>Autumn 1 – Visit art gallery (Woodend Museum)</p> <p>LO: To learn how other artists portray themselves.</p>	<p>Visit the Rotunda Museum (WW1 workshop)</p> <p>L.O: To investigate how history is interpreted from a range of sources and</p>	<p>Visit the Rotunda</p> <p>L.O: recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth</p>

	(explore fossils and history from our coastline)	individuals in the past. LO – to compare aspects of life in different periods. (Victorian times to modern day)	stone age)		mediums.	millions of years ago Jorvik <i>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual</i>
Library (at least 2 visits)	Once Upon a Time – Autumn 2 LO – to develop pleasure in reading, motivation to read, vocabulary and understanding	Spring 2 As part of our Julia Donaldson topic the children will visit the library.	Autumn 2 library visit LO: To appreciate books	Autumn 1 and 2 LO: To learn how authors portray characters in different ways.	Summer 2 library visits L.O: To borrow and return books respectfully.	Spring 1 and Summer 1 books out from the library. L.O: to select books in order to further their understanding of their current theme in school.
Baking – tasting foods from at least 4 different countries	All about me/Harvest – D.T making fruit kebabs. (Autumn 1) Let's explore Scarborough – D.T Making sandwiches (The lighthouse keepers lunch) LO -use the basic principles of a healthy and varied diet to prepare dishes LO understand where food comes from.	Summer 2 The children will taste a variety of foods from around the world during our 'Around the world' topic. LO – To understand where most of my food comes from	LO: The legacy of Greek culture on later periods in British history, including the present day. (tasting Greek food)- cooking food with Greek ingredients.	Spring 2 – Mayan dishes LO: To know how the Mayans used local produce in their diet.	French breakfasts L.O: To prepare and cook a variety of predominately savoury dishes suitable for a healthy breakfast.	Ancient Egyptian Cooking <i>How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</i> <i>How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</i>

Represent school in an external activity		To discuss with Jake-for sport rotation Y2 nativity	To discuss with Jake-for sport rotation Choir Year 3/4/5 performance	To discuss with Jake-for sport rotation Choir Year 3/4/5 performance	Engineering Event L.O: To prepare relevant questions to ask professionals at the Engineering Event.	Engineering event L.O: To prepare relevant questions to ask professionals at the Engineering Event. To understand that skills in specific subjects can lead to roles in some professions.
Forest Walk	Summer 2 – Peasholm Park LO -identify and name a variety of deciduous and evergreen trees	Summer 2 Peasholm Park LO – To identify and name a variety of plants in their habitats including microhabitats.	Visit to Danby- Animal classification (summer 2) LO: gather, record, classify and present data in a variety of ways to help in answering questions	Spring 2 – East Barnby residential trip – shelter building and forest walk LO: To know how to build a shelter using naturally sourced materials, in the forest.	Peasholm Park walk (Autumn 1) L.O: To identify the main features of a river. To investigate the water cycle.	Cheryl said don't force a fit.
Life beyond the school – experience the workplace	LO – to understand the roles of nurses, dentists, firefighters and coastguards. Meet the school/nurse dentist (All about Me Autumn 1) LO – To lead healthy, active lives. Visit Firestation - Meet	Summer 1 Geography fieldwork enquiry. - What jobs to people do in our local area?	Experience life beyond school by finding out about the workplace in Scarborough- LO: Identify human geography of Scarborough- Finding out who works in tourism in Scarborough	Autumn 1 – Police officer visit LO: To know the consequences of inappropriate cyber activity. Autumn 2 – theatre	Explore local jobs- PSHCE L.O: To know what jobs are in the local area and their responsibilities.	

	<p>firefighters. (The Great Fire of London Spring 1)</p> <p>LO - events beyond living memory that are significant nationally or globally</p> <p>Visit Lifeboat station – meet coastguards (Let's Explore Scarborough Summer 1)</p> <p>LO- Changes within living memory (how the lifeboat station has changed)</p>			<p>experience</p> <p>LO: To know what jobs there are in a theatre.</p>		
Meet an animal	<p>Animals Science topic Summer 2</p> <p>LO – to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>LO –to identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>	<p>Autumn 1 – Visit the sealife centre to meet a range of different sea creatures.</p> <p>LO – To identify and name a variety of animals in their habitats including microhabitats</p>	<p>Summer 2- LO: To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food.</p> <p>Visitors into school</p>	<p>Summer 2 – Biomes, Flamingo Land visit</p> <p>LO: To learn how zoos play a part preservation of endangered species.</p>	<p>Butterfly farm</p> <p>L.O: To observe the life-cycle of a butterfly over time.</p>	
Play in the Park	<p>Flamingo land trip Summer 2</p> <p>LO – To know how to play safely in a public</p>	<p>Spring 2</p> <p>LO – To describe the importance for humans of exercise</p>	<p>Park trip- cliff top park- Summer 2</p> <p>LO: To explore physical and human geography around the</p>	<p>Summer 2 – Biomes, Flamingo Land visit</p> <p>LO: To learn how to conduct myself appropriately within a</p>	<p>Play at the Castle playground</p> <p>L.O: To successfully conduct myself appropriately within a</p>	<p>Play at the Castle</p> <p>L.O: to conduct themselves in an appropriate way whilst in a public</p>

	<p>playground.</p> <p>LO – To lead healthy, active lives.</p>	<p>Visit the park to play/discuss fun ways to exercise.</p>	<p>coastline.</p>	<p>public playground.</p>	<p>public playground.</p> <p>Play a game at Peasholm Park</p> <p>L.O: To work as a team to play a game.</p>	<p>playground. To treat public property with respect.</p>
<p>Plant it, grow it, eat it</p>	<p>Plants Science topic Spring 2-</p> <p>LO - observing closely, using simple equipment (Plant a seed, watch it grow and eat in a salad)</p>	<p>Summer 2</p> <p>Plants topic in Science. The children will grow fruit/veg.</p> <p>LO – To understand what plants need to grow and stay alive.</p>	<p>Summer 1-</p> <p>LO: Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow)- Cress and Tomatoes</p>	<p>Summer 1 – Mayan dishes</p> <p>LO: To learn how to grow foods eaten by the Mayans successfully.</p>	<p>Grow strawberries</p> <p>L.O: To understand how some plants reproduce.</p>	<p>Growing bulbs in pop bottles.</p> <p>L.O: to investigate and explore how bulbs adapt based on how they are planted.</p> <p>To understand how some plants reproduce without seeds.</p>
<p>Visit local landmarks</p>	<p>Autumn 1 – visit market hall to buy fruit</p> <p>Spring 2 – Visit Rotunda Museum</p> <p>Summer 1 – Visit lifeboat station/lighthouse/harbour</p> <p>LO - use basic geographical vocabulary to refer to: key human features, including- harbour, port, lighthouse, shop, market</p>	<p>Spring 1</p> <p>Visit the Victorian architecture in our immediate local area. (Spa Bridge, The Grand hotel & The Queen Victoria statue)</p> <p>LO – To learn about a significant individual</p>	<p>LO: To gather information to be used in describing a story setting. (Autumn 1)</p>	<p>Autumn 1 and 2 - Visit castle to see Roman Signal Post</p> <p>LO: To know why the Romans built a signal station where they did.</p>	<p>Old Town Walk (historic buildings)</p> <p>L.O: To complete field work by exploring the sights impacted by WW1.</p>	<p>Castle</p> <p>How has the Castle’s role changed throughout time? Should it be a heritage site?</p>

		LO – to compare aspects of life in different periods.				
Take part in a debate/speak to an audience	<p>Fortnightly ‘Show and Tell’ sessions (5 mins for children to show and talk about something special to them)</p> <p>LO- to speak audibly and fluently with an increasing command of Standard English.</p> <p>LO – to participate in discussions, presentations</p> <p>LO -to listen and respond appropriately to adults and their peers</p>	Weekly ‘Show and Tell’ sessions (5 mins for children to show and talk about something special to them)	<p>Autumn1 – Group presentation within class- linked to stone age</p> <p>Oral presentation- to another class/ different year group- target audience- group-Ancient Greeks</p> <p>Spring 1</p> <p>Paired presentation- display/ demonstration- Spring 2- Invite parents</p>	<p>Autumn 1 – Talking about me</p> <p>LO: To be able to able to talk about myself to audience.</p> <p>Summer 2 – Present findings based on research</p> <p>LO: To present research confidently to another class.</p>	<p>Present a presentation about an animal- invite parents</p> <p>L.O: To understand the life-cycle of an insect, amphibian, reptile or mammal.</p>	<p>Poetry to Perform</p> <p>Play performance</p> <p>L.O: to be able to perform their poem to a small audience</p>
Write a letter, buy a stamp and post it	<p>Autumn 2 -Letters to Santa</p> <p>Autumn 2</p> <p>LO - sequencing sentences to form short narratives</p>	The children will write thank you letters to York Castle Museum.	<p>Write to Janet Jefferson to build up tourism or provide more for the locals-</p> <p>LO: To write a persuasive letter.</p>	<p>Summer 1 – Persuasive letters</p> <p>LO: To write a persuasive letter to the headteacher.</p>	<p>Send a letter to a pen pal in North America</p> <p>L.O: Compare and contrast the differences in similarities between the UK and North</p>	<p>London postcards</p> <p>L.O: to write to a parent/guardian and provide a short recount of their trip</p>

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