

THE PATHWAY DEVELOPMENT

As children travel along their Learning Journey, they follow **The Pathway** — our whole-school model for learning and personal growth. At the heart of The Pathway are five **Development Trails**, which run through everything we do:

Performance, Social, Community, Team and Communication. Each Trail represents an essential area of development, helping children grow in confidence, character and real-world skills as they move through school.

PERFORMANCE	SOCIAL	COMMUNITY	TEAM	COMMUNICATION
Developing confidence in front of an audience through performances, singing, dancing, drama and public speaking.	Learning how to build and maintain positive relationships.	Understanding what it means to contribute to school, local and global communities.	Learning how to work together towards a common goal.	Building confidence in expressing ideas clearly and effectively.
Encouraging self-expression and creativity while overcoming nerves.	Developing kindness, empathy and respect for others.	Developing a sense of responsibility for others and the environment.	Developing leadership skills by taking on responsibilities within a group.	Learning how to listen actively and respond thoughtfully.
Learning to engage and inspire others through performance.	Understanding how to work with different personalities and navigate social situations.	Taking part in projects that benefit the wider world, fostering a sense of belonging.	Understanding different roles in a team and how to contribute effectively.	Developing skills in debating, presenting and storytelling.



BRIGHT BEGINNINGS

As part of The Pathway, children take part in Bright Beginnings - hands-on experiences that build life skills and support their personal development. Each activity links to one of the five Trails, and offers a fun, practical way to grow in confidence, independence and teamwork. Below are this year's Bright Beginnings moments for this year group.

PERFORMANCE	SOCIAL	COMMUNITY	TEAM	COMMUNICATION
Recreate rainforest sounds using instruments.	Make a Christmas decoration using stitching for a friend	Grow edible plants from seeds and use in a meal	Work as a team to build a fort	Plan and present nature facts aloud to the class

SUBJECT	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
ENGLISH CLASS TEXTS						
MATHS FOCUS	Place Value (3 wks) Addition & Subtraction (4wks)	Addition & Subtraction cont (1 wk) Multiplication & Division (4 wks) Revision/assessment (2 wks)	Multiplication & Division (3 wk) Length & Perimeter (3 wk)	Fractions (3 wks) Assessment (1 wk) Mass & Capacity (2 wks)	Fractions (2 wk) Money (2 wk) Shape (2 wk)	Time (2 wk) Shape (1 wk) Statistics (2 wk) Revision/assessment (2 wk)
SCIENCE FOCUS	Skeletons (3 weeks) Movement (1 week) Nutrition and diet (2 weeks)	Nutrition and diet (1 weeks) Food water (1 week) Rocks (3 weeks) Consolidation (1 week)	Fossils (2 weeks) Soils (3 weeks) Assessment & Consolidation (1 week)	Light (5 weeks) Assessment & Consolidation (1 week)	Plants (6 weeks)	Forces (2 weeks) Magnets (2 weeks) Biodiversity (1 week) Consolidation (1 week)
SCIENCE END POINTS	Children can identify that humans and some other animals have skeletons and muscles for support, protection and movement. Children can ask relevant questions and using different types of scientific enquiries to answer them.	Children can sort foods into different groups and why we need a balanced diet. They understand what food waste is and how we can reduce this in school. In the rocks topic, they can identify different rocks and how they are used.	Children can describe in simple terms how fossils are formed when things that have lived are trapped within the rock. Children can ask relevant questions and use different types of scientific enquiries to answer them.	Children can describe the difference between natural and artificial sources of light. They understand how we see and can describe the harmful effects of the sun's rays. Children can set up simple practical enquiries around shadows and reflect on their findings.	Children can identify the different parts of a plant and describe their functions. They can describe pollination and seed disposal. Children can identify differences and similarities in processes.	Children can describe push, pull and friction forces and how different materials affect friction. They can understand non-contact forces of magnets and identify north and south poles. They can group, compare and draw simple conclusions from investigations. Children can describe how biodiversity can affect the range of different plants or animals that live within a habitat and the impact of humans.
GEOGRAPHY FOCUS		Land use linked to Stone Age & Skara Brae	The UK & Italy	The UK & Italy – physical geography, climate and consequences of natural disasters	Rainforests	
GEOGRAPHY END POINTS		Children can explain how land was used in Skara Brae and why people settled there. They can compare the settlements of Skara Brae and Knutsford and plot a route between the two places.	Children can compare the climate and physical geography of Great Britain and Italy. They can locate both places on a map.	Children can explain why natural disasters happen and the main consequences of them. They can locate places on a world map where natural disasters have occurred.	Children can explain the features of a rainforest and the climate. They can link the climate to the locations of the rainforests. They can explain how animals have adapted to life in a rainforest. They can explain the consequences of deforestation.	

SUBJECT	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
HISTORY FOCUS	Stone Age to Iron Age		Roman impact on Britain		Cheshire Waterways	
HISTORY END POINTS	Children develop a knowledge of how Britain changed between the Stone Age and Iron Age, what life was like during this time and how evidence from the past informs us of this in the present day.		To develop knowledge of the Roman Empire and its impact on Britain, including significant events and people from the time and how these shaped future Britain		Children understand of how canals transformed transport and industry in Cheshire and how the Anderton Boat Lift helps us understand this period of technological change.	
ART & DESIGN FOCUS	Stone Age Art 	Giacometti Hunter/Gatherer 		Andy Warhol Volcanoes 		Jungle Printing 
ART & DESIGN END POINTS	Children can experiment with drawing and colour in their sketch books, developing their ideas with some support. Children can sketch lightly and use different hardness of pencils to show line, tone and texture. Children can draw representations of objects (Stone Age animals and artefacts) with correct proportions. When making a clay pot they can experiment with pattern and textures.	Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. Children can show an awareness of objects having a third dimension and perspective. They can shape, form, model and construct malleable materials for effect. They can sketch 3D shapes and objects from observations to represent form.		Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. Children can explore the work of Andy Warhol and his use of colour. Children can mix secondary colours (orange, purple, green) and make independent decisions about colour. Children can add detail to their work using line.		Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. Children can replicate different and repeating patterns from observations, imagination and illustration. Children can add line and pattern to a printing block and press ink to create a repeating picture.
DESIGN & TECHNOLOGY FOCUS	Making a Christmas Decoration		Constructing a Roman Fort		Eating British Seasonal Foods	
DESIGN & TECHNOLOGY END POINTS	Children learn to cross-stitch to join two pieces of fabric together. They design and make a template for a decoration and cross stitch and applique to decorate.		Children can draw and label a simple fort that includes the most common features. They recognise that the fort is made up of multiple 3D shapes. Make 3D shapes by scoring along the lines on the net of a 2D shape and use glue to assemble. As a group build a complex structure from simple geometric shapes and evaluate their work.		Children know that fruits and vegetables grow in different countries based on their climates. They understand that seasonal fruits and vegetables are those that grow in a given season and taste best then and this has a positive effect on the environment. Children understand good hygiene and safety and follow the instructions within a recipe.	

SUBJECT	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
OUTDOOR PE FOCUS	Invasion Games: Fundamentals	Outdoor Adventures	Net & Wall Games: Fundamentals	Striking & Fielding Games: Fundamentals	Athletics	Invasion Games: Football & Swimming
OUTDOOR PE END POINTS	Children can move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game. Pass the ball in two different ways in a game situation with some success. Know how to keep and win back possession of the ball in a team game. Find a useful space and get into it to support teammates.	Children can identify and demonstrate a range of effective team work skills to achieve goals, understand, recognise and demonstrate verbal and non-verbal methods of communication effectively during team activities, follow multi-step instructions, using strategies to aid them, identify the problem and come up with possible solutions and a plan of action of how to solve it. Understand and use directional language to effectively navigate others.	Children can throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl	Children can demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.	Children can identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run. Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control. Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.	See skills for invasion games. KS2: Children should be taught to swim confidently and proficiently over a distance of at least 25 metres using different types of strokes effectively. They should also be able to perform safe self-rescue in different situations.
INDOOR PE FOCUS	Dodgeball	Gymnastics: Movement	Dance: Romans	Circuit Training	Dance: Rainforest	Dance: Carnival of the Animals
INDOOR PE END POINTS		Children can choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements	Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.		Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.
MUSIC FOCUS	Writing Down Music	Playing in a Band	Glockenspiels 1	More Musical Styles	Recorders Composer- Antonio Vivaldi Focus piece- The Four Seasons	Recorders
MUSIC END POINTS	Children understand that long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols, organised by staves with names such as quavers, crotchets and minims. Explore notes and rhythm through listening to, playing instruments to and singing to country and pop styles.	Children understand that playing together is fun and exciting. Children explore reading notation whilst playing an instrumental part. Children understand that beats in a bar are shown by time signatures. They explore notation, time signatures and harmony through listening, playing instruments and singing to disco, New Orleans jazz and sea shanty styles.	Children can understand the language of music through playing the glockenspiel through exploring and developing playing skills through the glockenspiel. Children can play, compose and perform music using the notes C, D, E and F.	Children can appreciate that different musical styles has changed and shaped lives around the world. Children can understand dynamic (forte and piano) and explore changes in dynamics through listening to, playing instruments with and singing to pop, rock and soul music.	Children can correctly hold and play the recorder, learning notes B, A, G and C, exploring rhythm, time signatures and notation. Children can play in an ensemble in unison.	Children can correctly hold and play the recorder, learning notes B, A, G and C, exploring rhythm, time signatures and notation. Children can play in an ensemble in unison and perform to an audience.

SUBJECT	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
COMPUTING FOCUS	Networks & the Internet	Programming Scratch	Internet Safety	Journey Inside a Computer	Video Trailers	
COMPUTING END POINTS	Children explain what a network, server, router and a packet is. They can explain some of the journey a website goes through to reach your computer.	Children can explain what some of the blocks do in Scratch. They can explain what a loop is and include one in their program. They can use a systematic approach to find bugs.	Children can explain the difference between fact, opinion and belief and how to deal with upsetting content online. They can explain what social media platforms are and why they are age-restricted.	Children can recognise inputs and outputs that the computer sends and receives. Children can explain what an algorithm is and what memory is for inside a computer.	Children can create a storyboard book trailer. They consider camera angles when taking photos or videos and import these into editing software and add text to a video.	
PSHE FOCUS	Being Me in My World	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
PSHE END POINTS	Children can identify positive things about themselves and their achievements. They can talk about new challenges and how to face them positively.	Children understand they are different and that sometimes they fall out with each other. They understand techniques to solve problems and not to use hurtful words.	Children learn about people who have overcome challenges and say what they can learn from these people. They can talk about strategies for overcoming challenge.	Children know how exercise makes them healthy and know the role of their heart and lungs. They understand that there are drugs that keep you healthy and other ones.	Children understand stereotypes and that different roles exist in the family home. They learn about online relationships and how to stay safe online.	Children understand how babies grow and develop and what they need from their parents. Children understand some of the changes that happen in puberty and that females have eggs and males have sperm.
RELIGIOUS EDUCATION FOCUS	God, the World and Self	Religious/Non-Religious Viewpoint	Personal Belief	Belonging	Authority	Marking Life's Journey
RELIGIOUS EDUCATION END POINTS	Judaism Enquiry 1 What is the best way for a Jew to lead a good life?	Has Christmas lost its true meaning?	Could Jesus heal people? Did He perform miracles or was there some other explanation?	What is 'good' about Good Friday?	Judaism Enquiry 2 What is the best way for a Jew to lead a good life?	Judaism Enquiry 3 How does celebrating Shavuot help Jewish children feel closer to God?
FRENCH FOCUS	Phonetics & I'm Learning French	I'm learning French	Ice-creams	Ice-creams	Fruit	Fruit
FRENCH END POINTS	Children can locate France, Paris and a few key cities on a map. They can say their name, how they are feeling,	Children can learn up to 10 colours and count from 1-10 in French.	Children can name, recognise and remember up to 10 ice-cream flavours in French. They can attempt to spell some of these flavours. They can use the structure 'je voudrais...' plus an ice-cream flavour.	. Children can say whether they would like a cone or pot and possibly how many scoops. Children can learn how to say 'please' and 'thank you' in French	Children can name, recognise and remember up to 10 fruits in French. They can attempt to spell some of these nouns with their correct article/ determiner.	Children can ask somebody in French if they like a particular fruit. They can say what fruits they like and dislike in French.