BLEAKHOUSE PRIMARY SCHOOL CURRICULUM PROGRESSION DOCUMENT

Includes the National Curriculum

Bleakhouse Primary Progression Book

Curriculum Statement		
Intent	**Implementation**	**Impact**
We think they need the following: • Practical experiences, • active engagement by the learner, • repetition for recall, • vocabulary enhancement, • reading for comprehension, • reading for pleasure, • problem-solving skills, • promoting the development of creativity, • questioning information provided, • computing skills (including e-safety), • values, • deeper thinking • making connections between knowledge and learning. Our aim is that the children will grow into positive, independent, resilient, responsible people who can work and co-operate with others while at the same time developing knowledge and skills in order to achieve their potential. The school's values are based on the Olympics and Paralympics values which are; friendship, respect, excellence, determination, courage, equality and inspiration. The school's vision states that so we can inspire our children to succeed we will: • Be a learning community; • Enable every child to reach their full potential; • Encourage children to become partners and	Each year group plans for the academic year. This planning is overseen by the Assistant Head Teacher. Year group staff collaborate in order to share theme ideas and make links between areas of the curriculum and whole school events, for example focus weeks. Outdoor learning takes place across the curriculum. Medium term planning gives clear guidance on the objectives and teaching strategies for each theme. This planning is directly linked to the National Curriculum. Short term planning is written on a weekly basis. This is used to set out the learning objectives and success criteria for each session and identifies the resources and activities to be used in the lesson. It also identifies how the differing needs of individuals and groups will be met. Throughout the school we adopt an inter-disciplinary approach to curriculum planning which aims to link the topics within various subjects. We plan the curriculum carefully so that there is coherent and full coverage of all aspects of the National Curriculum, there is opportunity to apply learning from other subjects such as using graphs in science or report writing in geography and there is planned progression in all subjects. However, there are instances where subjects are taught more discretely.	We measure outcomes in terms of our pupils' improving: knowledge and skills, improving results, improving progress, as evident in pupils' work in books. Importantly, we measure our pupils' enjoyment and engagement.

take ownership of their learning; • Enable every child to become a responsible and reliable member of society who understands the Fundamental British Values including democracy the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs; • Ensure everyone is valued and appreciates all cultures and traditions, as well as appreciating the importance of Sustainable Development; • Develop self-esteem in the whole school community; • Develop positive and meaningful links with parents, engaging them in their children's education; • Reflect the school in the community and the community in the school; • Develop and extend Basic Skills in English, maths and technology; • Work in partnership with others to offer opportunities for interactive, hands-on, personalized learning, using high quality IT resources as a vehicle to enable and empower children to become, anytime, anywhere learners in all aspects of the curriculum.		

Personal Development							
Values							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Friendship Respect Excellence Determination Inspiration Courage Equality	Friendship Respect Excellence Determination Inspiration Courage Equality	Friendship Respect Excellence Determination Inspiration Courage Equality	Friendship Respect Excellence Determination Inspiration Courage Equality	Friendship Respect Excellence Determination Inspiration Courage Equality	Friendship Respect Excellence Determination Inspiration Courage Equality	Friendship Respect Excellence Determination Inspiration Courage Equality	Friendship Respect Excellence Determination Inspiration Courage Equality
Bleakhouse Primary Child Skills							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Playful Imaginative Proud of Achievements Can say, “I do not understand.” Curious Adventurous Able to express own point of view Empathy Independent Sociable Perseverance Reflective Learner Reasoning Thinker and Talker Well Read Mature – can make some basic choices Responsible for Choices	Playful Imaginative Proud of Achievements Can say, “I do not understand.” Curious Adventurous Able to express own point of view Empathy Independent Sociable Perseverance Reflective Learner Reasoning Thinker and Talker Well Read Mature – can make some basic choices Responsible for Choices	Playful Imaginative Proud of Achievements Can say, “I do not understand.” Curious Adventurous Able to express own point of view Empathy Independent Sociable Perseverance Reflective Learner Reasoning Thinker and Talker Well Read Mature – can make some basic choices Responsible for Choices	Playful Imaginative Proud of Achievements Can say, “I do not understand.” Curious Adventurous Able to express own point of view Empathy Independent Sociable Perseverance Reflective Learner Reasoning Thinker and Talker Well Read Mature – can make some basic choices Responsible for Choices	Playful Imaginative Proud of Achievements Can say, “I do not understand.” Curious Adventurous Able to express own point of view Empathy Independent Sociable Perseverance Reflective Learner Reasoning Thinker and Talker Well Read Mature – can make some basic choices Responsible for Choices	Playful Imaginative Proud of Achievements Can say, “I do not understand.” Curious Adventurous Able to express own point of view Empathy Independent Sociable Perseverance Reflective Learner Reasoning Thinker and Talker Well Read Mature – can make some basic choices Responsible for Choices	Playful Imaginative Proud of Achievements Can say, “I do not understand.” Curious Adventurous Able to express own point of view Empathy Independent Sociable Perseverance Reflective Learner Reasoning Thinker and Talker Well Read Mature – can make some basic choices Responsible for Choices	Playful Imaginative Proud of Achievements Can say, “I do not understand.” Curious Adventurous Able to express own point of view Empathy Independent Sociable Perseverance Reflective Learner Reasoning Thinker and Talker Well Read Mature – can make some basic choices Responsible for Choices

Critical Thinking Skills							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Observation	Observation	Observation	Observation	Observation	Observation	Observation	Observation
Interpretation	Interpretation	Interpretation	Interpretation	Interpretation	Interpretation	Interpretation	Interpretation
Analysis	Analysis	Analysis	Analysis	Analysis	Analysis	Analysis	Analysis
Inference	Inference	Inference	Inference	Inference	Inference	Inference	Inference
Evaluation	Evaluation	Evaluation	Evaluation	Evaluation	Evaluation	Evaluation	Evaluation
Explanation	Explanation	Explanation	Explanation	Explanation	Explanation	Explanation	Explanation
Metacognition	Metacognition	Metacognition	Metacognition	Metacognition	Metacognition	Metacognition	Metacognition
Employment Skills							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Problem-solving	Problem-solving	Problem-solving	Problem-solving	Problem-solving	Problem-solving	Problem-solving	Problem-solving
Communication	Communication	Communication	Communication	Communication	Communication	Communication	Communication
Self-management	Self-management	Self-management	Self-management	Self-management	Self-management	Self-management	Self-management
Teamwork	Teamwork	Teamwork	Teamwork	Teamwork	Teamwork	Teamwork	Teamwork
Creativity	Creativity	Creativity	Creativity	Creativity	Creativity	Creativity	Creativity
Literate	Literate	Literate	Literate	Literate	Literate	Literate	Literate
Numeracy	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy
Digital Skills	Digital Skills	Digital Skills	Digital Skills	Digital Skills	Digital Skills	Digital Skills	Digital Skills
Informed	Informed	Informed	Informed	Informed	Informed	Informed	Informed
Confidence	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence
Drive	Drive	Drive	Drive	Drive	Drive	Drive	Drive
Resilience	Resilience	Resilience	Resilience	Resilience	Resilience	Resilience	Resilience
Reflection	Reflection	Reflection	Reflection	Reflection	Reflection	Reflection	Reflection

Resilience *Feeling engaged (relevant curriculum, meaningful participation in education); feeling connected (a sense of belonging); feeling able to cope (emotional regulation and problem solving); feeling loved and cared for (secure base/safe haven (available adult), basic needs met); feeling empowered (high, realistic expectations, talents, interests, character strengths and virtues (CSV)). Taken from Resilience Tree handout INSET 15/2/19.*

10 Things to Learn or Do While at Bleakhouse Primary				
Key Stage 1	Year 3	Year 4	Year 5	Year 6
	• Learn to swim • Have the opportunity to spend a night away from home • Know how to make an emergency call • Learn to do basic first aid • Take part in woodwork • Cook a simple meal • Learn some self-defence • Learn about caring for a pet • Learn to touch or speed type • Learn about different careers			

English

Language and Literacy

Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

Spoken language

Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Reading and writing

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home. Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Vocabulary development

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

♣ read easily, fluently and with good understanding
♣ develop the habit of reading widely and often, for both pleasure and information
♣ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
♣ appreciate our rich and varied literary heritage
♣ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
♣ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
♣ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the English 14 continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

♣ word reading
♣ comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Writing
The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:
♣ transcription (spelling and handwriting)
♣ composition (articulating ideas and structuring them in speech and writing).
It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Spelling, vocabulary, grammar, punctuation and glossary
The two statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

School curriculum
The programmes of study for English are set out year-by-year for key stage 1 and two yearly for key stage 2. The single year blocks at key stage 1 reflect the rapid pace of development in word reading during these two years. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for English on a year-by-year basis and make this information available online.

Attainment targets
By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'

Lower Key Stage 2
By the beginning of year 3, pupils should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt (see English Appendix 1). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

Upper Key Stage 2

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.
Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

Spoken Language							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listens with interest to noises adults make when they read stories. Recognises and responds to many familiar sounds, e.g. turning to knock on the door, looking at or going to the door. Shows interest in play with sounds, songs and rhymes. Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. CL – L+A 22-36 Identifies action words by pointing to the right picture, e.g. 'Who's jumping?' Understands more complex sentences, e.g. 'Put you toys away and then we'll read a book.' Understands 'who', 'what', 'where' in simple questions (e.g. who's that/can?	Initiates conversation, attends to ands takes account of what others say. PSED – MR 40-60 Confident to speak to others about own needs, wants, interests and opinions. PSED – SC+SA 40-60 Maintains attention, concentration and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. CL – L+A 40-60 Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.						Year 1 to 6 Pupils should be taught to: ♣ listen and respond appropriately to adults and their peers ♣ ask relevant questions to extend their understanding and knowledge ♣ use relevant strategies to build their vocabulary ♣ articulate and justify answers, arguments and opinions ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ♣ use spoken language to develop understanding through speculating, hypothesising,

What's that? Where is.?). Developing understanding of simple concepts (e.g. big/little). CL – U 22-36 Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'. Uses a variety of questions (e.g. what, where, who). Uses simple sentences (e.g. 'Mummy gonna work.') Beginning to use word endings (e.g. going, cats). CL – S 22-36 Beginning to make-believe by pretending. EAD – BI 22-36 Listens to others one to one or in small groups, when conversation interests them.	CL – U 40-60 Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to the main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. CL – S 40-60 Introduces a storyline or narrative into their play EAD – BI 40-60 Children listen attentively in a range of situations. They listen to stories, accurately anticipating key evets and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. CL – L+A ELG						imagining and exploring ideas ♣ speak audibly and fluently with an increasing command of Standard English ♣ participate in discussions, presentations, performances, role play, improvisations and debates ♣ gain, maintain and monitor the interest of the listener(s) ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others ♣ select and use appropriate registers for effective communication.

Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focuses attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). CL – L+A 30-50 Understands use of objects (e.g. 'What do we use to cut things?) Shows understanding of prepositions such as 'under' , 'on top', 'behind' by carrying out an action of selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions CL – U 30-50 Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. CL – U ELG Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. CL – S ELG They represent their own ideas, thoughts and feelings through role-play and stories. EAD –BI ELG						

happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what , when, how. Use a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Use vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' CL – S 30-50 Engages in imaginative role-play based on own first-hand experiences. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Build stories around toys e.g. farm animals needing rescue from an armchair 'cliff'. EAD – BI 30-50							

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Hot Seating/Role Play: Crayons and Duncan Pompeii Survivor Boudicca Stone Age Boy Dinoworld – presenting Radio Advert Create a running commentary of a chariot race. Debate – Should zoos exist? Express Opinion – poaching Performance: Animal poetry Alternative fairy tales Summer Concert	Presentation – How does sound travel? International Women's Day Assembly Equal Pay Debate Sutton Hoo Enquiry – talking through the process Summer Concert	Trial by Ordeal (present case for and against to jury) Summer Concert PowerPoint presentation to the class	Presenting Manifesto Recite Poetry Remembrance Assembly Drama – Greeks Myths Shakespeare Mini Performance (spoon puppets) Conscience Alley – 'Wonder' school debate WW2 daily life sources Summer Concert

Reading – word reading							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Has some favourite stories, rhyme, songs, poems or jingles. Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a …'. L – R 22-36 Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom. L – R 30-50	Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. L – R 40-60 They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. L – R ELG	Pupils should be taught to: ♣ apply phonic knowledge and skills as the route to decode words ♣ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ♣ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ♣ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ♣ read words containing taught GPCs and –s, –es, ing, –ed, –er and –est endings ♣ read other words of more than one syllable that contain taught GPCs ♣ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) ♣ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading.	Pupils should be taught to: ♣ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ♣ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ♣ read accurately words of two or more syllables that contain the same graphemes as above ♣ read words containing common suffixes ♣ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ♣ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ♣ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ♣ re-read these books to build up their fluency and confidence in word reading		Pupils should be taught to: ♣ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet ♣ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.		Pupils should be taught to: ♣ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading – comprehension							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggest show stories might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Knows information can be relayed in the form of print. L – R 30-50	Uses vocabulary and forms of speech that are increasingly influences by the experience of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. L – R 40-60 Children read and understand simple sentences. They demonstrate understanding when talking with others about what they have read L – R ELG	Pupils should be taught to: ♣ develop pleasure in reading, motivation to read, vocabulary and understanding by: ♣listening to and discussing a wide range of poems, stories and non fiction at a level beyond that at which they can read independently ♣being encouraged to link what they read or hear read to their own experiences ♣ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ♣recognising and joining in with predictable phrases ♣ learning to appreciate rhymes and poems, and to recite some by heart ♣ discussing word meanings, linking new meanings to those already known ♣ understand both the books they can already read accurately and fluently and those they listen to by: ♣ drawing on what they already know or on background information and vocabulary provided by the teacher ♣ checking that the text makes sense to them as they read and correcting inaccurate reading ♣ discussing the significance of the title and events	Pupils should be taught to: ♣ develop pleasure in reading, motivation to read, vocabulary and understanding by: ♣ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ♣ discussing the sequence of events in books and how items of information are related ♣ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ♣ being introduced to non-fiction books that are structured in different ways ♣ recognising simple recurring literary language in stories and poetry ♣ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ♣ discussing their favourite words and phrases ♣ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ♣ understand both the books that they can already read accurately and fluently and those that they listen to by:		Pupils should be taught to: ♣ develop positive attitudes to reading and understanding of what they read by: ♣ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ using dictionaries to check the meaning of words that they have read ♣ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ♣ identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ♣ discussing words and phrases that capture the reader's interest and imagination ♣ recognising some different forms of poetry [for example, free verse, narrative poetry] ♣ understand what they read, in books they can read independently, by: ♣ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context		Pupils should be taught to: ♣ maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices ♣ identifying and discussing themes and conventions in and across a wide range of writing ♣ making comparisons within and across books ♣ learning a wider range of poetry by heart ♣ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience ♣ understand what they read by: ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ♣ asking questions to improve their understanding

		♣ making inferences on the basis of what is being said and done ♣ predicting what might happen on the basis of what has been read so far ♣ participate in discussion about what is read to them, taking turns and listening to what others say ♣explain clearly their understanding of what is read to them.	♣ drawing on what they already know or on background information and vocabulary provided by the teacher ♣ checking that the text makes sense to them as they read and correcting inaccurate reading ♣ making inferences on the basis of what is being said and done ♣ answering and asking questions ♣ predicting what might happen on the basis of what has been read so far ♣ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say ♣ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.		♣ asking questions to improve their understanding of a text ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ identifying main ideas drawn from more than one paragraph and summarising these ♣ identifying how language, structure, and presentation contribute to meaning ♣ retrieve and record information from non-fiction ♣ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say		♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ♣ distinguish between statements of fact and opinion ♣ retrieve, record and present information from non-fiction ♣ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously ♣ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ♣ provide reasoned justifications for their views.

Current Bleakhouse Junior Suggested Books to Read							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				The Flat Stanley Collection – Jeff Brown The Diary of a Killer Cat – Anne Fine The Owl Who Was Afraid of the Dark – Jill Tomlinson The Twits – Roald Dahl The Magic Finger – Roald Dahl The World's Worst Children – David Walliams The World's Worst Children 2 – David Walliams The Butterfly Lion – Michael Morpurgo The Hundred-Mile-An-Hour Dog – Jeremy Strong My Brother's Famous Bottom – Jeremy Strong The Unbelievable Top Secret Diary of Pig – Emer Stamp The Cat in the Hat – Dr. Seuss Where the Wild Things Are – Maurice Sendak Paddington – Michael Bond Horrid Henry – Francessca Simon The Sheep-Pig – Dick King-Smith	Bill's New Frock – Anne Fine George's Marvellous Medicine – Roald Dahl Fantastic Mr. Fox – Roald Dahl The World's Worst Children 3 – David Walliams Mr. Stink – David Walliams Granny – Anthony Horowitz The Iron Man – Ted Hughes Cliffhanger – Jacqueline Wilson The Queen's Nose – Dick King-Smith Krindlekrax – Philip Ridley Charlotte's Web – E.B. White The Adventures of Captain Underpants – Dav Pilkey How to Train Your Dragon – Cressida Cowell The Accidental Prime Minister – Tom McLaughlin Diary of a Wimpy Kid – Jeff Kinney	Matilda – Roald Dahl Danny the Champion of the World – Roald Dahl Gangsta Granny – David Walliams Kensuke's Kingdom – Michael Morporgo Stormbreaker – Anothony Horowitz The Lion, The Witch and The Wardrobe – C.S. Lewis Harry Potter and the Philosopher's Stone – J.K. Rowling Harry Potter and the Chamber of Secrets – J.K. Rowling Wind in the Willows – Kenneth Grahame The White Giraffe – Lauren St. John The Explorer – Katherine Rundell A Series of Unfortunate Events The Bad Beginning – Lemony Snicket Thief – Malorie Blackman Street Child – Berlie Doherty Bettle Boy – M.G. Leonard Woof – Allan Ahlberg	The BFG – Roald Dahl Charlie and the Chocolate Factory – Roald Dahl Gandpa's Great Escape – David Walliams Wonder – P.J. Palacio The Borrowers – Mary Norton Pig Heart Boy – Malorie Blackman Percy Jackson and the Lightning Thief – Rick Riordan Alice's Adventures in Wonderland – Lewis Carroll Skellig – David Almond Once – Morris Gleitzman The Other Side of Truth – Beverley Naidoo Superfudge – Judy Blume Holes – Louis Sachar Invisible Emmie – Terri Libenson Broken Glass – Sally Grindley Th Person Controller David Baddiel

Writing – transcription							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Distinguishes between the different marks they make. L – W 22-36 Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. L – W 30-50	Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequences. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. L – W 40-60 Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others phonetically plausible. L – W ELG	**Spelling (see English Appendix 1)** Pupils should be taught to: ♣ spell: ♣ words containing each of the 40+ phonemes already taught ♣ common exception words ♣ the days of the week ♣ name the letters of the alphabet: ♣ naming the letters of the alphabet in order ♣ using letter names to distinguish between alternative spellings of the same sound ♣ add prefixes and suffixes: ♣ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ♣ using the prefix un– ♣ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] ♣ apply simple spelling rules and guidance, as listed in English Appendix 1 ♣ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Spelling (see English Appendix 1) Pupils should be taught to: ♣ spell by: ♣ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ♣ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ♣ learning to spell common exception words ♣ learning to spell more words with contracted forms ♣ learning the possessive apostrophe (singular) [for example, the girl's book] ♣ distinguishing between homophones and near-homophones ♣ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly English Statutory requirements ♣ apply spelling rules and guidance, as listed in English Appendix 1 ♣ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.		Spelling (see English Appendix 1) Pupils should be taught to: ♣ use further prefixes and suffixes and understand how to add them (English Appendix 1) ♣ spell further homophones ♣ spell words that are often misspelt (English Appendix 1) ♣ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] ♣ use the first two or three letters of a word to check its spelling in a dictionary ♣ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		Spelling (see English Appendix 1) Pupils should be taught to: ♣ use further prefixes and suffixes and understand the guidance for adding them ♣ spell some words with 'silent' letters [for example, knight, psalm, solemn] ♣ continue to distinguish between homophones and other words which are often confused ♣ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 ♣ use dictionaries to check the spelling and meaning of words ♣ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ♣ use a thesaurus

Writing – handwriting and presentation							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beginning to use three fingers (tripod grip) to hold writing tools. Imitates drawing simple shapes such as circles and lines. PD: M+H 22-36 Draws lines and circles using gross motor movements. Holds pencil between thumb and two fingers, no longer using whole-hand grasp Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their own name. PD: M+H 30-50	Begins to use anti-clockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. PD: M+H 40-60 They handle equipment and tools effectively, including pencils for writing. PD: M+H ELG	Pupils should be taught to: ♣ sit correctly at a table, holding a pencil comfortably and correctly ♣ begin to form lower-case letters in the correct direction, starting and finishing in the right place ♣ form capital letters ♣ form digits 0-9 ♣ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	Pupils should be taught to: ♣ form lower-case letters of the correct size relative to one another ♣ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ♣ use spacing between words that reflects the size of the letters		Pupils should be taught to: ♣ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].		Pupils should be taught to: ♣ write legibly, fluently and with increasing speed by: ♣ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ♣ choosing the writing implement that is best suited for a task.

Writing – composition							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Pupils should be taught to: ♣ write sentences by: ♣ saying out loud what they are going to write about ♣ composing a sentence orally before writing it ♣ sequencing sentences to form short narratives ♣ re-reading what they have written to check that it makes sense ♣ discuss what they have written with the teacher or other pupils ♣ read aloud their writing clearly enough to be heard by their peers and the teacher.	Pupils should be taught to: ♣ develop positive attitudes towards and stamina for writing by: ♣ writing narratives about personal experiences and those of others (real and fictional) ♣ writing about real events ♣ writing poetry ♣ writing for different purposes ♣ consider what they are going to write before beginning by: ♣ planning or saying out loud what they are going to write about ♣ writing down ideas and/or key words, including new vocabulary ♣ encapsulating what they want to say, sentence by sentence ♣ make simple additions, revisions and corrections to their own writing by: ♣ evaluating their writing with the teacher and other pupils ♣ re-reading to check that their writing makes sense and that verbs to indicate time		Pupils should be taught to: ♣ plan their writing by: ♣ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ♣ discussing and recording ideas ♣ draft and write by: ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) ♣ organising paragraphs around a theme ♣ in narratives, creating settings, characters and plot ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ♣ evaluate and edit by: ♣ assessing the effectiveness of their own and others'		Pupils should be taught to: ♣ plan their writing by: ♣ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ♣ noting and developing initial ideas, drawing on reading and research where necessary ♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ♣ draft and write by: ♣ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ♣ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ♣ précising longer passages ♣ using a wide range of devices to build cohesion within and across paragraphs

			are used correctly and consistently, including verbs in the continuous form ♣ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] ♣ read aloud what they have written with appropriate intonation to make the meaning clear.		writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear		♣ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ♣ evaluate and edit by: ♣ assessing the effectiveness of their own and others' writing ♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ♣ ensuring the consistent and correct use of tense throughout a piece of writing ♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ♣ proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing – vocabulary, grammar and punctuation							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: ♣ leaving spaces between words ♣ joining words and joining clauses using and ♣ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ♣ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ♣ learning the grammar for year 1 in English Appendix 2 ♣ use the grammatical terminology in English Appendix 2 in discussing their writing.	Pupils should be taught to: ♣ develop their understanding of the concepts set out in English Appendix 2 by: ♣ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) ♣ learn how to use: ♣ sentences with different forms: statement, question, exclamation, command ♣ expanded noun phrases to describe and specify [for example, the blue butterfly] ♣ the present and past tenses correctly and consistently including the progressive form ♣ subordination (using when, if, that, or because) and co-ordination (using or, and, or but)		Pupils should be taught to: ♣ develop their understanding of the concepts set out in English Appendix 2 by: ♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ♣ using the present perfect form of verbs in contrast to the past tense ♣ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ♣ using conjunctions, adverbs and prepositions to express time and cause ♣ using fronted adverbials ♣ learning the grammar for years 3 and 4 in English Appendix 2 ♣ indicate grammatical and other features by: ♣ using commas after fronted adverbials		Pupils should be taught to: ♣ develop their understanding of the concepts set out in English Appendix 2 by: ♣ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ♣ using passive verbs to affect the presentation of information in a sentence ♣ using the perfect form of verbs to mark relationships of time and cause ♣ using expanded noun phrases to convey complicated information concisely ♣ using modal verbs or adverbs to indicate degrees of possibility ♣ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ♣ learning the grammar for years 5 and 6 in English Appendix 2

			♣ the grammar for year 2 in English Appendix 2 ♣ some features of written Standard English ♣ use and understand the grammatical terminology in English Appendix 2 in discussing their writing		♣ indicating possession by using the possessive apostrophe with plural nouns ♣ using and punctuating direct speech ♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.		♣ indicate grammatical and other features by: ♣ using commas to clarify meaning or avoid ambiguity in writing ♣ using hyphens to avoid ambiguity ♣ using brackets, dashes or commas to indicate parenthesis ♣ using semi-colons, colons or dashes to mark boundaries between independent clauses ♣ using a colon to introduce a list ♣ punctuating bullet points consistently ♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Spelling							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /ŋ/ sound spelt n before k Division of words into syllables -tch The /v/ sound at the end of words Adding s and es to words (plural of nouns and the third person singular of verbs) Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word Adding –er and –est to adjectives where no change is needed to the root word Vowel digraphs and trigraphs ai oi ay oy a-e e-e i-e o-e u-e ar ee ea (/i/) ea (/ɛ/) er (/ɜ:/) er (/ə/) ir ur oo (/u:/) oo (/ʊ/) oa oe ou ow (/aʊ/) ow (/əʊ/) ue ew ie (/aɪ/) ie (/i:/) igh or ore aw au air ear ear (/ɛə/) are (/ɛə/) Words ending –y (/i:/ or /ɪ/) New consonant spellings ph and wh	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y The /s/ sound spelt c before e, i and y The /n/ sound spelt kn and (less often) gn at the beginning of words The /r/ sound spelt wr at the beginning of words The /l/ or /əl/ sound spelt –le at the end of words The /l/ or /əl/ sound spelt –el at the end of words The /l/ or /əl/ sound spelt –al at the end of words Words ending –il The /aɪ/ sound spelt –y at the end of words Adding –es to nouns and verbs ending in –y Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it		Adding suffixes beginning with vowel letters to words of more than one syllable The /ɪ/ sound spelt y elsewhere than at the end of words The /ʌ/ sound spelt ou More prefixes such as re, sub, inter, super, anti, auto The suffix –ation The suffix –ly Words with endings sounding like /ʒə/ or /tʃə/ Endings which sound like /ʒən/ The suffix –ous Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian Words with the /k/ sound spelt ch (Greek in origin) Words with the /ʃ/ sound spelt ch (mostly French in origin) Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin) Words with the /s/ sound spelt sc (Latin in origin) Words with the /eɪ/ sound spelt ei, eigh, or ey Possessive apostrophe with plural words Homophones and near-homophones accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early		Endings which sound like /ʃəs/ spelt –cious or –tious Endings which sound like /ʃəl/ Words ending in –ant, –ance/–ancy, –ent, –ence/–ency Words ending in –able and –ible Words ending in –ably and –ibly Adding suffixes beginning with vowel letters to words ending in –fer Use of the hyphen Words with the /i:/ sound spelt ei after c Words containing the letter-string ough • Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) • Homophones and other words that are often confused accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious*

		Using k for the /k/ sound Adding the prefix –un Compound words Common exception words	Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter The /ɔ:/ sound spelt a before l and ll The /ʌ/ sound spelt o The /i:/ sound spelt –ey The /ɒ/ sound spelt a after w and qu The /ɜ:/ sound spelt or after w The /ɔ:/ sound spelt ar after w The /ʒ/ sound spelt s The suffixes – ment, –ness, –ful , –less and –ly Contractions The possessive apostrophe (singular nouns) Words ending in –tion Homophones and near-homophones Common exception words		earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women		controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht

Vocabulary, grammar and punctuation

The grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking. Once pupils are familiar with a grammatical concept [for example 'modal verb'], they should be encouraged to apply and explore this concept in the grammar of their own speech and writing and to note where it is used by others. Young pupils, in particular, use more complex language in speech than in writing, and teachers should build on this, aiming for a smooth transition to sophisticated writing.

. It is very important, therefore, that the content in earlier years be revisited in subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out here if they feel it is appropriate. The grammatical terms that pupils should learn are labelled as 'terminology for pupils'. They should learn to recognise and use the terminology through discussion and practice.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Word Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun. Suffixes that can be added to verbs where no change is needed in the spelling of the root words (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing; untie the boat] Sentence How words can combine to make sentences Joining words and joining clauses using *and*	Word Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 56 in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs Sentence Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Word Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Sentence Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of	Word The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] Sentence Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]	Word Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–] Sentence Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must	Word The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little]. Sentence Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]

		<u>Text</u> Sequencing sentences to form short narratives	<u>Text</u> Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	<u>Text</u> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play	<u>Text</u> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	<u>Text</u> Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices , for example, he had seen her before]	<u>Text</u> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
		<u>Punctuation</u> Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun *I*	<u>Punctuation</u> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	<u>Punctuation</u> Introduction to inverted commas to punctuate direct speech	<u>Punctuation</u> Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials	<u>Punctuation</u> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	<u>Punctuation</u> Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
		<u>Terminology</u> Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	<u>Terminology</u> noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	<u>Terminology</u> preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter inverted commas (or 'speech marks')	<u>Terminology</u> Determiner, pronoun, possessive pronoun, adverbial	<u>Terminology</u> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	<u>Terminology</u> subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Bleakhouse Primary Grammar, Punctuation and Spelling							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Leave space between words. Use **and** to join clauses and words. Use a capital letter for names of people, places and days of the week. Use a capital letter to start a sentence. Begin to use a full stop, question mark and exclamation mark to demarcate a sentence. Use a capital I for the personal pronoun. Use the suffix s or es for a regular plural. Add suffixes ing, ed or er to verbs. Know that the prefix un changes the meaning of **verbs** and **adjectives**.	Form compound words. Use suffixes ness, er, ful, less, est and ly. Use when, if, that and because for subordination. Use or, and, but. Begin to use expanded noun phrases for description and specification. Recognise statements, questions, commands and exclamations. Use past and present tense consistently in a piece of writing. Use full stops, question marks and exclamation marks to demarcate a sentence. Use commas to separate items in a list. Use apostrophes in some contractions. Use an apostrophe for singular possession. Recognise and use **adverbs**.	Use past and present tense verbs accurately. Use a or an appropriately. Use apostrophes correctly in **contracted forms**. Recognise **statements, questions, commands and exclamations**. Use capital letters, full stops, question marks and exclamation marks. Use commas to separate items in a list. Recognise and use **expanded noun phrases.** Recognise the difference between singular and plural.	Use adverbs to express time, place or cause. Use a comma after a **fronted adverbial**. Use pronouns to avoid repetition. Identify **determiners** in sentences. Identify **prepositions** to express time, place or cause. Identify conjunctions to express time, place or cause. Use apostrophes for omission and possession. Use inverted commas and other punctuation to indicate direct speech.	Recognise and use **relative pronouns** and **relative clauses**. Identify main and subordinate clauses. Use brackets, commas and dashes to add extra information (parenthesis). Show degrees of possibility using modal verbs. Identify the **active and passive voice**. Use prepositional phrases to express time, place or cause. Use conjunctions to express time, place or cause. Write sentences in the **past/present progressive**.	Use a semi-colon to mark a boundary between clauses. Use a colon to separate clauses and to introduce a list. Use the active and passive voice. Use structures of formal and informal language, such as the **subjunctive form**. Revise word classes (adjectives, nouns, verbs, adverbs, pronouns, prepositions, conjunctions and determiners. Revise accurate use of punctuation. Revise correct use of tenses.
Spellings							
Spellings Read Write Inc is used to teach phonics, early reading and writing. Rising Stars Spelling scheme is also used. Children should have time to explore word families, prefixes and suffixes, homophones, compound words and practise the spelling rules in spelling tasks. Ensure children are familiar with and learn to spell words from the National Curriculum spelling lists. Children to take home half termly spelling lists and have weekly tests (Y2 – 6) Encourage children to self-correct mistakes in independent writing using a dictionary. Children should know the meaning of words and explore synonyms and antonyms.					Teach grammar and punctuation skills explicitly and model their use in shared writing. Use GPAS warm up tasks and weekly workout books to revisit skills. Identify and discuss the use of grammar and punctuation in shared texts. Expect the children to apply these skills in their independent writing across the curriculum. With increasing independence, encourage children to edit and improve their own mistakes.		

Current Bleakhouse Primary Texts							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Stone Age Boy Traditional Tales Non-fiction (volcanoes, rocks and fossils) The Big Five Meerkat Mail Hunter Romans on the Rampage? Non-fiction (Italy and Romans) The Day the Crayons Quit	Egyptian Cinderella Secrets of the Sun King Iron Man Non-fiction books about inspirational women How to Train Your Dragon	Street Child Christmas Carol Revolting Beasts Stormbreaker Explorer	Grandpa's Great Escape Then The Lion, the Witch and the Wardrobe Greek Myths Who Let the Gods Out The Giant's Necklace Wonder Shakespeare

Current Bleakhouse Junior Writing Moderation Bullet Points for Expected Standard for all statements children can write for a range of purposes and audiences							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				- Develops settings, character and plot to engage the reader. - Begins to organise paragraphs around a theme. - Use some organisational features for non-fiction writing e.g. heading and sub-headings. - Begins to use conjunctions (e.g. when before, after, while, so, because). - Uses adverbs and prepositions that express time and cause (before, after, then, next, soon, during…). - Uses appropriate adjectives. - Uses nouns and pronouns appropriately. - Use a and an accurately. - Use verb inflections to show simple present (walks) and past (walked) tense. - Using mostly correctly – capital letters, full stops, question marks, apostrophes for contractions. - Making some correct use of possessive apostrophes, inverted commas for direct speech, commas after fronted adverbials. - Uses a range of prefixes and suffixes. - Spells homophones (there, their and they're) correctly.	- Settings, characters and plot are developed and well established. - Paragraphs are organised around a theme with some organisational devices linking ideas. - Use organisational features for non-fiction writing e.g. subheadings, numbered lists… - Uses a range of coordinating and subordinating conjunctions. - Uses adverbial and prepositional phrases. - Uses appropriate vocabulary to add description and to move the action along. - Expands noun phrases by adding modifying adjectives, nouns or prepositional phrases. - Uses pronouns to avoid repetition. - Uses Standard English forms for verb inflections (we were and I did). - Using mostly correctly inverted commas for direct speech, - Punctuation within direct speech, possessive apostrophes (singular and plural). - Commas after fronted adverbials. - Making some correct use of commas between clauses. - Spell most words correctly (Year 3 and 4 list). - Spell words with endings (vision/ action/	- Characterisation and settings are well developed through precise vocabulary choices that advance the action and create atmosphere. - Uses the appropriate style and language of formal and informal writing. - Uses devices to build cohesion, including adverbials, within and across paragraphs. - Uses relative clauses and relative pronouns. - Uses passive and active voice. - Verb tenses are controlled and consistent. - Using a range of clause structures, sometimes varying their position within the sentence. - Uses adverbs, prepositional phrases and expanded noun phrases effectively to detail, qualification and precision. -Using mostly correctly commas for clarity, brackets for parenthesis, dashes for parenthesis, commas for parenthesis, hyphens, direct speech punctuation. - Making some correct use of semi-colons, colons. - Spell words with ending (incredible/ believable/ ambitious/vicious/official/ essential) correctly.	- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). - In narratives, describe settings, characters and atmosphere. - Creating atmosphere, and integrating dialogue to convey character and advance the action. - Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). - Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. - Use verb tenses consistently and correctly throughout their writing (modal verbs, present and past progressive, perfect present and past tense, subjunctive form…). - Using a wide range of clause structures, sometimes varying their position within the sentence. - Using adverbs, prepositional phrases

					discussion/ magician/ invention correctly.		effectively to add detail, qualification and precision. - Using mostly correctly inverted commas, commas for clarity, punctuation for parenthesis, apostrophes for possession (singular and plural) and contractions. <u>Working at Greater Depth</u> -Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure). -Distinguish between the language of speech and writing and choose the appropriate register. - Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. -Using the full range of punctuation taught at Key Stage 2 mostly correctly, including semi-colons to mark the boundary between independent clauses; colons to mark the boundary between independent clauses. -Use punctuation precisely to enhance meaning and avoid ambiguity.

Maths

The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number. By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work. Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

The principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio. At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them. By the end of year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages. Pupils should read, spell and pronounce mathematical vocabulary correctly.

Number – number and place value							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Selects a small number of objects from a group when asked, for example, 'Please give me one', 'Please give me two'. Recites some number names in sequence. Creates and experiments with symbols and marks representing ideas of numbers. Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'. M – N 22-36 Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps. M – N 30-50	Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangements of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare to sets of objects. Records, using marks that they can interpret and explain. M – N 40-60 Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. M – N ELG	Pupils should be taught to: ♣count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number ♣count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens ♣given a number, identify one more and one less ♣identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least ♣read and write numbers from 1 to 20 in numerals and words.	Pupils should be taught to: ♣ count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward ♣ recognise the place value of each digit in a two-digit number (tens, ones) ♣ identify, represent and estimate numbers using different representations, including the number line ♣ compare and order numbers from 0 up to 100; use and = signs ♣ read and write numbers to at least 100 in numerals and in words ♣ use place value and number facts to solve problems	Pupils should be taught to: ♣ count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number ♣ recognise the place value of each digit in a three-digit number (hundreds, tens, ones) ♣ compare and order numbers up to 1000 ♣ identify, represent and estimate numbers using different representations ♣ read and write numbers up to 1000 in numerals and in words ♣ solve number problems and practical problems involving these ideas	Pupils should be taught to ♣ count in multiples of 6, 7, 9, 25 and 1000 ♣ find 1000 more or less than a given number ♣ count backwards through zero to include negative numbers ♣ recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) ♣ order and compare numbers beyond 1000 ♣ identify, represent and estimate numbers using different representations ♣ round any number to the nearest 10, 100 or 1000 ♣ solve number and practical problems that involve all of the above and with increasingly large positive numbers ♣ read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value	Pupils should be taught to: ♣ read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit ♣ count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 ♣ interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero ♣ round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 ♣ solve number problems and practical problems that involve all of the above ♣ read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	Pupils should be taught to: ♣ read, write, order and compare numbers up to 10 000 000 and determine the value of each digit ♣ round any whole number to a required degree of accuracy ♣ use negative numbers in context, and calculate intervals across zero ♣ solve number and practical problems that involve all of the above

Number – addition and subtraction							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knows that a group of things changes in quantity when something is added or taken away. M – N 22-36 Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in representing numbers. M – N 30-50	Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations. M – N 40-60 Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. M – N ELG	Pupils should be taught to: ♣ read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs ♣represent and use number bonds and related subtraction facts within 20 ♣add and subtract one-digit and two-digit numbers to 20, including zero ♣solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9.	Pupils should be taught to: ♣ solve problems with addition and subtraction: ♣ using concrete objects and pictorial representations, including those involving numbers, quantities and measures ♣ applying their increasing knowledge of mental and written methods ♣ recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 ♣ add and subtract numbers using concrete objects, pictorial representations, and mentally, including: ♣ a two-digit number and ones ♣ a two-digit number and tens ♣ two two-digit numbers ♣ adding three one-digit numbers ♣ show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot ♣ recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	Pupils should be taught to: ♣ add and subtract numbers mentally, including: ♣ a three-digit number and ones ♣ a three-digit number and tens ♣ a three-digit number and hundreds ♣ add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction ♣ estimate the answer to a calculation and use inverse operations to check answers ♣ solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	Pupils should be taught to: ♣ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate ♣ estimate and use inverse operations to check answers to a calculation ♣ solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	Pupils should be taught to: ♣ add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) ♣ add and subtract numbers mentally with increasingly large numbers ♣ use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy ♣ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	Pupils should be taught to: ♣ perform mental calculations, including with mixed operations and large numbers ♣ use their knowledge of the order of operations to carry out calculations involving the four operations ♣ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why ♣ solve problems involving addition, subtraction, multiplication and division ♣ use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Number – multiplication and division							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	They solve problems, including doubling, halving and sharing. M – N ELG	Pupils should be taught to: ♣ solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	Pupils should be taught to: ♣ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers ♣ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs ♣ show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot ♣ solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	Pupils should be taught to: ♣ recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables ♣ write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods ♣ solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.	Pupils should be taught to: ♣ recall multiplication and division facts for multiplication tables up to 12 × 12 ♣ use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers ♣ recognise and use factor pairs and commutativity in mental calculations ♣ multiply two-digit and three-digit numbers by a one-digit number using formal written layout ♣ solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	Pupils should be taught to: ♣ identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers ♣ know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers ♣ establish whether a number up to 100 is prime and recall prime numbers up to 19 ♣ multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers ♣ multiply and divide numbers mentally drawing upon known facts ♣ divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context ♣ multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 ♣ recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) ♣ solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes ♣ solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign ♣ solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	Pupils should be taught to: ♣ multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication ♣ divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context ♣ divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context ♣ perform mental calculations, including with mixed operations and large numbers ♣ identify common factors, common multiples and prime numbers ♣ use their knowledge of the order of operations to carry out calculations involving the four operations ♣ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why solve problems involving addition, subtraction, multiplication and division ♣ use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Number – fractions (including decimals and percentages)							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Pupils should be taught to: ♣ recognise, find and name a half as one of two equal parts of an object, shape or quantity ♣ recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Pupils should be taught to: ♣ recognise, find, name and write fractions of a length, shape, set of objects or quantity ♣ write simple fractions for example and recognise the equivalence.	Pupils should be taught to: ♣ count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 ♣ recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators ♣ recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators ♣ recognise and show, using diagrams, equivalent fractions with small denominators ♣ add and subtract fractions with the same denominator within one whole ♣ compare and order unit fractions, and fractions with the same denominators ♣ solve problems that involve all of the above.	Pupils should be taught to: ♣ recognise and show, using diagrams, families of common equivalent fractions ♣ count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. ♣ solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number ♣ add and subtract fractions with the same denominator ♣ recognise and write decimal equivalents of any number of tenths or hundredths ♣ recognise and write decimal equivalents ♣ find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths ♣ round decimals with one decimal place to the nearest whole number ♣ compare numbers with the same number of decimal places up to two decimal places ♣ solve simple measure and money problems involving fractions and decimals to two decimal places.	Pupils should be taught to: ♣ compare and order fractions whose denominators are all multiples of the same number ♣ identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths ♣ recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number ♣ add and subtract fractions with the same denominator and denominators that are multiples of the same number ♣ multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams ♣ read and write decimal numbers as fractions [for example, 0.71 = 100 71] ♣ recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents ♣ round decimals with two decimal places to the nearest whole number and to one decimal place ♣ read, write, order and compare numbers with up to three decimal places ♣ solve problems involving number up to three decimal places ♣ recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal ♣ solve problems which require knowing percentage and decimal equivalents and those fractions with a denominator of a multiple of 10 or 25.	Pupils should be taught to: ♣ use common factors to simplify fractions; use common multiples to express fractions in the same denomination ♣ compare and order fractions, including fractions > 1 ♣ add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions ♣ multiply simple pairs of proper fractions, writing the answer in its simplest form ♣ divide proper fractions by whole numbers ♣ associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375 ♣ identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places ♣ multiply one-digit numbers with up to two decimal places by whole numbers ♣ use written division methods in cases where the answer has up to two decimal places ♣ solve problems which require answers to be rounded to specified degrees of accuracy ♣ recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Measurement							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beginning to categorise objects according to properties such as shape. Begins to use the language of size. Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. Anticipates specific time-based events such as mealtimes or home time. M – SSM 22-36	Orders two or three items by length or height. Orders two items by weight or capacity. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods to time in simple ways. M – SSM 40-60 Children use everyday language to talk about size, weight, capacity, distance time and money to compare quantities and objects and to solve problems. M – SSM ELG	Pupils should be taught to: ♣ compare, describe and solve practical problems for: ♣ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] ♣ mass/weight [for example, heavy/light, heavier than, lighter than] ♣ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] ♣ time [for example, quicker, slower, earlier, later] ♣ measure and begin to record the following: ♣ lengths and heights ♣ mass/weight ♣ capacity and volume ♣ time (hours, minutes, seconds) ♣ recognise and know the value of different denominations of coins and notes ♣ sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] ♣ recognise and use language relating to dates, including days of the week, weeks, months and years ♣ tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	Pupils should be taught to: ♣ choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels ♣ compare and order lengths, mass, volume/capacity and record the results using >, < and = ♣ recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value ♣ find different combinations of coins that equal the same amounts of money ♣ solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change ♣ compare and sequence intervals of time ♣ tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times ♣ know the number of minutes in an hour and the number of hours in a day.	Pupils should be taught to: ♣ measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) ♣ measure the perimeter of simple 2-D shapes ♣ add and subtract amounts of money to give change, using both £ and p in practical contexts ♣ tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks ♣ estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight ♣ know the number of seconds in a minute and the number of days in each month, year and leap year ♣ compare durations of events [for example to calculate the time taken by particular events or tasks]	Pupils should be taught to: ♣ Convert between different units of measure [for example, kilometre to metre; hour to minute] ♣ measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres ♣ find the area of rectilinear shapes by counting squares ♣ estimate, compare and calculate different measures, including money in pounds and pence ♣ read, write and convert time between analogue and digital 12- and 24-hour clocks ♣ solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	Pupils should be taught to: ♣ convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) ♣ understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints ♣ measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres ♣ calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes ♣ estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water] ♣ solve problems involving converting between units of time ♣ use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.	Pupils should be taught to: ♣ solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate ♣ use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places ♣ convert between miles and kilometres ♣ recognise that shapes with the same areas can have different perimeters and vice versa ♣ recognise when it is possible to use formulae for area and volume of shapes ♣ calculate the area of parallelograms and triangles ♣ calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3]. Post SATs Cookie Project

Geometry – properties of shapes							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Notices simple shapes and patterns in pictures. Beginning to categorise objects according to properties such as shape. M – SSM 22-36 Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Shows an interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows an interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talks about the shapes of everyday objects, e.g. 'round' and 'tall'. M – SSM 30-50	Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and metahmeatical terms to describe shapes. Selects a particular namjes shaopes. Uses familiar objects and common shapes to create and recreate patterns and build models. M – SSM 40-60 Children recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. M – SSM ELG	Pupils should be taught to: ♣ recognise and name common 2-D and 3-D shapes, including: ♣ 2-D shapes [for example, rectangles (including squares), circles and triangles] ♣ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	Pupils should be taught to: ♣ identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line ♣ identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces ♣ identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] ♣ compare and sort common 2-D and 3-D shapes and everyday objects.	Pupils should be taught to: ♣ draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them ♣ recognise angles as a property of shape or a description of a turn ♣ identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle ♣ identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	Pupils should be taught to: ♣ compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes ♣ identify acute and obtuse angles and compare and order angles up to two right angles by size ♣ identify lines of symmetry in 2-D shapes presented in different orientations ♣ complete a simple symmetric figure with respect to a specific line of symmetry	Pupils should be taught to: ♣ identify 3-D shapes, including cubes and other cuboids, from 2-D representations ♣ know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles ♣ draw given angles, and measure them in degrees (o) ♣ identify: ♣ angles at a point and one whole turn (total 360o) ♣ angles at a point on a straight line and 2 1 a turn (total 180o) ♣ other multiples of 90o ♣ use the properties of rectangles to deduce related facts and find missing lengths and angles ♣ distinguish between regular and irregular polygons based on reasoning about equal sides and angles	Pupils should be taught to: ♣ draw 2-D shapes using given dimensions and angles ♣ recognise, describe and build simple 3-D shapes, including making nets ♣ compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons ♣ illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius ♣ recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Geometry – position and direction							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Uses positional language. M – SSM 30-50	Can describe their relative position such as 'behind' or 'next to'. M – SSM 40-60 Children use everyday language to talk about position to compare quantities and objects and to solve problems. They recognise, create and describe patterns. M – SSM ELG	Pupils should be taught to: ♣ describe position, direction and movement, including whole, half, quarter and three-quarter turns.	Pupils should be taught to: ♣ order and arrange combinations of mathematical objects in patterns and sequences ♣ use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).		Pupils should be taught to: ♣ describe positions on a 2-D grid as coordinates in the first quadrant ♣ describe movements between positions as translations of a given unit to the left/right and up/down ♣ plot specified points and draw sides to complete a given polygon.	Pupils should be taught to: ♣ identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	Pupils should be taught to: ♣ describe positions on the full coordinate grid (all four quadrants) ♣ draw and translate simple shapes on the coordinate plane, and reflect them in the axes
Statistics							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Pupils should be taught to: ♣ interpret and construct simple pictograms, tally charts, block diagrams and simple tables ♣ ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ♣ ask and answer questions about totalling and comparing categorical data	Pupils should be taught to: ♣ interpret and present data using bar charts, pictograms and tables ♣ solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.	Pupils should be taught to: ♣ interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. ♣ solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	Pupils should be taught to: ♣ solve comparison, sum and difference problems using information presented in a line graph ♣ complete, read and interpret information in tables, including timetables	Pupils should be taught to: ♣ interpret and construct pie charts and line graphs and use these to solve problems ♣ calculate and interpret the mean as an average.

Ratio and Proportion							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
							Pupils should be taught to: ♣ solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts ♣ solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison ♣ solve problems involving similar shapes where the scale factor is known or can be found ♣ solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
Algebra							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
							Pupils should be taught to: ♣ use simple formulae ♣ generate and describe linear number sequences ♣ express missing number problems algebraically ♣ find pairs of numbers that satisfy an equation with two unknowns ♣ enumerate possibilities of combinations of two variables.

My Money Week							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Shops Coin recognition	Saving Money boxes	Money Problems – calculating change.	Saving V Spending (looking at the pros and cons)	Earning Money – looking at careers that are high, middle and low earners. Pocket Money – where does it all go?	Credit and debit cards Debt Budgeting Gambling
Vocabulary							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		number numeral zero one, two, three … twenty teens numbers, eleven, twelve … twenty twenty-one, twenty-two … one hundred none how many …? count, count (up) to, count on (from, to), count back (from, to) forwards backwards count in ones, twos, fives, tens equal to equivalent to is the same as more, less most, least many odd, even multiple of few pattern pair, ones tens digit the same number as, as many as more, larger, bigger, greater fewer, smaller, less fewest, smallest, least most, biggest, largest, greatest one more, ten more, one less, ten less equal to one more, ten more one less, ten less compare order size first, addition add, more, and make, sum, total altogether double near double half, halve one more, two more … ten more how many more to make …? how many more is … than …? how much more is …? second, third… twentieth last, last but one before, after next between half-way between above, below, guess how many ...? estimate nearly roughly close to about the same as just over, just under too many, too few enough, not enough, subtract take away how many are left/left over?	two hundred … one thousand, count in threes, fours and so on, tally, sequence continue predict, rule > greater than < less than, hundreds digit, one-, two- or three-digit number place, place value stands for, represents exchange, twenty-first, twenty-second …, exact, exactly, one hundred more, one hundred less, number facts, tens boundary, groups of times once, twice, three times … ten times repeated addition, divide, divided by, divided into, share, share equally left, left over one each, two each, three each … ten each group in pairs, threes … tens equal groups of, row, column, multiplication table multiplication fact, division fact, equivalent fraction, mixed number, numerator, denominator, two halves, two quarters, three quarters, one third, two thirds one of three equal parts, measuring scale, further, furthest, tape measure, gram, millilitre, contains, temperature, degree, fortnight, 5, 10, 15 … minutes past, digital/analogue clock/watch, timer, seconds, bought, sold, surface, line symmetry, rectangular, circular, triangular, pentagon, hexagon,	Multiples, more, less, place value, hundreds, tens ,ones, compare, order, estimate, numerals, add, subtract, mentally, formal written methods, columnar addition/subtraction, calculation, number facts, multiplication/division facts, calculate, mathematical statements, multiplication, division, multiplication tables/facts, times, positive integer, scaling, n objects, tenths, fractions, discrete set of objects, unit fractions, non-unit fractions, denominations, diagrams, equivalent fractions, measure, lengths (m/cm/mm), mass (kg/g), volume/capacity (l/ml), perimeter, change, analogue clock, Roman numerals, 12-hour, 24-hour, nearest minute, seconds, minutes, hours, o'clock, a.m./p.m., morning, afternoon, midnight, days in each month/ year/ leap year, 2D shapes, 3D shapes, orientations, turn, right angle, half turn, three quarter turn, complete turn, greater than, less than, horizontal, vertical, lines, pairs of perpendicular, parallel lines, interpret, present, data, bar charts, pictograms, tables, scaled	Backwards, negative numbers(s), thousands, round, positive numbers, concept of zero, inverse, two-step problems, derived, factor pairs, commutativity, formal written layout, distributive law, families of common equivalent fractions, hundredths, quantities, decimal equivalents, nearest whole number, convert, rectilinear figure, digital clock, geometric shapes, quadrilaterals, triangles, acute, obtuse, angles, lines of symmetry, symmetric figure, co-ordinates, first quadrant, translations, left/right, up/down, plot, discrete, continuous, time graphs	1,000,000, value, powers of 10, interpret, whole numbers, levels of accuracy, multi-step problems, factors, common factors, prime numbers, prime factors, composite numbers, long multiplication, known facts, short division, reminders, square numbers, cubes numbers, equals sign, simple fractions, simple rates, mixed numbers, proper fractions, improper fractions, thousandths, per cent symbol, percent, percentage, metric measure, common imperial units, inches, pounds, pints, composite rectilinear, area, regular, irregular shapes, degrees, reflex angles, angles at a point, properties of rectangles, deduce, polygons, reflection, comparison, sum, difference, line graph, timetables	10,000,000, formal written method for short division, mixed operations, common multiples, order of operations, appropriate degree of accuracy, simplify fractions, express fractions, standard units, miles, kilometres, formulae, formula, parallelograms, nets, classify, circles, radius, diameter, circumference, straight line, vertically opposite, missing angles, all four quadrants, coordinate grid, plane, axis, axes, pie charts, mean, average, relative size, integer multiplication and division facts, scale factor, linear number sequences, algebra, algebraically, equation, possibilities, variables

		how many have gone? one less, two less, ten less … how many fewer is … than …? how much less is …? difference between equals is the same as number bonds/pairs missing number, multiplication multiply multiplied by multiple division dividing grouping sharing doubling halving array number patterns, fraction equal part equal grouping equal sharing parts of a whole half one of two equal parts quarter one of four equal parts, measure measurement size compare guess, estimate enough, not enough too much, too little too many, too few nearly, close to, about the same as roughly just over, just under, centimetre, metre length, height, width, depth long, short, tall high, low wide, narrow thick, thin longer, shorter, taller, higher … and so on longest, shortest, tallest, highest … and so on far, near, close ruler metre stick, kilogram, half kilogram weigh, weighs, balances heavy, light heavier than, lighter than heaviest, lightest scales, litre, half litre capacity volume full empty more than less than half full quarter full holds container, time days of the week, Monday, Tuesday … months of the year (January, February ...) seasons: spring, summer, autumn, winter day, week, weekend, month, year birthday, holiday morning, afternoon, evening, night bedtime, dinner time, playtime today, yesterday, tomorrow before, after earlier, later next, first, last midnight date now, soon, early, late quick, quicker, quickest, quickly slow, slower, slowest, slowly	octagon, route, higher, lower, clockwise, anticlockwise, right angle, straight line, tally, graph, block graph, pictogram represent, label, title most popular, most common least popular, least common, show how you …, explain your method describe the pattern describe the rule investigate, mental calculation, written calculation.				

		old, older, oldest new, newer, newest takes longer, takes less time how long ago? how long will it be to …? how long will it take to, usually once, twice hour, o'clock, half past, quarter past, quarter to clock, clock face, watch, hands hour hand, minute hand hours, minutes …? how often? always, never, often, sometimes, money coin penny, pence, pound price, cost buy, sell spend, spent pay change dear, costs more cheap, costs less, cheaper costs the same as how much …? how many …? Total, shape, pattern flat curved, straight round hollow, solid sort make, build, draw size bigger, larger, smaller symmetry, symmetrical, symmetrical pattern, repeating pattern match, corner, side point, pointed rectangle (including square) circle triangle, face, edge, vertex, vertices cube, cuboid pyramid sphere cone cylinder, position over, under, underneath above, below top, bottom, side on, in outside, inside around in front, behind front, back beside, next to opposite apart between middle, edge centre corner direction journey left, right up, down forwards, backwards, sideways across, next to, close, near, far along through to, from, towards, away from movement slide roll turn stretch, bend whole turn, half turn, quarter turn, three-quarter turn, count, sort, vote group, set list, table, pattern puzzle problem, problem solving mental, mentally what could we try next? how did you work it out? explain your thinking recognise describe draw compare					

Science

Purpose of study A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Aims

The national curriculum for science aims to ensure that all pupils:

♣ develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics

♣ develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them

♣ are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Scientific knowledge and conceptual understanding

The programmes of study describe a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage. Insecure, superficial understanding will not allow genuine progression: pupils may struggle at key points of transition (such as between primary and secondary school), build up serious misconceptions, and/or have significant difficulties in understanding higher-order content.

Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. The social and economic implications of science are important but, generally, they are taught most appropriately within the wider school curriculum: teachers will wish to use different contexts to maximise their pupils' engagement with and motivation to study science.

The nature, processes and methods of science

'Working scientifically' specifies the understanding of the nature, processes and methods of science for each year group. It should not be taught as a separate strand. The notes and guidance give examples of how 'working scientifically' might be embedded within the content of biology, chemistry and physics, focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils should seek answers to questions through collecting, analysing and presenting data. 'Working scientifically' will be developed further at key stages 3 and 4, once pupils have built up sufficient understanding of science to engage meaningfully in more sophisticated discussion of experimental design and control.

Spoken language
The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their scientific vocabulary and articulating scientific concepts clearly and precisely. They must be assisted in making their thinking clear, both to themselves and others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

School curriculum
The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.

Attainment targets By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key Stage 1
The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.

'Working scientifically' is described separately in the programme of study, but must always be taught through and clearly related to the teaching of substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.

Pupils should read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Lower Key Stage 2
The principal focus of science teaching in lower key stage 2 is to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and

classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.

'Working scientifically' is described separately at the beginning of the programme of study, but must always be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.

Pupils should read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge.

Upper Key Stage 2

The principal focus of science teaching in upper key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper key stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.

'Working and thinking scientifically' is described separately at the beginning of the programme of study, but must always be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.

Pupils should read, spell and pronounce scientific vocabulary correctly.

Working Scientifically							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. UtW: TW 30-50	Looks closely at similarities, differences, patterns and change. UtW: TW 30-50 Children know about similarities and differences in relation to places, objects, materials, and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Looks closely at similarities, differences, patterns and change. UtW: TW 30-50 ELG	• Ask simple questions and recognise that they can be answered in different ways. • Use simple equipment to observe closely. • Perform simple tests. • Identify and classify • Use his/her observations and ideas to suggest answers to questions Gather and record data to help in answering questions.	• Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the National Curriculum. • Use simple equipment to observe closely including changes over time • Perform simple comparative tests • Identify, group and classify. • Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns. • Gather and record data to help in answering questions including from secondary sources of information.	• Ask relevant questions and use different types of scientific enquiries to answer them. • Set up simple practical enquiries, comparative and fair tests. • Make careful observations and, where appropriate, take measurements using standard units, using a range of equipment, including thermometers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	• Ask relevant questions and use different types of scientific enquiries to answer them. • Set up simple practical enquiries, comparative and fair tests. • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Report on findings from enquiries,	• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Take measurements, using a range of scientific equipment, with increasing accuracy, taking repeat readings when appropriate. • Record data and results of increasing complexity using scientific diagrams and labels, tables, bar and line graphs • Use test results to make predictions to set up further tests. • Report and present findings from enquiries, including conclusions and causal relationships in oral and written forms such as displays and	• Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Use test results to make predictions to set up further comparative and fair tests. • Report and present findings from enquiries,

				• Use results to draw simple conclusions. • Identify differences, similarities or changes related to simple scientific ideas and processes. • Use straightforward scientific evidence to answer questions or to support his/her findings.	including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Identify differences, similarities or changes related to simple scientific ideas and processes. • Use straightforward scientific evidence to answer questions or to support his/her findings.	other presentations. • Identify scientific evidence that has been used to support or refute ideas or arguments.	including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • Describe and evaluate their own and other people's scientific ideas related to topics in the National Curriculum (including ideas that have changed over time), using evidence from a range of sources. • Group and classify things and recognise patterns.

Plants							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. UtW: TW 30-50	Looks closely at similarities, differences, patterns and change. UtW: TW 30-50 Children know about similarities and differences in relation to places, objects, materials, and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Looks closely at similarities, differences, patterns and change. UtW: TW 30-50 ELG	• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants, including trees.	• Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	• Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • Investigate the way in which water is transported within plants. • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.		• Describe the life process of reproduction in some plants (covered in Living Things topic).	
Activities to use and apply working scientifically skills							
		• *Make close observations of leaves, seeds, flowers etc.* • *Compare two leaves, seeds, flowers etc.* • *Classify leaves, seeds, flowers etc. using a range of characteristics.* • *Identify plants by matching them to named images.* • *Make observations of how plants change over a period of time.*	• *Make close observations of seeds and bulbs.* • *Classify seeds and bulbs.* • *Research and plan when and how to plant a range of seeds and bulbs.* • *Look after the plants as they grow – weeding, thinning, watering etc.* • *Make close observations and measurements of their plants growing from seeds and bulbs.* • *Make comparisons between plants as they grow.*	• *Compare the different factors for plant growth, for example the amount of light, amount of fertiliser, amount of water.* • *Discover how seeds are formed by observing the different stages of plant cycles over a period of time.* • *Look for patterns in the structure of fruits that relate to how the seeds are dispersed.* • *Observe how water is transported, for example by putting white carnations into coloured water and observing how the colour travels up the stem.* • *Classify seeds based on type of dispersal.* • *Measure height of plants.*			

Animals, including Humans							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. UtW: TW 30-50	Looks closely at similarities, differences, patterns and change. UtW: TW 30-50 Children know about similarities and differences in relation to places, objects, materials, and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Looks closely at similarities, differences, patterns and change. UtW: TW 30-50 ELG	• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	• Understand that animals, including humans, have offspring which grow into adults. • Describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	• Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	• Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. • Construct and interpret a variety of food chains, identifying producers, predators and prey.	• Describe the changes as humans develop to old age. • ALL PUPILS SHOULD LEARN ABOUT THE CHANGES EXPECTED DURING PUBERTY.	• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Describe the ways in which nutrients and water are transported within animals, including humans.
Activities to use and apply working scientifically skills							
		• *Make first-hand, close observations of animals from each of the groups.* • *Compare two animals from the same or different groups.* • *Classify animals using a range of features.* • *Take measurements of parts of their body.* • *Look for patterns between people e.g. Do people with big hands have big feet?* • *Investigate human senses e.g. Which part of my body is good for feeling, which is not? Which food/flavours can I identify by taste? Which smells can I match?*	• *Ask people questions and use secondary sources to find out about the life cycles of some animals.* • *Observe animals growing over a period of time.* • *Ask questions of a parent about how they look after their baby.* • *Ask pet owners questions about how they look after their pet.* • *Explore the effect of exercise on their bodies.* • *Classify food in a range of ways, including using the Eatwell Guide.* • *Investigate washing hands, using glitter gel.*	• *Identify and group animals with and without skeletons, and observe and compare movements.* • *Compare and contrast the diets of different animals (maybe own pets) and decide ways to group them based on what they eat.* • *Question: What would happen if humans did not have skeletons? How would our lives change?* • *Research different food groups and how they keep us healthy. Design meals using different food groups.* • *Construct a human skeleton using newspaper resources found in science cupboard.*	• *Describe the simple functions of a human mouth, tongue, teeth, oesophagus, stomach, small intestine and large intestine.* • *Draw their own ideas of the digestive system and then compare these with models and posters.* • *Find out how to look after teeth.* • *Compare teeth of different herbivores and carnivores and suggest reasons for their differences.*	• *Research the gestation periods of other animals and compare than with humans.* • *Record the length and mass of a baby as it grows and compare with an adult for the same time period.*	• *Identify and name the main parts of the human circulatory system.* • *Explain the functions of the heart, blood vessels and blood.* • *Investigate the impact of exercise on the heart and pulse rate.* • *Observe the effects of diet, exercise, drugs and lifestyle over a period of time (using external resources).* • *Classify substances that are healthy and not healthy.* • *Dissect an animal heart.*

Living things and their habitats							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. UtW: TW 30-50	Looks closely at similarities, differences, patterns and change. UtW: TW 30-50 Children know about similarities and differences in relation to places, objects, materials, and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Looks closely at similarities, differences, patterns and change. UtW: TW 30-50 ELG		• Explore and compare the differences between things that are living, dead, and things that have never been alive. • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.		• Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Recognise that environments can change and that this can sometimes pose dangers to living things.	• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals.	• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. • Give reasons for classifying plants and animals based on specific characteristics.

Activities to use and apply working scientifically skills							
			• *Explore the outside environment regularly to find objects that are living, dead and have never lived.* • *Classify objects found in the local environment.* • *Observe animals and plants carefully, drawing and labelling diagrams.* • *Create simple food chains for a familiar local habitat from first-hand observation and research.* • *Create simple food chains from information given e.g. in picture books (Gruffalo etc.).*		• *Use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat.* • *Identify how the environment changes over time.* • *Classify animals into major groups such as vertebrates (animals with backbones) into fish, amphibians, reptiles, birds and mammals: invertebrates into snail, slugs, worms, spiders and insects.* • *Plants are more difficult to classify, but can be grouped into categories such as trees, grasses, flowers, and non-flowering plants such as ferns and mosses.*	• *Compare the differences in the life cycles of a mammal, an amphibian and a bird.* • *Try growing new plants from different parts of the parent plant, for example, stem and root cuttings, tubers and bulbs.* • *Observe and compare the life cycles of plants and animals in their local environment with other animals around the world.* • *Observe changes in an animal over a period of time e.g. rearing butterflies.*	• *Look at classification system in more detail. Children should be introduced to the idea that broad groupings, such as microorganisms, plants and animals can be subdivided.* • *Through direct observations where possible, they should classify animals into vertebrates and invertebrates.* • *Use classification systems and keys to identify some animals and plants in the immediate environment.*

Evolution and inheritance							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
							• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Activities to use and apply working scientifically skills							
							• *Analyse the advantages and disadvantages of specific adaptions, such as being two feet rather that four, having a long or short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.* • *Observe how characteristics have been passed down through generations.* • *Compare how some living things are adapted to survived in extreme conditions for example cactus, penguins and camels.*

Rocks							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. UtW: TW 30-50	Looks closely at similarities, differences, patterns and change. UtW: TW 30-50 Children know about similarities and differences in relation to places, objects, materials, and living things. Looks closely at similarities, differences, patterns and change. UtW: TW 30-50 ELG			• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. • Recognise that soils are made from rocks and organic matter.			
Activities to use and apply working scientifically skills							
				• *Observe what happens to different rocks when they are rubbed together or put into water.* • *Observe rocks, including those used around the school and explore how and why they have changed over time.* • *Use hand lenses and microscopes to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them.*			

Light and Sound							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. UtW: TW 30-50	Looks closely at similarities, differences, patterns and change. UtW: TW 30-50 Children know about similarities and differences in relation to places, objects, materials, and living things. They talk about the features of their own immediate environment and how environments might vary from one another. Looks closely at similarities, differences, patterns and change. UtW: TW 30-50 ELG			• Recognise that humans need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by an opaque object. • Find patterns in the way that the size of shadows change.	• Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases.		• Recognise that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
Activities to use and apply working scientifically skills							
			PUPILS SHOULD BE WARNED THAT IT IS NOT SAFE TO LOOK DIRECTLY AT THE SUN EVEN WHEN WEARING DARK GLASSES.	• *Pattern seeking - What happens to shadows when the light source moves or the distance between the light source and the object changes?* • *Investigate: Do shiny things shine in the dark?* • *Observe shadows being formed in everyday contexts.*	• *Investigate how the pitch and volume of sounds can be changed in a variety of ways.* • *Find patterns in the sounds made by different objects e.g. by elastic bands of different thicknesses.* • *Make earmuffs from a variety of different materials to investigate which provides the best insulation against sound.* • *Use string telephones to explore how sound travels.*		• *Investigate the relationship between light sources, objects and shadows by using shadow puppets.* • *Design and make a periscope and use the idea of how light travels to explain how it works.*

KS1 - Seasonal Changes				KS2 - Earth and Space			
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. . UtW: TW 30-50	Looks closely at similarities, differences, patterns and change. UtW: TW 30-50 Children know about similarities and differences in relation to places, objects, materials, and living things. Looks closely at similarities, differences, patterns and change. UtW: TW 30-50 ELG	• Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.				• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	
Activities to use and apply working scientifically skills							
		• *Collect information about the weather regularly throughout the year.* • *Present this information in tables and charts to compare the weather across the seasons.* • *Collect information, regularly throughout the year, of features that change with the seasons e.g. plants, animals, humans.*				• *Observe the phases of the moon through the use of a moon diary.* • *Group and classify planets based on their features.*	

Forces and Magnets							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. UtW: TW 30-50	Looks closely at similarities, differences, patterns and change. UtW: TW 30-50 Children know about similarities and differences in relation to places, objects, materials, and living things. Looks closely at similarities, differences, patterns and change. UtW: TW 30-50 ELG			• Compare how objects move on different surfaces. • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing.		• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	
Activities to use and apply working scientifically skills							
				• *Investigate how different things move on different surfaces and gather and record data to find answers to their questions.* • *Investigate the strength of different magnets and find fair ways of comparing them.* • *Look for patterns in the way that magnets behave in relation to each other and what might affect this e.g. poles.* • *Group materials based on whether they are magnetic or not.*		• *Fair test – Which design is most effective for a parachute?* • *Investigate resistance in water by making and testing boats of different shapes.* • *Explore the effects of levers, pulleys, gears and springs. Report and present findings to the class.*	

Electricity							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. UtW: TW 30-50	Looks closely at similarities, differences, patterns and change. UtW: TW 30-50 Children know about similarities and differences in relation to places, objects, materials, and living things. Looks closely at similarities, differences, patterns and change. UtW: TW 30-50 ELG				• Identify common appliances that run on electricity. • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Recognise some common conductors and insulators, and associate metals with being good conductors.		• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • Use recognised symbols when representing a simple circuit in a diagram.
Activities to use and apply working scientifically skills							
					• *Construct simple series circuits exploring different components such as bulbs, buzzers, motors and switches.* • *Observe patterns e.g. bulbs get brighter is more cells are added.* • *Investigate which materials are good conductors. Report and present findings in different ways.* • *Group materials based on whether they are electrical conductors or insulators.* *Pupils should draw circuits that they make using pictorial representations, not necessarily circuit symbols.*		• *Identify and name the basic parts of simple electrical circuit including cells, wires, bulbs, switches and buzzers.* • *Systematically identify the effect of changing one component at a time in a circuit.* • *Design and make a game that includes an electrical circuit.*

Properties and Changes of Materials, including States of Matter							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. UtW: TW 30-50	Looks closely at similarities, differences, patterns and change. UtW: TW 30-50 Children know about similarities and differences in relation to places, objects, materials, and living things. They make observations of animals and plants and explain why some things occur, and talk about changes. Looks closely at similarities, differences, patterns and change. UtW: TW 30-50 ELG	• Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties.	• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		• Compare and group materials together, according to whether they are solids, liquids or gases. • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in °C. • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	• Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	

Activities to use and apply working scientifically skills							
		• *Classify objects made of one material in different ways e.g. a group of objects made of metal.* • *Classify in different ways one type of object made from a range of materials e.g. a collection of spoons made of different materials.* • *Classify materials based on their properties.* • *Test the properties of objects e.g. absorbency of cloths, strength of party hats made of different papers, stiffness of paper plates, waterproofness of shelters.*	• *Classify materials.* • *Make suggestions about alternative materials for a purpose that are both suitable and unsuitable* • *Test the properties of materials for particular uses e.g. compare the stretchiness of fabrics to select the most appropriate for Elastigirl's costume, test materials for waterproofness to select the most appropriate for a rain hat*		• *Explore the effect of temperature on a variety of substances, such as chocolate, butter, cream.* • *Investigate the effect of temperature on washing drying/ snowman melting etc.* • *Observe water as a solid, a liquid and a gas.* • *Observe and record evaporation over a period of time, such as puddles in the playground or washing drying on a line.* • *Group and classify a variety of materials.*	• *Explore reversible changes, including evaporating, filtering, sieving, melting and dissolving.* • *Explore changes that are difficult to reverse, for example burning and rusting.* • *Investigate questions such as 'Which material would be the most effective for making a warm jacket, or wrapping ice cream to stop it melting?'* • *Compare materials in order to make a switch in a circuit.*	

Vocabulary							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Functions, plants, roots, stem/trunk, leaves, flowers, growth, air, light, water, nutrients from soil, room to grow, investigate, water, transported, explore, life cycle, flowering plants, pollination, seed formation, seed dispersal, factors, fertiliser, fruits, classify, classification keys, group, environment, animals, humans, nutrition, skeletons, muscles, support, protection, movement, diet, food groups, healthy, rocks, appearance, physical properties, fossils, soils, organic matter, observe, hand lenses, microscopes, grains, crystal, light, see, reflect, reflected, surface, sun, protect, shadows, light source, opaque, transparent, translucent, patterns, distance, shiny, shine, materials, properties, surfaces, magnetic, forces, magnet, attract, repel, poles, contact	Practical, scientific, methods, processes, skills, scientific enquires, comparative, fair tests, systematic, observation, observe, accurate measurement, standard units, thermometers, data loggers, record, data, labels, labelled diagrams, bar charts, tables, findings, conclusions, predictions, suggest improvements, changes, similarities, ideas, processes, findings, simple, digestive system, teeth, food chains, producers, predators, prey, mouth, tongue, teeth, oesophagus, stomach, small intestine, large intestine, herbivore, carnivore, living things, local environment, habitat, vertebrate, fish, amphibian, insect, bird, mammal, invertebrates, snail, slug, worm, spider, trees, grasses, non-flowering plants, ferns, mosses, sounds, vibrating, vibrate, vibrations, medium, pitch, features, volume, fainter, distance, insulation, appliances, electricity, simple, series electrical circuit, cells, wires, bulbs, switches, buzzers, lamp, complete loop, battery, open, close, conductors, common conductors, insulators, associate, investigate, gap, pictorial representations, solid, liquid, gas, change state, heated, cooled, measure, research, degrees, Celsius, evaporation, condensation, water cycle, rate of evaporation, observe, record	Old age, gestation period, length, mass, timelines, puberty, life process, reproduction, parent, plan, cuttings, tubers, bulbs, world, reproduce, movement, Earth, planet, sun, solar system, moon, sphere, spherical bodies, rotation, day, night, clocks, sundial, calibrated, phases, seasons, gravity, air resistance, water resistance, friction, mechanisms, levers, pulleys, gears, parachute, fair tests, springs, hardness, solubility, transparency, conductivity, thermal, dissolve, solution, mixtures, separate, filter, filtering, sieve, sieving, mixing, reversible changes, irreversible, formation, burning, acid, bicarbonate of soda, melting, rusting	Planning, variables, equipment, precision, repeat readings, complexity, scientific diagrams, scatter graphs, bar graphs, line graphs, causal relationships, explanations, degree of trust in results, scientific evidence, circulatory system, heart, blood, vessels, blood, exercise, drugs, lifestyles, heart rate, pulse rate, substances, common observable characteristics, microorganisms, specific characteristics, subdivided, direct observation, classification system, inhabited, offspring, adapted, adaption, evolution, beak, gills, lungs, tendrils, generations, survived, extreme conditions, cactus, camel, penguin, travel, relationship, periscope, brightness, voltage, variations, symbols, diagram, systematically, component

Art and Design

Purpose of study Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

♣ produce creative work, exploring their ideas and recording their experiences
♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques
♣ evaluate and analyse creative works using the language of art, craft and design
♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing preferences for forms of expression. Captures experiences and responses with a range of media such as paint and other materials. EAD – BI 30-50	Create simple representations of events, people and objects. Chooses particular colours to use for a purpose. EAD – BI 40-60 Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. EAD – EUMM 40-60 Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art. EAD – BI ELG They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and form. EAD – EUMM ELG		Pupils should be taught: ♣ to use a range of materials creatively to design and make products ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work.				Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.

Drawing							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Experiments with blocks, colours and marks. CAD – EUMM 22-36 Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' EAD – BI 22-36 Understands that they can use lines to enclose space, and then begin to use these shapes to represent objects. EA+D – EUMM 30-50	They handle equipment and tools effectively, including pencils for writing. PD – M+H ELG	Record from the natural and manmade world – form life and from memory. Experiment with simple marks and patterns.	Draw things they see, know and can remember and be able to do so confidently. Develop and use expressively, and increasing range of marks, lines and patterns. Explore and experiment with scale.	Experiment with sketching pencils to create different lines and textures. Create accurate drawings through close observation.	Experiment with sketching pencils to create different lines, textures and tone. Begin to use scale and proportion – link to ancient Egyptians, where grids can be used to scale up or down.	To draw facial portraits with a focus on correct proportion. Explore the use of shading to create a three-dimensional appearance to sketches. Apply shadows depending on the direction of the light source.	To draw portraits with the correct proportion and portraying emotions through facial expressions. Show movement through drawing people. Confidently apply shading and shadowing to sketches. Explore the use a vanishing point to create a more three-dimensional feel to their work.
Painting							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Experiments with blocks, colours and marks. CAD – EUMM 22-36 Explores colour and how colours can be changed. EAD – EUMM 30-50	Explores what happened when they mix colours. EAD – EUMM 40-60 They handle equipment and tools effectively, including pencils for writing. PD – MH ELG	Mix primary colours and match colours from observation. Apply paint of different consistencies to a variety of surfaces. Use paintbrushes correctly.	Select from a range of brushes (thick, thin, flat and round) to suit a given task. Apply paint in a range of strokes, dots, lines and washes. Mix secondary colours in a range of tones – using red, blue, yellow and white.	Mix paint to match given colour sample. Vary the thickness of paint to match the task – thin paint for washes, thick paint for painting a box sculpture. Understand how to use paintbrushes for accurate painting and how to take care of them. African sunsets – blending.	Explore mixing different tones of colours, such as skin tones. Use a range of paintbrushes and techniques to create different effects.	Explore mixing primary, secondary and tertiary colours on the colour wheel. Confidently use a range of paintbrushes and techniques to create different effects.	Explore mixing different shades of the same colour. Confidently and independently choose the appropriate paintbrush for the given task.

Printing							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Experiments with blocks, colours and marks. CAD – EUMM 22-36	They handle equipment and tools effectively, including pencils for writing. PD – M+H ELG	Make printed marks with a variety of objects – fruit and vegetable prints. Make simple printing blocks for mono-printing – adapt foam blocks of make marks on a Plasticine block. Make simple wax or pencil rubbing – compare textures.	Make printed marks with a variety of objects – found and natural objects. Make simple printing blocks for mono and two tone printing – potato printing. Make repeating and rotating patterns on a variety of surfaces – different papers, cloth.	Make printing blocks and rollers – make a string pattern round a cardboard tube. (African print patterns). Make a 2 colour print.	Combine printing with other techniques – sculpt Plasticine and print from it. (cartouche designs)	Overprint using different colours – link to leaves of rainforest art.	Learn to design patterns of increasing complexity – study how repetition, rotation and symmetry are used. (Greek key designs etc.)
Textiles							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beginning to be interested in and describe the texture of things. EAD – EUMM 30-50	Experiment to create different textures. EAD – EUMM 40-60 They handle equipment and tools effectively, including pencils for writing. PD – M+H ELG	Create a simple weaving pattern using paper and/or yarn. Use scissors accurately to cut out shapes for attaching.	Experiment with combinations of materials. Attach fabrics or paper in a variety of different ways. Combine materials into a mixed media image.	Know how to thread a needle – link to Christmas card.	Use weaving skills – link to Anglo-Saxon theme.	Explore different stitches using cross-stitch materials – link to Victorian sampler.	Use blanket, button and running stitch – link to poppies and landscape material collage.
Collage							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Experiment to create different textures. Understands that different media can be combined to create new effects. EAD – EUMM 40-60 They handle equipment and tools effectively, including pencils for writing. PD – M+H ELG	Attach fabrics or shapes in a variety of different ways – stitching through thick paper.	Engage in opportunities to increase awareness of colour, pattern, shape and texture by combining collage and textile materials in different ways.	Create mosaics using paper and ceramic tiles.	Collage of Ancient Egyptian images.	Use a range of materials to create a rainforest collage.	Landscape collage.

Sketch books							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Not used at KS1	Not used at KS1	Use sketch books to express feelings about a piece of art (both famous and their own) and to describe likes and dislikes. Suggest improvements to their own work by keeping notes.	Use sketch books to express feelings about a famous piece of art and record information about the artist and their style. Adapt and improve their original ideas.	Use sketch books to express feelings about a range of work from an artist. Explain what they like and dislike about their individual pieces of work and their style in general. Keep notes as to how they might develop their work further.	Use sketch books to critically evaluate a range of artists and their styles. Review and revisit ideas that are recorded in their sketch books by keeping notes and annotations on how to further refine their work.
3D							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Selects tools and techniques needed to shape, assemble and join materials they are using. EAD- EUMM 40-60 They handle equipment and tools effectively, including pencils for writing. PD – M+H ELG	Assemble and construct using card and boxes – this can be used to produce an object or be abstract. Cut, bend, fold and stick. Develop tactile skills by modelling using play dough. Modify the texture of play dough using a range of objects.	Collect ideas an images, taking photographs and making drawings to inform future work. Combine and manipulate materials to explore structure and form. Work collaboratively as part of a group on a project that is either inside or outdoors.	Develop understanding and control of modelling using clay and card. Papier-mâché volcanos – links to science investigation.	Learn how to attach clay (cross-hatching and 'slip') – link to ancient Egyptians (cartouche). Clay teeth model.	Control modelling clay, cardboard and other materials – making attachments with clay, slip, using slip. Extend construction skills by experimenting.	Use clay to create coil/pinch pots – link to ancient Greeks. Control modelling with Modroc and scrunched paper- making topographical map for Mount Olympus and/or a chosen continent (Changing Landscapes). Control use of tools and their suitability for different tasks – care and safe use of tools and materials.
Use of IT							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Use the computer as a tool for creating a design or image – use the stamping tool, change size of an object, add spectacles etc.	Use the computer as a tool for combining or adapting images. Use image manipulation to alter a photograph.	Use the internet to research Italian artists – link to Romans (Give children specific websites that have been pre-checked for suitability.)	Present a collection of their own artwork through a slide show.	Create a piece of artwork which includes the integration of digital images they have taken.	Explore photography of the local area as a stimulus for landscape artwork Use *Word Art* to create digital images of book covers – link to *Wonder.*

Artists							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Tinga Tinga art Leonardo Da Vinci	Frida Kahlo LS Lowry Eric Joyner (robots/Iron Man)	Peter Thorpe – space Van Gogh – Starry Night	Range of landscape artists: Leonid Afremov Edward Hopper David Hockney etc…
Architects and Designers							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Explore Roman architecture Roman coins design Roman vase design	Explore similarities and differences of local architecture. Give personal opinions.	Black History – David Adjaye (British-Ghanian architect). Black designers can also be studied.	Christopher Wren Gaudi – link to landmarks. Renaissance and ancient Greek architecture – link to ancient Greeks.
Assessment							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Large scale paintings of chosen fruit, from observation.	Pencil crayon drawings of fruit from observation.	Create accurate drawings of fruit through close observation Limit use of media to crayons and/or felt tip pens.	Use accurate scale and proportion through the use of grids, to create drawings of fruit bowls. Give a choice of media: pencil crayons or pastels.	Create accurate drawings of fruit/fruit bowls which include the application of shadows depending on the direction of the light source. Give a choice of media: pencil crayons or watercolour paints.	Confidently apply shading and shadowing to accurate drawings of fruit (including cross-sections) Offer a range of media: watercolours, pastels, oil pastels, pencil crayons etc…

Vocabulary							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, mirror, image, nature made, environment, charcoal, coloured pencil, drawing pencil, felt tip pen, marker, primary colour, light, dark tone, warm, cold, shade e.g. different shades of red, green, blue, yellow, bright, print, rubbing, smudge, reverse shapes, surface, pressure, decoration, cloth, fabric, texture, glue stick, scissors, sew, needle, felt, weave, model, cut, stick, fold, bend, attach, assemble, statue, stone, shell, wood, metal, paste, digital camera, mouse, program, clone, move, tool, magic wand, enlarge, scale, stamp	Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, nature made, environment, comparison, still life, charcoal, coloured pencil, drawing pencil, felt tip pen, marker, secondary colour, light, dark tone, warm, cold, shade e.g. different shades of red, green, blue, yellow, bright, print, rubbing, smudge, reverse shapes, surface, pressure, decoration, cloth, repeat, rotate, mono-print, two-tone print, fabric, colour pattern, texture, glue stick, scissors, sew, needle, felt, mixed media, collage, appliqué, layers, combine, opinion, sculpture, structure, assemble, construct, model, fold, bend, attach, statue, stone, metal, form, clay, impress, texture, cut, paste, digital camera, mouse, program, clone, move, tool, enlarge, scale.	Experiment, art, drawing, pencil, sketching, sketch, sketch books, lines, texture, observation, paint, painting, mixing, primary colour, secondary colour, colour wheel, paintbrushes, printing block, thread, needle, stitch, mosaics, paper, ceramic, Italian artists, Roman architecture, Tinga Tinga art, Leonardo Da Vinci, accurate, fruit, media, crayons, felt tip pens	Tone, scale, proportion, tones of colour, techniques, different effects, weaving, clay, cross-hatching, slip, slide show, feelings, adapt, improve, original ideas, architects, Frida Kahlo, LS Lowry, grids, pencil crayons, pastels	Facial portraits, shading, three-dimensional appearance, shadows, direction, light source, tertiary colours, overprint, cross-stitch, materials, collage, integration, digital images, Charles Barry, Augustus Pugin, Palace of Westminster, Peter Thorpe, van Gogh – Starry Night, application, watercolour paints	control, creativity, experimentation, craft, design, review, revisit, sculpture, charcoal, designers, emotions, facial expressions, movement, shadowing, vanishing point, feel, mixing different shades, blanket, button, running stitch, coil, pinch, pot, photography, local area, *Word Art*, digital images, critically evaluate, annotations, Christopher Wren, Gaudi, Renaissance, Ancient Greek architecture, landscape Leonid Afremov, Edward Hopper, Davis Hockney, oil pastels

Computing

Purpose of study A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims

The national curriculum for computing aims to ensure that all pupils:

♣ can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation

♣ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems ♣ can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems

♣ are responsible, competent, confident and creative users of information and communication technology.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes UtW - T ELG		Pupils should be taught to: ♣ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ♣ create and debug simple programs ♣ use logical reasoning to predict the behaviour of simple programs ♣ use technology purposefully to create, organise, store, manipulate and retrieve digital content ♣ recognise common uses of information technology beyond school ♣ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.				Pupils should be taught to: ♣ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ♣ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ♣ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ♣ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ♣ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ♣ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ♣ use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Computer programming							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Completes a simple program on a computer. UtW – T 40-60	**Beebots** + To create instructions using pictures +To know that algorithms need to be precise +To write a simple algorithm with support (Put together 2 or more instructions to control a programmable toy) +To use appropriate keys to program the BeeBots to go forward, backward, left and right and up and down, by using instructions e.g. forward 4, right +To enter a sequence of instructions to make the Bee-Bot draw a square. +Be able to amend (debug) instructions so that they are more efficient and can be followed by others. +Be able to look at a set of instructions and predict where the beebot might go. +To use computer programming knowledge to solve problems (For example, avoid obstacles when giving instructions). **Scratch Jr** + To open the Scratch Jr app and use buttons to navigate +To add and remove sprites and backgrounds +To program a sprite to grow and shrink using the instruction blocks +To write and edit instructions to make a sprite move +To use the repeat instruction +To create a program that uses sound +To create programs involving a sequence +To use the say command +To begin an algorithm using the green flag	**Scratch Jr and LOGO** + To open the Scratch Jr app and use buttons to navigate +To add and remove sprites and backgrounds +To program a sprite to grow and shrink using the instruction blocks +To write and edit instructions to make a sprite move +To use the repeat instruction +To create a program that uses sound +To create programs involving a sequence +To use the say command +To begin an algorithm using the green flag + Create an algorithm to rotate the turtle	**Scratch** + Write the code to move a sprite + Use script to control a sprite (using the mouse pointer and pen down controls) + Add script which will alter the costume of a sprite + To know how to use the 'if' statement when creating a script + To control a sprite using the X and Y positions + To be able to use variables **LOGO/Scratch** +To control the LOGO turtle or equivalent using forwards, backwards, left, right, up, down with support. +To draw a square, rectangle and other regular shapes on screen, using commands such as pen up, pen down, repeat etc. +To look at a sequence of instructions and predict where the turtle might go. +To produce an accurate set of instructions that need little amendment. +Use the repeat command. +To create algorithms that draw patterns	**Scratch** +To decompose a problem into smaller parts +To use sequence and selection in programs (using the visual programming blocks and the duplicate function). +To write and debug programmes which use sequence and repetition +Add extra features to a sprite for effect +To know how to work with variables +To design and write an algorithm for a specific goal +To be able to design, write and debug my own program. **LOGO** + To make and debug an algorithm to control the turtle or equivalent independently. +To draw a square, rectangle and other regular shapes on screen, using commands (e.g pen up, pen down, repeat). +To use more complex methods of instruction (Short hand vocabulary, FD instead of forward) only as a prompt to write instructions. +To create and debug an algorithm that uses setpos +To create an algorithm which uses different colours +To create an algorithm to fill areas with colour +To create an algorithm to produce text +To create an algorithm to draw arcs	**Scratch** +To be able to create a series of instructions to enable the sprite to move. +To use prompt sheets to write commands. +To use more complex procedures to control multiple sprites simultaneously e.g. conversation and movement. +To use 'if…then…' and 'repeat forever' commands to control a sprite. +To design and program a game using the visual programming blocks (Adding appropriate commentary to a code, adding sound as a consequence of an action, making two sprites respond to each other). +To design a character and backdrop +To add features and effects to enhance a game +To create an original animated game **Flowol** +To introduce children to Flowol and how to produce and interpret a simple flowchart. +To use prompt sheets to write commands +To control simple devices, such as small motors, light bulbs, buzzers, by giving direct instructions. +To use simple procedures to control more than one output device. +To control multiple outputs at the same time +To control output devices, by building a sequence of events, to solve a problem. +To use a decision symbol based on the status of an Input +To create a flowchart using a subroutine +To write a flowchart for a given purpose	**Scratch** +To create animations for a scene +To construct and control timings of an event +To control when objects need to be visible +To sequence events to create a narrative (Create, test, modify and store a sequence of instructions to control a sprite). +To add sound to enhance an animated narrative +To add interactive user features +To control a number of sprites by giving direct instructions with support. + To use more complex procedures to co-ordinate sprites e.g. speech back and forth, timing. +To be able to use complex and repeating procedures to create an effect or manipulate the sprites e.g. fade, turn on touch. +To use 'if…then…' and 'repeat forever'. +To be able to check procedures for errors. **KODU** +To open Kodu and select a new world +To Navigate to and from the home page using the keyboard +To evaluate the features of existing programming software and explain how it might work +To programme KODU using 'when' and 'do' instructions +To use tools to create an original landscape +To analyse code to work out its purpose +To program a character for a specific goal +To programme a character to follow an automatic path.

Information Technology							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Seeks to acquire basic skills in turning on and operating some ICT equipment. UtW – T 22-36 Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. UtW – T 30-50	Uses ICT hardware to interact with age-appropriate computer software. UtW – T 40-60	**Word** +To use a computer mouse +To switch on and shutdown a computer +To launch an application +To be able to save work using the file and 'save as' option. Those who are comfortable to use the CTL + S function to save a piece of work. +To be able to drag objects +To practice and apply computer skills in different contexts +To type using a computer keyboard (For example, write in full sentences using spaces, capital letters and full stops. Use the space bar key to create spaces between the typed words and use the shift key where appropriate. +To use the undo and redo buttons +To select and format text +To format font (To be able to highlight text to change the style and font size such as B, U, *I.).*	**Word** Recap skills taught in Year 1 and +To be able to recognise and use the return/enter key to insert line breaks and create a new paragraph). +To edit text (use the backspace key to correct mistakes). +To be able to retrieve a saved piece of work using the open folder icon with support for all and independently for some children.	**Word** +To use basic computer skills (manipulate windows, view 2 windows at once, create and organise files and folders, search for folders, print using specific options, make secure passwords, take screen shots) +To Use two hands for typing +To be able to change the font, format and size and case of any text making appropriate for the text type. +To use the shift, space and cap lock controls +To be able to delete, insert and replace text to improve clarity and create mood depending on the audience. +To be able to align my text using the left, right and centre tools within the word package independently. +To be able to use bullet points and numbering +To be able to use keyboard shortcuts (For example, use control c/v to copy and paste any words from a document or a range of sources) +To insert and format text boxes	**Word** +To insert and format images for a purpose (For example, independently incorporate graphics where appropriate, using the most effective text wrapping formats) +To use formatting tools to create an effective layout (For example, To be able to change the page layout to portrait or landscape independently) +To be able to use a spell checker at all times to edit spellings within the text. +To be able to insert and format a table (insert and delete rows and columns, format the boarder of cells in a table, suggest ways to change the table). +To change a page layout for a purpose (confidently format all text to suit the purpose of my document e.g. letter or instruction text) +To create hyperlinks within a Word document (choose an appropriate website to link to a document, copy the URL, format and insert the hyperlink). +To be able to amend text using the find and replace function. +To be able to use the word count tool to check the length of my document so that it remains within limit. +To be able to 'save as' function to keep drafts and the CTL + S function to save any new updates whilst working on task.	**Excel** + To be able to enter numbers into a spreadsheet (Identify rows and columns, type text and numbers into cells) +To be able to enter formulae into a spreadsheet (enter formula for a specific purpose, use the fill tool to copy formulas) +To be able to use 'SUM' function to calculate (Use the SUM function to add numbers together, use the SUM function to perform further calculations when ready) +To be able to copy cells. +To be able to use a spreadsheet to draw a graph (insert a bar or column graph and be able to format different aspects). +To be able to create pie charts and line graphs.	**Excel** +To enter data onto a spreadsheet (Identify rows and columns, type text and numbers into cells) +To be able to enter formulae into a spreadsheet (enter formula for a specific purpose, use the fill tool to copy formulas) +To be able to use 'SUM' function to calculate (Use the SUM function to add numbers together, use the SUM function to perform further calculations when ready) +To order and present data (Use a spreadsheet to insert a bar or column graph and be able to format different aspects). +To be able to create pie charts and line graphs. +To calculate and edit data (Use formulas to calculate totals and averages, sort data using different criteria, edit data and be aware of the results) +To use a spreadsheet to solve problems (use a formula to solve a specific calculation using cell references, replicate formulas over several cells, check calculations for errors, interpret data and make comparisons) +To plan and calculate a spending budget (select and add items from a list, calculate totals based on price and quantity of items, calculate a running total, calculate the amount remaining from a budget) +To design a spreadsheet for a specific purpose (plan the requirements for a new spreadsheet, make decisions on formatting to improve the appearance, create a range of suitable formulas for a purpose).

Multimedia							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Microsoft Paint +To know how to paint using different colours (For example use a pen and a brush to create a range of different lines and textures) +To know how to paint with different brushes (be able to change the width of a paintbrush, spray and lines to create a range of effects with support and some degree of independence.) +To create shapes and use the fill tool (ensure that shapes that are created are filled with solid, pattern and gradient fill colours) +To edit and improve (move and alter the sizes of images and text on the screen with support. +To add text to a painting +To use a computer program to make an information poster applying the graphic skills to good effect.	**Microsoft Paint** +To create art using a computer +To use a range of software tools to reproduce a piece of art +To change the shade of colour for effect +To retrieve a file to edit **Microsoft PowerPoint** +To create a folder +To organise ideas for a presentation +To create a simple presentation with text +To add and format an image +To reorder slides for a presentation +To be able to use search and print options	**Microsoft PowerPoint** +To be able to recognise that pictures can be taken with a camera and other digital devices such as an IPAD. +To be able to review these pictures and use the functions available to delete them where necessary. +To plan a slideshow (explain what a slide show is) +To create and organise slides (experiment with images and text to create a simple slide show that has a title page and 3 other slides with support) +To add transitions to a presentation +To add animation to a presentation +To know how to use action settings +To present a PowerPoint Presentation .	**Microsoft PowerPoint** +To be able to use ICT such as IPADS to capture still images independently. +To be able to use ICT such as IPADS to record sounds and capture both still and video images appropriate to the task which is being done. +To be able to create a presentation of 3 -5 slides that is fit for purpose including text and images. +To be able to ensure that my presentation moves on with the click of a mouse. (make multimedia presentations which contain slide transitions) +To be able to put some animation with support into my presentation. +To be able to make a presentation that includes sound +To be able to add timings to slides +To be able to insert hyperlinks +To be able to present a slideshow using multi-media to a target audience At this point, the children should be applying the skills learnt and starting to produce work which is tailored towards their intended audience and fit for purpose.	**Audacity for Windows** +To create sounds through recording and editing (Confidently use ICT such as cameras, IPAD or other digital devices to record sounds and capture both still and video images and save them for later use. Edit these using an editing package so that they are fit for audience viewing.) +To use audio effects to create a jingle (Import existing sounds, rehearse timings to combine 2 audio tracks, add effects to enhance a track) +Plan digital content for a radio podcast (Choose appropriate software for sound recording, explain what a podcast is, plan appropriate audio information to use, rehearse and improve script ideas) +To use software to create content for a podcast (Choose the appropriate software for sound recording, evaluate which features make good quality audio content) +To record a persuasive radio advert (present audio information confidently and clearly) + Evaluate radio content.	**IPads and Windows Movie Maker** +To be able to confidently use ICT such as cameras, IPAD or other digital devices to record sounds and capture both still and video images to be saved and used at a later time. +To use software to write a film script (Plan additional elements such as locations and props, structure timings) +To check appropriate digital content (search for relevant information using appropriate websites, evaluate whether information is reliable, cross check information using different sources, provide accurate crediting for sources of information) +To use digital recording devices to import a film (capture/record sounds, video and still images to import) +To conduct video interviews for a short film (plan, conduct and import video interviews) +To use video editing software (Edit videos using an editing package so that they are fit for audience viewing) +To use video software to present a finished film (Add titles and credits to finish a movie, record narration, convert the file when editing is complete, play back and present a finished movie).

Digital Literacy							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knows that information can be retrieved from computer UtW – T 30-50			**Websites (Internet Explorer/Google Chrome)** +To know that information can be found using the internet. +To look at websites and discuss what I see. +To search the internet using keywords +To search for information safely online +To follow links to another website safely online +To use the back button on a website. +To print a webpage or espresso page to use as a resource. +To create content for an online blog (Check information before online publishing (uploading), know that the internet can be viewed by anybody and that secure areas of the school website can only be viewed by people connected to school). +To understand the uses of digital objects used in our day-to-day lives. +Understanding how digital technology can track and deliver information through smart systems. +To post positive comments on a blog	**Websites(Internet Explorer/Google Chrome)** +I can conduct a search on a web site +To know that word order affects search results (Refine my search to get more accurate results, experiment with word order) +To explain how searches return results +To be able to save and share web pages (Including printing a web page to use as a resource, bookmarking or saving a webpage as a favourite) +To identify ways we communicate online (Research and name different means of online communication) +To know how to stay safe when communicating online (Explain who may be able to read my communications online, know what to do if you receive a communication that makes you feel uncomfortable) +To know how to be responsible online (Explain how to be kind when communicating online and understand why it is important, know that online activity leaves a digital footprint). .	**Websites/emails/blogs** +To be able to search for the most suitable website, refining searches as appropriate +To evaluate and check information on websites (Including being able to manage popups and other distractions) +To develop an understanding of what a computer network is (Log on to the pupil shared network, understand a computer network is a group of computers connected together, add and retrieve information or files from the pupil shared network, know that the internet is a network, understand wireless and wired networks, LAN and WAN Networks, Understand the use of routers, servers and meaning of terms such as "gateways", "hubs" and "switches", know Network connections can be established through radio or satellite signals, copper wires or fibre-optic cables. + To know how to publish Online safely (Understand that if you make your personal information available online it may be seen and used by others, Understand some of the risk and rewards involved in publishing online and know how to keep safe, Recognise the effect that their writing or images may have on others, Respect the ideas and communications of others/ they encounter online., Know that you need to have appropriate permission for use of images of friends or those they have found online). +To be able to send an e mail with an attachment. (Understand there are different ways of sending a message, recognise what an email address looks like. Send and reply to messages sent by a safe email partner within school, put a subject title in the correct box, attach a file, such as a piece of homework, to an email) +To be able to write a blog for a purpose.	**Creating websites (Google Sites)** **+To evaluate webpages (Comment on the layout and features of existing websites), use advanced features of Google's web search)** **+To create a webpage layout (Create a new webpage using Google Sites, format the colour and theme of the background)** **+To add text to a webpage (add and format text to the website)** **+To add images to a webpage (search for an appropriate image that illustrates the text of a webpage, insert and format the image)** **+To add hyperlinks to a webpage (Understand bias and authority in websites, create hyperlinks using text and images)** **+To publish and share a webpage (understand the different share settings on Google Sites)** **Online publishing and safety** +Demonstrate safe practice in selecting and uploading appropriate images, text, sound and video to the website. +Understanding severity of the impact on an individual of sending or uploading unkind or inappropriate content particularly when a wider audience views the content. +Understand that you should not publish other peoples' pictures or tag them on the internet without their permission. +Understand malicious adults can use the internet to make contact with young children and know how to report any suspicions (Think You Know REPORT ABUSE page)	**Websites/emails/blogs** **+To recognise a range of communication via networks (such as email, video conferencing, blogs, forums, social networks) and collaboration, such as wikis (including Wikipedia)** **+Recognise that not all information on the internet is accurate or unbiased (advertising)** **+To conduct a video chat with someone elsewhere in the school or another school.** **+To conduct a video chat with more than one person at a time.** **+To send an email with numerous attachments.** **+To be able to write a blog for a purpose.** **Online publishing** +Demonstrate safe practice in selecting and uploading appropriate images, text, sound and publishing to using Podcasting sound and video, creating forums and polls and selecting and setting up RSS feeds. +Understanding severity of the impact on an individual of sending or uploading unkind or inappropriate content particularly when a wider audience views the content. +Understand and discuss the need to use privacy settings. +Understanding the pitfalls of your site being linked from your friends' sites. +Understand that you should not publish other peoples' pictures or tag them on the internet without their permission +Understand malicious adults use the internet to make contact and groom" young children" and how to report any suspicions (Think You Know REPORT ABUSE page).

Online Safety							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		+To create, name and date my digital work +To safely search for images online +To know how to communicate safely online +To know what personal information I need to keep safe (EG Keep their password secret) +To explore how to use emails safely	+To know that online information leaves a digital footprint +To use keywords when searching online +To know whether a website is appropriate for children (Including Knowing that you can be accidently diverted from a website through a link to a new website, advertising or pop-up. Be able to respond to this by using browser back arrow, or closing the new window.) +To evaluate informative websites (and understand that some information online may be untrue) +To identify kind and unkind behaviour online +To apply online safety knowledge	+To know what cyberbullying is and how to address it (Know how to respond to unpleasant communications via mobile phone, text, social media or email, chat rooms. (Save the message and show to trusted adult) +To know how websites use adverts to promote products +To know how to use privacy settings (Including Knowing how to respond when asked for personal details, DO NOT give 1. Full Name, 2. Address (Home or School), 3.Telephone/Mobile number, 4. Photographs, 5. Email address). +Know how to safely send and receive emails (Begin to identify emails that may be malicious or inappropriate to open). +To Explore different ways children can communicate online +To use knowledge about online safety to plan a party online	+To recognise how a message can hurt someone's feelings (Use sensitive and appropriate language when using email, video chatting and instant messaging) +To use a search engine appropriately (access a trusted search engine, use strategies to improve searching for results) +To know how to avoid 'plagiarism' (Be aware that taking lots of text from websites is stealing other people's work and understand the Internet contains fact, fiction and opinion and begin to distinguish between them) +To know how to create a safe online profile (Identify the information that should not be shared online, know why it is dangerous to share certain information, understand why some websites asked for registration information). +To know how to be a responsible digital citizen (Explain what a digital citizen is, how to be a good digital citizen online). +To create an online safety poster	+To Identify spam emails (Look at the sender and the subject, identify the potential dangers of spam emails, know what to do with spam emails) +To be able to write citations for websites (explain why it is important to write a citation, cite websites, follow a citation to access an online resource) +To be able to create strong passwords (Explain the rules for creating a strong password, know why having a strong password is important) +To know that photos online may have been edited (recognise when changes have been made to an original photo, digitally alter a photograph, know how false photos can make people feel bad about themselves). +To apply online safety to real life scenarios (Explain how to stay safe online, give examples of unsafe online behaviour and the possible consequences) +To Create a poster for online safety	+I can identify strategies to deal with cyberbullying. (Explain what bullying and cyberbullying are, suggest ways in which people can deal with cyberbullying) +To identify secure websites (Recognise that not all information on the internet is accurate or unbiased (advertising) and develop a range of strategies for identifying the origin of a website, check the address bar, search for the lock symbol, find a link to a privacy policy). To know which information you should not share online (Identify personal information, know what to do if you are asked something online which makes you uncomfortable) +To recognise the role of media in shaping online content (Know what the term stereotypes means, identify gender stereotypes in media messages and how they can be harmful) +To apply knowledge of e safety when online (Identify potentially dangerous situations online, choose an appropriate course of action to stay safe, know what the SMART acronym means). +To create a quiz about online safety

Vocabulary							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Beebot, forwards, backwards, left, right, up, down, obstacles, program, go, clear, window, switch, folder, headphones, monitor, minimise, exit, size, launch, save, system unit, move, keyboard, mouse, open, online, safe, key, communicate, address, keyboard, meet, email, accept, search engine, image, colour, paint, shape, open, save, mouse, text, computer, undo, redo, draw, brush, screen, type, blocks, invisible, shrink, sprite, wait, show, hide, repeat, forever,	Sequence, instructions, predict, algorithm, code, pause, text, reliable, tell, device, name, date, copyright, tool, bin, tablet, sound, record, character, move, start, background, sequence, return, shift, backspace, enter, delete, arrow keys, symbol, bold, italics, underline, format, space bar, select	Internet, cyberbullying, email, password, device, digital, safety, technology, social media, advertisement, website, privacy settings, secure, digital citizen, digital footprint, community, inbox, forum, comments, typing, shift, caps lock, space bar, edit, arrow keys, select, password, screenshot, snipping tool, shortcut, abbreviations, accuracy, degrees, predict, command, instruction, process, flowchart, input, selection, code, debug, device, log off, shutdown, photo, image, system unit, colour, windows, format, copy, double page, switch monitor, insert, print, webpage, social media, link, Bing, google, yahoo, research, communication, pen up, pen down, variable, right turn, left turn, forward, turn, calculation	Message, search results, plagiarism, citation, profile, account, private, public, digital citizen, responsibility, personal information, share, permission, hyperlink, toolbar, text, format, font type, font colour, font size, align, paste, bullet, text box, wrap, spellcheck, review, highlight, cursor, costume, effects, quiz, sprite, Scratch library sounds, Scratch library costumes, Scratch library backdrops, sound, backdrop, command blocks, variable, question, theme, transition, animation, slide, link, file format, hyperlink, button, action settings, audio, video, embed, evaluate, branching story, image, text, textbox, blog, censored, podcast, global audience, distribution, recipient, benefits, risk, network, WI-FI, electromagnetic, router, devices, modern, LAN, WAN, network, internet, IP address, packet	Spam, link, attachment, junk, inbox, research, secure, photo, social media, filter, site, source, digital citizen, citation, bibliography, spreadsheet, cell, row, column, formula, format, calculate, average, percent, ascending, descending, sort, graph, budget, total, cumulative, repeat, score, variable, block, level, commentary, debug, scripts, record, skip, digital content, mute, gain, podcast, output, input, download, jingle, audio, voiceover, waveform, world wide web, Google, browser, tab, layout, video, animation, website, hyperlink, share, FLOWOL, delay, output, subroutine, flowchart, decision, loop, symbol, mimic,	Reporting, anonymous, victim, security, private, policy, https, domain, SMART, attachments, gender, stereotypes, instant messaging, spreadsheet, cell, row, column, formula, format, calculate, average, percent, sort, filter, graph, budget, cumulative, animate, iteration, visible, invisible, project, show, hide, receive, broadcast, record, user, documentary, film, production, pre-production, post-production, improvise, interview, location, prop, shot, angle, close-up, frame, zoom, import, convert, upload, screening, smooth and flatten, raise, Kodu, start, finish, environment, acceleration, bump obstacle, object, track, path, node, character, tool palette

Design and Technology

Purpose of study Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Aims

The national curriculum for design and technology aims to ensure that all pupils:

♣ develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world

♣ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users

♣ critique, evaluate and test their ideas and products and the work of others

♣ understand and apply the principles of nutrition and learn how to cook.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

Key stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:

Cooking and Nutrition As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		• Cut food safely e.g. prepare fruit to share at break time.	• Understand the need for a variety of food in a diet. • Group familiar food groups e.g. fruit and vegetables. • Measure and weigh food items – using informal methods.	• Say what to do to be hygienic and safe. • Begin to be able to read and understand food labels. • Measure and weigh ingredients appropriately.	• Understand what makes a healthy and balanced diet and that different foods and drinks provide different substances the body needs to be healthy and active. • Understand seasonality and know how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable/tasty to eat.	• Know appropriate portion sizes and the importance of not skipping meals, including breakfast. • Understand some of the basic processes to get food from farm to plate. • Taste a range of ingredients and food items to develop a food vocabulary when designing.	• Understand the main food groups and the different nutrients that are important for health. • Use information on food labels to inform choices. • Join and combine ingredients appropriately e.g. beating, rubbing in.
		Sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting.	Fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients.	Name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet.		Ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble.	

Design and Technology Processes							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Operate mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. UtW – T 22-36 Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. UtW – T 30-50 Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction piece together to build and balance. Realises tools can be used for a purpose. EAD – EUMM 30-50 Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as with other materials. EAD – BI 30-50	Uses simple tools to effect changes in materials. Handles tool, objects, construction and malleable materials safely and with increasing control. PD – M+H 40-60 Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. EAD – EUMM 40-60 They handle equipment and tools effectively PD – M+H ELG Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for practical purposes. UtW – T ELG Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. EAD – UMM ELG Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology. EAD 0 BI ELG	• Generate ideas and recognise characteristics of familiar products. • Use pictures and words to describe what he/she wants to do. • Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. • Choose materials and explain why they are being used. • Explore and evaluate a range of existing products. • Build structures, exploring how they can be made stronger, stiffer and more stable. • Use levers and sliders.	• Design purposeful, functional, appealing products for himself/herself and other users based on design criteria. • Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. • Choose materials and explain why they are being used depending on their characteristics. • Evaluate his/her ideas and products against design criteria. • Join materials together as part of a moving structure. • Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products.	• Demonstrate that his/her design meets a range of requirements. • Complete a plan that shows the order and also what equipment and tools he/she needs. • Use equipment and tools accurately. • Explain how he/she has selected appropriate materials and components to create a finished product that will be of good quality. • Investigate and analyse a range of existing products. • Strengthen frames using diagonal struts. • Understand and use mechanical systems in his/her products e.g. gears, pulleys, cams, levers and linkages.	• Investigate similar products to the one to be made to give starting points for a design. • Generate alternative plans and expound on the good points and drawbacks of his/her original design. • Select from and use a wider range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing, accurately. • Explain how his/her choices of materials and components have contributed to the aesthetic qualities of his/her finished product. • Consider how the finished product might be improved and how well it meets the needs of the user. • Join and combine materials and components accurately in temporary and permanent ways.	• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Create prototypes to show his/her ideas. • Use tools and materials precisely. • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. • Evaluate his/her ideas and products against his/her own design criteria and consider the views of others to improve his/her work. • Apply his/her understanding of how to strengthen, stiffen and reinforce more complex structures. • Use a simple circuit in his/her product.	• Use market research to inform plans. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • Make modifications to the original design as he/she proceeds. • Cut and join with accuracy to ensure a high-quality finish to his/her product. • Understand how key events and individuals in design and technology have helped shape the world. • Construct products using different joining techniques. • Apply his/her understanding of computing to program, monitor and control his/her product. • Understand and use electrical systems in his/her products e.g. series circuits incorporating switches, bulbs, buzzers and motors.

Vocabulary							
		planning, investigating design, evaluate, make, user, purpose, ideas, product	investigating, planning, design, make, evaluate, user, purpose, ideas, design criteria, product, function cut, fold, join, fix structure, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner	user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, function, planning, design criteria, annotated sketch, appealing mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating	evaluating, design brief design criteria, innovative, prototype, user, purpose, function, prototype, design criteria, innovative, appealing, design brief, planning, annotated sketch, sensory evaluations, temporary, permanent, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle,	design decisions, functionality, authentic, user, purpose, design specification, design brief, innovative, research, evaluate, design criteria, annotate, evaluate, mock-up, prototype frame structure, stiffen, strengthen, reinforce, triangulation, stability, corrugating, ribbing, laminating shape, join, temporary, permanent	function, innovative, design specification, design brief, user, purpose design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional, mock-up, prototype pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor, circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, output

Geography

Purpose of study A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

♣ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

♣ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

♣ are competent in the geographical skills needed to:

♣ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

♣ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

♣ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Key Stage 1

Key stage 1 Pupils should develop knowledge about the world, the United Kingdom and their locality. They should 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.

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Location Knowledge							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			♣ name and locate the world's seven continents and five oceans ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas				♣ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
	To talk about similarities and differences in relation to places, objects, materials and living things. (World: ELG) To recognise similarities and differences in their immediate environment To talk about people and places beyond their local environment Name and locate the four countries making up the British Isles.	Name the countries making up the British Isles, with their capital cities. Locate the four countries which make the British Isles and know the main river running through each country.	Know the surrounding seas of the United Kingdom Locate and name the continents on a World Map. Locate and label the five oceans.	Locate Iceland and Italy on maps. Identify and describe the different environmental regions, such as landscapes, land uses, industries in Italy/Iceland. Label the cities in Italy. Identify the position and significance of Arctic and Antarctic Circle. Identify the position of the Northern and Southern hemispheres. Identify the equator.	Locate European countries on maps and some of the capital cities. Label physical features (rivers, mountain ranges and land use) for a chosen European country. Understand which hemisphere Europe is in. Name some of the countries in the Northern and Southern hemisphere.	Locate South American countries on maps and some of the capital cities. Label physical features (rivers, mountain ranges and land use) of South America. Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night). Locate the position and significance of key lines of latitude (tropics of Cancer	Label countries on a world map and some of the capital cities. Identify and describe the different environmental regions, such as landscapes, land uses, industries in Greece. Identify the position and significance of latitude and longitude of major cities around the world.

						and Capricorn and equator)	
Place Knowledge							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			♣ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country				♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Notices detailed features of objects in their environment (22-36) Can talk about some of the things they have observed such as plants, animals , natural and found objects (30-50)	To talk about the features of their own immediate environment and how environments might vary from one another (World : ELG) To talk about where they live To talk about their homes and families and compare to those in another country To talk about and find their way around school showing an awareness of where things belong and the people within the school	Compare England with a contrasting Country in the world England compared to India/Australia/Brazil	Compare a local City/town in England with a contrasting city in a different country. Oldbury/xxxxx Birmingham/xxxxx	Name and locate cities of the United Kingdom, comparing modern times and Roman times. Identifying Roman roads and settlements.	Name and locate counties of the United Kingdom. Identify land-use patterns; and understand how some of these aspects have changed over time, comparing from Romans, Saxons to Vikings. Use maps to locate and identify human and physical characteristics of Egypt and UK.		Describe the topography of the UK by exploring contour lines on maps and aerial photos

Human and Physical Knowledge							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			♣identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles ♣ use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop				♣ describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Looks closely at similarities and differences, patterns and change (40-60)	To make observations of the environment and explain why some things occur and talk about changes (World :ELG) To express their views on features of the environment of a locality To show their knowledge, skills and understanding in studies at a local scale To use resources that are given to them, and their own observations, to ask and respond to questions about places and environments	Weather- where in the world, where in the world is cold. Discussing in relation to the equator. Seasons- how they change. Comparing and Contrasting a farm with the seaside.	Weather- where in the world, where in the world is cold. Discussing in relation to the equator and the North/South Poles. Weather in the UK- Identify patterns. Hot in Summer- Start to look at why patterns are starting to become lesson common due to global warming. Compare and Contrast two British localities.	Explain what the physical and human features are in Italy, Iceland and Africa. Compare geographical similarities and differences between Italy/Iceland/Africa and the UK. Human: settlements, roads, landmarks. Physical: volcanoes, mountains. Describe and understand key aspects of: physical geography, including: volcanoes and earthquakes.	Explain the physical and human geography in a European country. Explain what the physical and human features are in Egypt. Compare geographical similarities and differences between a chosen European country and the UK. Explain why people choose to live in one place rather than another. Describe and understand key aspects of: physical geography, including: water cycle. Human geography, including: types of settlement and land use. Invaders and Settlers.	Explain the physical and human geography in South America. Explain why people choose to live in one place rather than another. Describe and understand key aspects of: physical geography, including: climate zones. Human geography, including: economic activity including trade links.	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. (WW2, Landscapes) Understand some of the reasons for similarities and differences. Describe and understand key aspects of: physical geography, including: biomes and vegetation belts, rivers, mountains. Human geography, including: the distribution of natural resources including energy, food, minerals and water.

Geographical skills and fieldwork							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			♣ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ♣ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map ♣ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ♣ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.				♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ♣ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Geography 187 ♣ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Enjoys playing with small world models such as farm, a garage or a train track (22-36) Uses positional language (30-50)	Children use everyday language to talk about positions and distance to solve problems Can describe their relative position such as behind or next to (40-60 SSM) Develop maps of the local environment. Where are the shops located in Oldbury/Bearwood/West Bromwich. Draw journeys the children go on. Journey to school. Journey to Grandmas etc…	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the four points of a compass to build their knowledge of the United Kingdom and where Oldbury is in relation to the rest of the British Isles. North of London south of Newcastle etc…	Locate the UK on a variety of different scale maps. Name & locate the counties and cities of the UK. (Iceland, Italy). Use the eight points of a compass. Gather information. Ask geographical questions. Use a simple database to present findings from fieldwork. Record findings from fieldtrips Use a database to present findings	Locate Europe on a large scale map or globe. Name and locate countries in Europe (including Russia) and their capital cities. Use four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. Audio/Visual Select views to photograph. Add titles and labels giving date and location information. Consider how photographs provide useful evidence use a camera independently. Locate position of a photograph on a map.	Begin to use atlases to find out other information (e.g. temperature, Rainfall) Scaled Maps. (S .America). Gather information Select appropriate methods for data collection such as interviews. Use a database to interrogate/amend information collected. Use graphs to display data collected. Evaluate the quality of evidence collected and suggest improvements.	Use atlases to find out data about other places (population, Economy). Use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world. Select field sketching from a variety of techniques. Annotate sketches to describe and explain geographical processes and patterns. Audio/visual make a judgement about the best angle or viewpoint when taking an image or completing a sketch. Use photographic evidence in their investigations.

	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries				Local area walk – link actual environment to images and maps.		Evaluate the usefulness of the images.

General Vocabulary

United Kingdom and Europe, North and South America. Human and physical features. latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones. Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Maps, atlases, globes and digital/computer mapping to locate countries. Eight points of a compass, four and six-figure grid references.

Observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Suggested Vocabulary.

Volcanoes

Earthquake; Volcano; Continent; Ocean; Latitude; Longitude; Northern Hemisphere; Southern Hemisphere; Political map; Evacuation; Infrastructure; Transport; Business; River; Flood; Search and rescue; Epicentre; Magnitude; Richter scale; Distribution; Location; Pattern; Energy; Projection; Tsunami; Plate; Inner core; Outer core; Mantle; Crust; Fault; Alpine Fault; Design; Homeless; Refugees; Wealth; Eruption; Magma; Lava; Rock; Dormant; Extinct; Cone; Vent; Gas; Cloud; Chamber; Pacific Ring of Fire; Technology; Quality of life; Distribution; Wealth; Gross National Income.

Rainforest

Biodiversity drip tips camouflage crown botanist cloud forest canopy carbon dioxide colony deforestation emergent layer equatorial evergreen extinct habitat hibernate humid indigenous liana monsoon temperate tropical understorey vegetation

Rivers

River; Source; Mouth; Course; Channel; Meander; Stream, Waterfall; Bank; Flood plain; River island; Undercutting; Slip-off slope; Tidal, Marina, River cliff; Pebbles; Beach; Waves; Spit; Coast; Estuary; Erosion; Farms, Village; Town; Settlement; Fields, Hedgerow; Tropical rainforest; Atacama Desert; Wood; Rapids; Ox-bow lake; Mill; Hamlet; Railway; Transport; Bridge; Sewage works; Leisure; Recreation; Hypothesis; Validity; Load; Energy; Transportation; Habitat; Invertebrates; Molluscs; Crustaceans; Amphibians; Birds, Mammal; Reptile; Vertebrates; Algae; Eutrophication; Pollution; Indicator species; Biotic Index; Valley; Agriculture; Sea level; Flood; Bridge; Mud flat; Brackish; Coast; Diatom; Omnivore; Herbivore; Carnivore; Prey; Confluence; Annotate; Wildlife; Spit; Scale; Ecosystem; Migration; Food chain; Photosynthesis; Algae, Bacteria; Hydrological (water) cycle; Precipitation; Runoff; Aquifer; Evaporation; Borough; River Thames; Isle of Dogs; Henry VIII; Marsh; Creek; Flood; Port; Trade; Dock; Economic activity; British Empire; Container; Monsoon; Refugee; Contaminated; Famine; Aid; Pattern; Relief; Romantic era; Symphony; Movement; Orchestra; Waterfall; Little Ice Age; Climate.

Mountains

Mountain; Rock; Landscape; Volcano; Crust; Mantle; Magma; Lava; River; Ocean; Hot spot; Summit; Sea level; Island; Planet; Solar System; Universe; Tectonic plate; Scale; Mountain range; Himalaya; Andes; Rockies; Alps; Atlas; Urals; Relief; Political; Country; Strata; Continent; Ocean; fold mountains; Crinoids; Compression; Oxygen; Atmosphere; Blizzard; Glacier; Ridge; Summit; Col; Fossil; Sea; Animal; Rock; Ocean; Marine; Geology; Silt; Geologist; Temperature; Sedimentary; Igneous; Metamorphic; Sediment; Limestone; Tethys; Distribution; Pattern; Key; Direction; Peak; Erosion; Glacier; Settlement; Landscape; Woodland; Marsh; Valley; Fodder; Environment; Pasture; Minerals; Growing season; Silage; Slurry; Fertiliser; Diversify; Business; Tourists; Economic activity; Profit; Climate graph; Precipitation; Climate station; Growing season; Range of temperature; Frost;

Co-ordinates; Ordnance Survey; Eastings; Northings; Grid square; Grid reference; Disease; Epidemic; Cholera; Contamination; Health; Hygiene; Medicine; Water; Victoria; Slum; Urban; Reservoir; Elevation; Impermeable; Gravity; Contour; Spot height; Hydroelectric; Turbine; Generator; Pylons; Transmission; Cost and benefit; Green; Planning; Government; Resort; Sustainable development; Sustainability.

History

Purpose of study A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

♣ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

♣ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

♣ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

♣ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

♣ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

♣ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study

Key Stage 1

Key stage 2

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world History
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Subject content Key stage 1 Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. Pupils should be taught about: ♣ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ♣ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] ♣ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] ♣ significant historical events, people and places in their own locality				Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				*Changes in Britain from Stone Age to the Iron Age *The Roman Empire and its impact on Britain	*Britain's settlement by Anglo-Saxons and Scots *The Viking and Anglo-Saxon Struggle for the Kingdom of England to the time of Edward the Confessor *The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	*A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Crime and Punishment)	*A local history study *Ancient Greece – a study of Greek life and achievements and their influence on the western world History

Chronological understanding **(Duration, sequencing, sense of period, language of passing time and of measuring time).** Develop a chronologically secure knowledge and understanding of British, local and world history.							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children talk about past and present events of their own lives and in the lives of family members. (UW ELG)	Birthdays Days, months, seasons Understanding of changes in their own lifetime personal timeline. Uses everyday language related to time (M – ELG)	Sequence events or objects in chronological order.	Sequence artefacts closer together in time. Sequence events. Sequence photos etc. from different periods of their life. Describe memories of key events in lives.	Sequence key events from Stone Age to Iron Age on a timeline. Understand that BC years go backwards numerically. Order important dates from the founding of Rome through to the fall of the Roman Empire, know that the past is divided into BC and AD. Discuss events which occurred at the same time in different places (compare Roman Britain and other places under Roman rule). Identify where these historical periods fit into British history. Which periods precede and succeed the Stone Age & Romans? Know and remember key dates within the periods studied (e.g. start/end of Palaeolithic era, Mesolithic era, Neolithic era)	Sequence the Ancient Civilisations on a timeline. Identify how periods of history throughout the world overlap and interlink and how the durations differ. Show an understanding of BC, AD. Identify how historical periods studied are sequenced (Romans and Iron Age in Britain) and identify how aspects of life have developed/changed, discuss using key dates. (e.g. Roman settlements compared to Anglo Saxon settlements). Discuss the legacy of a historical period and the impact on subsequent periods. Create timelines, naming and placing dates of significant events and individuals of the period. (Egyptian pyramid development, Alfred the Great timeline) Know and remember key dates within the periods studied (e.g. within Egyptian Period – Old and New Kingdom. Understand what led to the demise of the Old Kingdom).	Create scaled timelines, sequencing events linked to a key area of development or change over a number of historical periods (e.g. Crime and Punishment). Add events to a timeline, using inference to identify the relevant date (E.g. When he was 30…) Make links between historical periods studied previously and explain how these impact upon other time periods (e.g. Anglo Saxon rule vs. King Henry VIII) Understand what is distinctive and typical about a period of history, not simply what happened during that period e.g. Elizabethan period. Compare and contrast this with other periods of history. Know and remember key dates within the periods studied.	Create scaled timelines and sequence events studied previously throughout British and/or world history (e.g. Anglo Saxons, Romans, Tudors, Greeks etc…) Identify how centuries link to numbered years e.g. 1935 is part of the 20th Century. Use words and phrases for movements or times of change: Industrial Revolution, Renaissance, classical period, Cold War. Developing a sense of the length of time (duration) identify significance of changes over time. Know and remember key dates within the periods studied.

Range and Depth **(Connections, continuity, change, cause and consequence, similarities, differences, significance)** Note **connections**, contrasts and trends over time. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Shows interest in different occupations and ways of life. (30-50) Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.	Understand key features of events e.g. Remembrance Day. Learn about lives of significant individuals e.g. the Royal Family. Children talk about past and present events on their own lives and in the lives of family members. (UW-ELG)	Begin to describe similarities and differences in artefacts. Drama – Why people did things? Use a range of sources to find out characteristic features of the past.	Find out about people and events in other times. Collections of artefacts – confidently describe similarities and differences. Drama – Develop empathy and understanding (hot seating, speaking and listening)	Describe survival, key aspects of life from Stone Age to today e.g. food, warmth, resources, tools. Comparison of Stone Age and Iron Age houses (e.g. shape, size, materials used...) Identify legacy of Roman Empire in Britain today. Introduction of roads, aqueducts, Bath houses. Identify similarities and differences State whether changes are positive or negative. Suggest simple reasons for changes.	Beliefs of past cultures and how this impacted upon life during this time period (Egyptians – Gods, Afterlife, Mummification). Anglo Saxon conversion to Christianity (religion) Social class and hierarchy (Pharaohs and social pyramid) Invading and settling (Vikings, Saxons – reasons for and changes to structure of Kingdoms. Link back to Roman settlement/invasions) Why did groups invade Britain? Economic – trade arrangements. Reasons for settlement locations (importance of Rivers, Ancient Civilisations. Contrast Saxons and Romans, made own settlements – decline and impact). Identify developments over period Use knowledge of Romans and Stone Age to identify trends and contrasts over time. Describe the impact of past events. Suggest reasons for changes.	Social classes, sacrifice in Mayan civilisation Evaluate the reason for changes, and impact of changes and continuity of laws, structure of the legal system and punishments for crimes. Identify trends in the types of crimes committed and offer potential reasons and explanations for this. Give short-term cause and consequence of the main events, situations and changes in the period studied.	Political / international tensions WW2. Economic impact of WW2. Greek influences in Western world. Make links between settlement in Ancient Egypt and Ancient Greeks. Identify how aspects of life have changed during a time period and give reasons why, backing it up with evidence and statistics. Compare own opinions with the opinions of others who may be able to offer an alternative perspective. Compare fact and opinion. Describe how some changes impact both on subsequent periods, and, in the long term, on today's society.

Interpretations of history (Sources) **(Sources could include: artefacts, photos, witness accounts, newspapers, diaries, posters, sounds clips etc…)** Understand how our knowledge of the past is constructed from a range of sources.							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Remembers and talks about significant events in their own experiences. (30-50)	Recount an event, verbally and written. Children represent their own ideas, thoughts and feelings through design technology, art, music, dance, role play and stories. (EAD-ELG)	Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)	Compare pictures or photographs of people or events in the past Able to identify different ways to represent the past.	Identify historical sources e.g. photographs, artefacts… Make observations and interpretations about sources of evidence, explaining what they think they show e.g. Skara Brae archaeological discoveries, describe photograph of Stone Age tool and compare to Iron Age tool. What was the impact of the changes? Distinguish between fact and opinion (Stonehenge, Romulus and Remus). Look at two different viewpoints of the same event and identify differences in the accounts (description of Boudicca, Celt vs. Roman). Offer ideas for the differences in these views.	Begin to identify primary and secondary sources (Egyptian sources of evidence e.g. Howard Carter's diary, Photographs of Tutankhamen's tomb etc.) Use historical knowledge to explain what a source can tell us about a time period e.g. Egyptian Book of the Dead linked to knowledge of afterlife and beliefs. Begin using language of probability to discuss analysis of historical sources. Begin to make links between sources of evidence, compare and contrast evidence (Sutton Hoo enquiry). Give reasons why there may be different accounts of history, identify how this may cause bias.	Identify primary and secondary sources and explain the differences. Use language of probability (certain, possibly, might..) to discuss analysis of historical sources. Infer what a source can tell us about a time period or topic and use historical knowledge to explain and evidence their point. Make links between sources of evidence, compare and contrast evidence from a number of sources. Begin to question provenance of sources and the reliability of source material. Give reasons why something is or is not reliable.	Analyse a range of sources independently to form own judgements. Evaluate the usefulness and accuracy of different sources. Make judgements about the provenance of sources, linking this to their reliability as a primary or secondary source.

Historical Enquiry Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children know about similarities and differences between past and present events in their own lives and give some reasons why people's lives were different in the past, (UW ELG)	Looks closely at similarities, differences, patterns and change (UW – 40-60) Talk about changes (UW-ELG) History mystery objects. They answer 'how' and 'why' questions about their experiences and in response to stories and events. (CL-ELG) Sort artefacts 'old' and 'new'. Know that information can be retrieved from books and computers. (L-ELG)	Sort artefacts "then" and "now" Use as wide a range of sources as possible. Speaking and listening (links to literacy) To ask and answer questions related to different sources and objects.	Use a source – Why, what, who, how where to ask questions and find answers. Sequence a collection of artefacts. Use of time lines. Discuss the effectiveness of sources.	Use the 5W's and sentence stems to support children to devise their own historical questions. (e.g. Where did the Roman's settle? When did the Bronze Age begin? How was Hadrian's wall built? Why did the Roman Empire Collapse?) Enquiry process modelled and supported by the teacher who raises the initial question. e.g. view evidence, hypothesise, analyse evidence and test hypothesis, review hypothesis and raise further questions (ongoing cycle). Stone Age: Has Skara Brae always been an important place? Romans: Was Boudicca a hero or a villain? What did the Roman's do in Britain? Was Britain a better place to live after the Roman invasion?	Enquiry process modelled by the teacher who raises the initial question and guides children through the process. e.g. view evidence, hypothesise, analyse evidence and test hypothesis, review hypothesis and raise further questions (ongoing cycle). Devise historically valid questions using sentence stems. (e.g. How much did people's lives change when…? Why did…? What caused…? What was the most important achievement of the Shang Dynasty? Who was the most significant…? Why was … more successful than…?) Anglo-Saxons: Why is Sutton Hoo so important? What was discovered at Sutton Hoo? Vikings: The Vikings: Ruthless invaders or peaceful settlers? Ancient Egypt: What did Ancient Egypt have in common with other Ancient Civilisations?	Devise historically valid, open-ended questions, with greater independence. View evidence and hypothesise independently. Analyse evidence and test hypothesis with greater independence. Begin to make choices about how to structure enquiries more independently. Review and make connections between evidence with teacher; use this to make a judgement about a historical question independently. Realise that there is often not a single answer to historical questions and give clear reasons why there may be different accounts. Space: To what extent did the Space Race influence events of the Cold War? Mayans: What can we learn about the Mayan civilisation from archaeological discoveries? (Enquiry prior to learning about the topic). How did the Mayan civilisation exploit their environment? Why is the Black Country called the Black Country? Black History How have individuals and groups played a historic part in building a diverse city? (Birmingham)	Raise enquiry questions and hypothesise with greater independence. Choose how to structure an enquiry independently. Critically analyse evidence and evaluate information to prove or disprove a hypothesis. Justify why evidence proves or disproves a hypothesis, providing multiple answers to the initial question where necessary. Raise further questions independently. WW2: Why was there a decline in the number of children being evacuated? Why is it so difficult to be sure what life was really like on the Home Front? What was life like as a German/Jew during World War Two? (Link to Maurice Gleitzman texts, Rose Blanche, Erika's story etc.) Greeks: The influence of Ancient Greece: how does this ancient culture and its ideas still affect us today?

Communication and organisation They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Create structured accounts, including written narratives and analyses.							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
In pretend play, imitates everyday actions and events from own family and cultural background. (22-36) Remembers and talks about significant events in their own experiences. Recognises and describes special times or events from family or friends. (30-50)	Talk about things they did at the weekend, yesterday this morning… Visual timetable Orders and sequences familiar events. (M-ELG)	Time lines (3D with objects/sequential pictures) Drawing Drama/role play Writing (reports, labelling, simple recount) ICT	Class display/museum Annotated photographs ICT	Provide subheadings to support organisation of information Use information gathered and rewrite after modelling from the teacher. Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode	Provide questions to guide organisation of information Use information gathered and rewrite independently. Select data organise it into a data file to answer historical questions. Know the period in which the study is set. Display findings in a variety of ways. Work independently and in groups.	Independent selection of ways to present findings. Begin to structure historical study with greater independence. Fit events into a display sorted by theme time. Use appropriate terms, matching dates to people and events. Record and communicate knowledge in different forms. Work independently and in groups showing initiative.	Independent selection of ways to present findings. Independent historical study. Could children contribute their findings to create a museum exhibition? Select aspect of study to make a display. Use a variety of ways to communicate knowledge and understanding including extended writing. Plan and carry out individual investigations.

Vocabulary							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Year, timeline, different, living memory, toys, plastic, invention, grandparents' time, drawing, what? Why? Where? How? When?, decade, modern, date order, because, remembers, simple, homes, the older generation, photograph, opinion, long ago, similar, important, memories, artefact, now, then, last year	Explorers, investigate, why? What? When? Where? How? Chronological order, research, historians, opinion, era/ period, impact, evidence, artefact, experts, past, present, older, newer, years, decades, centuries, recently, chronology, order	Period, Palaeolithic, Mesolithic, Neolithic, duration, BC, AD, past, century, decade, millennium, here, now, then, x years ago, chronology, sequence, time order. **Use the past tense accurately, add suffix –ed and identify irregular verbs.** Similarities, differences, positive, negative, compare, describe, legacy, developments, changes fact, opinion, source analysis, observe, interpret, describe, compare, contrast, viewpoints, similarities, differences, certain, possibly, might, probably, not sure, uncertain, maybe, could, perhaps, I think… I wonder… Who, what, where, when, why, how, hypothesis, hypothesise, devise, valid, evidence, analyse Hunt, gather, survival, tribe, communication, copper mining, iron, bronze, druids, Stonehenge, flint, migrate, Ice Age, climate culture, Celts, weapons, palaeontology, forage, round house, hill fort, thatched, agriculture, surplus, nomad, excavate, Neolithic era, Palaeolithic era, Mesolithic era, cave paintings, rural Empire, invade, settle, auxiliary soldiers, legacy, senate, emperor, election, tax, amphitheatre, villa, Celts, forum, gladiator, aqueduct, mosaic, centurion, legion, Latin, chariot, senator, warrior, republic, hypocaust, standard, archaeology, myth, legend, resistance, founded, rules, architecture, conquest, Pope	**Fronted adverbials e.g. During the reign of ____, Throughout the ___ period, Towards the end of the Anglo-Saxon period** Trends, contrasts, impact, change, structure, reasons, decline Primary sources, secondary sources, fact, opinion, source analysis, certain, possibly, might, probably, not sure, uncertain, maybe, could, perhaps, I think… I wonder… Hypothesis, hypothesise, valid, evidence, analyse, successful, achievement, decline, significant Hieroglyphics, afterlife, river, traders, harvest, drought, flood, fertile, agriculture, shaduf, beliefs, mummification, Canopic jars, Anubis, Horus, God, Goddess, papyrus, civilisation, pharaoh, scribe, noble, sphinx, crops, Tutankhamen, pyramid, Indus Valley, Shang Dynasty, Ancient Sumer, empire, communication, founded, rules, reigned, hierarchy, irrigation. Invade, settle, raid, Lindisfarne, Sutton Hoo, Picts, Scots, Danegeld, Danes, monastery, convent, conversion, migration, raid, exile, rural, withdrawal, Angle, Saxon, Jute, resistance, empire, tax, Anglo Saxon Chronicle, pagan, conquest, Dark Ages, Pope	Scale, interval, period, era, infer, inference, date, time, age, duration Evaluate, structure, impact, short term causes, short term consequences Primary sources, secondary sources, fact, opinion, source analysis, evidence, compare, contrast, provenance, reliability. certain, possibly, might, probably, not sure, uncertain, maybe, could, perhaps, I think… I wonder… open-ended questions, hypothesis, hypothesise, valid, evidence, analyse, connections, test, judgements, accounts, successful, achievement, decline, significant abolished, abolitionist, Act of parliament, ballot, civil war, disobedience, enlist, British Empire, executed, fluent, forged, labourers, negro, prejudice, regiments, spirit campaigners, Caribbean Central America, colonies, corrupt, elder, Empire, humane, human rights, independent, plantation, revolution, slavers, steward, translated maize, cacao, cenote, city state, classic period, glyph, religion, civilisation, astronomy, calendar, collapse, revolt, peasant, trade, war, cultural, religious	Industrial Revolution, Renaissance, classical period, cold war, austerity, period, era, 20th century. Evaluate, structure, impact, short term causes, short term consequences, long term, evidence, statistics, impact on society Primary sources, secondary sources, fact, opinion, source analysis, judgements, accuracy, usefulness, evidence, compare, contrast, reliability, provenance, certain, possibly, might, probably, not sure, uncertain, maybe, could, perhaps, I think… I wonder… open-ended questions, hypothesis, hypothesise, valid, evidence, analyse, connections, test, judgements, accounts, justify, influence, decline, perspective Plate, Hippocrates, Pythagoras, Aristotle, Olympics, empire, mathematician, civilisation, democracy, government, comedy, tragedy, theatre, abacus, architect, centaur, citizen, city state, column, colony, oracle, philosopher, politician, scholar, sculpture, Sparta, Socrates, temple, tunic, Troy, Zeus, Athens Allied forces, axis of power, dictator, democratic, evacuation, rationing, Propaganda, treaty, Blitz, Anderson shelter, remembrance, pilot, VE Day, war effort, home front, austerity, telegram, Holocaust, artillery, boycott, census, constitution, democracy, diplomacy, inflation, nationalism, neutrality, poll, rural, urban, suffrage, veto, politician, colonisation, declaration, superpowers, tension, technological, urbanisation, aristocracy, missionary

Languages – French

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing

Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

The starred (*) content above will not be applicable to ancient languages.

Key Stage 1	Year 3	Year 4	Year 5	Year 6
Not taught at KS 1				Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3. Pupils should be taught to: ♣ listen attentively to spoken language and show understanding by joining in and responding ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures

				♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ♣ present ideas and information orally to a range of audiences ♣ read carefully and show understanding of words, phrases and simple writing ♣ appreciate stories, songs, poems and rhymes in the language ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ♣ describe people, places, things and actions orally and in writing ♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Listening				
Key Stage 1	Year 3	Year 4	Year 5	Year 6
Not taught at KS 1	Listen to and understand simple words e.g. – Teacher's instructions Days of the week A few words in a song Colours Pets Foods Numbers	Listen and respond to specific words and phrases e.g. – Myself, family and school Places in a town Transport Body parts Shopping Countries Time Weather Hobbies Listen and understand specific sounds and rhyme.	Listen attentively and understand more complex phrases and sentences e.g. – Questions Emotions Future tense Descriptions Preferences School subjects Prepositions	Understand longer and more complex phrases or sentences e.g. – Sentences with different pronouns and present tense verb forms Prepositional phrases Correct adjective/noun Shopping lists Questions linked to shopping Describing position Time Understand the main points and simple opinions in a spoken story, song or passage.
Speaking				
Key Stage 1	Year 3	Year 4	Year 5	Year 6
Not taught at KS 1	Say and respond to specific words and phrases. Answer questions on several topics. Respond to specific sounds and rhyme.	Say and respond to specific words and phrases. Ask and answer questions on several topics. Express simple opinions. Hold a simple conversation on a topic using available vocabulary and present tense. Respond to specific sounds and rhyme, begin to imitate correct pronunciation.	Ask and answer questions on several topics. Prepare and practise a simple conversation, re-using familiar vocabulary. Speak in sentences about a familiar topic using simple past and future verb tenses. Use correct pronunciation with increasing accuracy.	Perform to an audience confidently. Respond to longer and more complex phrases or sentences, which use different verb forms. Use spoken language confidently, with accurate pronunciation to initiate and sustain conversations. Begin to understand how accents change letter sounds.
Reading				
Key Stage 1	Year 3	Year 4	Year 5	Year 6
Not taught at KS 1	Recognise and read out some familiar words in written forms. Make links between some phonemes, rhymes and spellings. Understand simple grammar terms – Un/une as masculine/feminine Adjective endings Begin to use a bilingual dictionary to find a noun or adjective (English to French).	Recognise, read out and understand a range of familiar words and written phrases. Understand grammar terms – Le/la as masculine/feminine, du/de/des; le/la/les Identify and use correct subject/present tense verb agreement. Begin to use a bilingual dictionary to independently look up meanings of new words (English to French) – nouns and adjectives.	Read and understand the main point(s) from a short written text. Re-read frequently a variety of short texts. Understand grammar terms – Future/past tense Use Pronouns 'il' and 'elle' to replace names. Independently use a bilingual dictionary to look up and translate words – nouns and adjectives.	Read and understand the main points and some detail from a short written passage. Understand grammar terms – Verb conjunction Propositions Auxiliary verbs – correct tense of the verb être. Independently use a bilingual dictionary to look up, translate and find he meanings of French words – identify the word class, masculine, feminine, find correct word to use in the sentence.
Writing				
Key Stage 1	Year 3	Year 4	Year 5	Year 6
Not taught at KS 1	Copy and write simple words. Select appropriate words to complete short phrases or sentences.	Select words to complete sentences. Write simple sentences using a model, applying newly learnt vocabulary.	Write sentences using a model and previously learnt vocabulary. Begin to write sentences from memory.	Write sentences using previously learnt vocabulary from memory. Begin to write paragraphs following a structure on a range of topics.

No vocabulary listed as this is included in the scheme.

Music

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

♣ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

♣ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence

♣ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Pupils should be taught to: ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music				Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music

Performing							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing EAD – EUMM 22-36 Sings a few familiar songs. Taps out simple repeated patterns. Explores and learns how sounds can be changed. EAD – EUMM 30-50 Developing preferences for forms of expression. Sings to self and makes up simple songs. Makes up rhythms. EAD – BI 30-50	Begins to build a repertoire of songs. Explores the different sounds of instruments EAD – EUMM 40-60 Children sing songs, make music and experiment with ways of changing them. EAD – EUMM ELG Children represent their own ideas, thoughts and feelings through music. EAD – BI ELG	To engage with songs, chants and rhymes with enthusiasm. To begin to apply correct pitching. To play unpitched percussion instruments to a steady pulse.	To sing songs with simple intervals in tune. To play unpitched instruments to a steady beat and to subdivide beats correctly.	Sing in tune with expression. Control voice when singing. Play clear notes on instruments. Challenge: Work with a partner to create a piece of music using more than one instrument.	Perform a simple part rhythmically. Sing songs from memory with accurate pitch. Improvise using repeated patterns. Challenge: Use selected pitches simultaneously to produce simple harmony.	Breathe in the correct place when singing. Sing and use their understanding of meaning to add expression. Become familiar with a Western Major scale. Maintain their part whilst others are performing their part. Perform 'by ear' and from simple notation. Improvise within a group using melodic and rhythmic phrases. Recognise and use basic structural form, for example rounds, variations, rondo form. Challenge: Use pitches simultaneously to produce harmony by building up simple chords. Devise and play a repeated sequence of pitches on a tuned instrument to accompany a song.	Sing a harmony part confidently and accurately. Perform parts form memory. Perform using notations. Take the lead in a performance. Take a solo part. Provide rhythmic support. Challenge: Perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together.

Composing							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		To understand the concept of creating music. To improvise using unpitched instruments. To experiment with timbre using a range of conventional and unconventional pitched and unpitched instruments.	To improvise a rhythmic ostinato on one note on a pitched instrument. To discover that it is possible to plan and create an organised sequence of sounds. To tell whether or not the realisation matches the planned organised sequence of sounds.	Use different elements in their composition. Create repeated patterns with different instruments. Combine different sounds to create specific mood or feeling. Challenge: Understand metre in 2 and 3 beats. Understand how the use of tempo can provide contrast within a piece of music.	Use notations to record and interpret sequences of pitches. Create and decode graphic notation that represents pitch/rhythm. Use notations to record compositions in a small group or on their own. Use their notation in a performance. Challenge: Explore and use sets of pitches from a standard pentatonic scale. Show how they can use dynamics to provide contrast.	Change sounds or organise them differently to change effect. Compose music which meets specific criteria. Begin to use standard notation. Use their notations to record groups of pitches (chords). Use a music diary to record aspects of the composition process. Choose the most appropriate tempo for a piece of music. Challenge: Understand the relation between pulse and rhythm. Explore syncopation. Identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre.	Use a variety of different musical devices in their composition (including melody, rhythms and chords). Recognise that different forms of notation serve different purposes. Use different forms of notation including standard notation using the treble clef in C major. Combine groups of beats. Challenge: Show how a small change of tempo can make a piece of music more effective. Use the full range of chromatic pitches to build up chords, melodic lines and bass lines.

Appraising							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Shows an interest in the way musical instruments sound. EAD – EUMM 22-36		To listen to a range of genres with open-mindedness and enthusiasm. To listen with concentration. To understand that wordless music can tell a story and think of adjectives to describe the character of the music.	To develop a concept of pitch in music. To identify orchestral families and popular instruments by timbre. To tell the musical difference between two contrasting pieces (e.g. one is loud, one is soft, one is fast, one is slow.)	Improve their work explaining how it has improved. Use musical terminology to describe a piece of music and compositions. Use musical words to describe what they like and dislike. Recognise the work of at least one famous composer. Challenge: Tell whether a change is gradual or sudden. Identify repetition, contrasts and variations.	Explain the concept of silence and say what effect it has. Start to identify the character of a piece of music. Describe and identify the different purposes of music. Begin to identify with the style of work of Beethoven, Mozart and Elgar. Challenge: Identify how a change in timbre can change the effect of a piece of music.	Describe, compare and evaluate music using musical vocabulary. Explain why they think their music is successful or unsuccessful. Suggest improvements to their own or others' work. Choose the most appropriate tempo for a piece of music. Contrast the work of famous composers and show preferences. Challenge: Explain how tempo changes the character of music. Identify where gradual change in dynamics has helped to shape a phrase of music.	Refine and improve their work. Evaluate how the venue, occasion and purpose affects the way a piece of music is created. Analyse features within different pieces of music. Compare and contrast the impact that different composers from different times will have had on the people of the time. Challenge: Appraise the introductions, interludes and endings for songs and compositions they have created.
Composers/Musicians							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Create, improvise, experiment,		Saint-Saens Prokofiev African Folk Music Reggae (Bob Marley) Holst	Beethoven Mozart Elgar	Johann Strauss/Giorgi Ligeti John Williams Jerry Goldsmith	WW2 Vera Lynn Music Through the Decades Revision of composers from other years.

Vocabulary							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Songs, chants, rhymes, enthusiasm, pitching, unpitched instruments, steady pulse, create, improvise, experiment, sound, conventional instrument, unconventional instrument	simple intervals, tuning, subdividing, beats, pitch, woodwind, strings, percussion, brass, loud, soft, fast, slow, pattern, plan, organise,	Sing, play, compose, listen, musical notation, composer, musician, song, tune, expression, control, voice, clear note, note, musical instrument, reproduce, sound, aural memory, performance, element, composition, compose, repeated pattern, melody, accompaniment, mood, feeling, metre (beats), tempo, musical structures, piece of music, change, gradual, sudden, repetition, contrasts, variation	Simple, part rhythmically, memory, accurate, pitch, harmony, accuracy, record, interpret, scale, dynamics, contrast, silence, Beethoven, Mozart, Elgar	Perform, 'by ear', melodic, rhythmic phrase, rounds, rondo, form, accompany, organise, chords, aspect, process, pulse, syncopated pattern, repetition, timbre, appropriate, tempo, phrase of music	Confidence, organise, manipulate, solo, ensemble, fluency, improvise, inter-related dimensions of music, attention to detail, aural memory, high-quality, live, recorded, traditions, history of music, harmony art, rhythmic support, musical devices, chromatic pitch, melodic lines, bass lines, venue, occasion, purpose, appraise, introduction, interlude, ending

Physical Education

Purpose of study A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims
The national curriculum for physical education aims to ensure that all pupils:
♣ develop competence to excel in a broad range of physical activities
♣ are physically active for sustained periods of time
♣ engage in competitive sports and activities
♣ lead healthy, active lives.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Turns pages in a book, sometimes several at once. Shows control in holding and using jugs to pour, hammers, books and mark making tools. Walks upstairs or downstairs holding onto a rail two feet to a step. May be beginning to show preference for dominant hand. PD – M+H 22-36 Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. PD – M+H 30-50	Shows a preference for a dominant hand. PD – M+H 40-60 Children show good control and co-ordination in large and small movements. They move confidently in a range of way, safely negotiating space. PD – M+H ELG		Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: ♣ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ♣ participate in team games, developing simple tactics for attacking and defending ♣ perform dances using simple movement patterns.				Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: ♣ use running, jumping, throwing and catching in isolation and in combination ♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

							♣ perform dances using a range of movement patterns ♣ take part in outdoor and adventurous activity challenges both individually and within a team ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: ♣ swim competently, confidently and proficiently over a distance of at least 25 metres ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ♣ perform safe self-rescue in different water-based situations

Athletics Progression Grid		
Early Years Outcome The main Early years outcomes covered in the athletic units are: . shows increasing control over an object in pushing, patting, throwing, catching or kicking. . Children show good control and co-ordination in large and small movements. . Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. . Experiments with different ways of moving. . They move confidently in a range of ways, safely negotiating space.	**KS1 National Curriculum Aims** Pupils should develop fundamental movement skills before increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: . Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. . Participate in team games, developing simple tactics for attacking and defending.	**KS2 National Curriculum Aims** Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: . Use running, jumping, throwing and catching in isolation and in combination. . Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. . Develop flexibility, strength, technique, control and balance. . Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health & Fitness							
Runs safely on whole foot PD – M+H 22-36 Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. PD – M+H 30-50	Describe how the body feels when still and when exercising.	Describe how the body feels before and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
Running							
	Run in different ways for a variety of purposes.	Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog and sprint in a straight line. Change direction when jogging and sprinting. Maintain control as they change direction when jogging and sprinting.	Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.	Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action. Begin to combine running with jumping over hurdles.	Confidently demonstrate an improved technique for sprinting. Perform a relay, focusing on the baton changeover technique. Develop a fluent changeover. Speed up and slow down smoothly.	Identify their reaction times when performing a sprint start. Accelerate from a variety of different starting positions. Confidently and independently select the most appropriate pace for different distances and different parts of a run.	Build up speed quickly for a sprint finish. Use their preferred leg when running over hurdles. Accelerate to pass other competitors Work as a team to competitively perform a relay.

Jumping							
	Jump in a range of ways, landing safely.	Perform different types of jumps. Perform a short jumping sequence. Jump as high and as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.	Perform and compare different types of jumps. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances.	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 with control.	Learn how to combine a hop, step and jump to perform the triple jump. Land safely with control. Begin to measure the distance jumped.	Improve techniques for jumping for distance. Perform an effective standing long jump. Land safely and with control. Investigate different jumping techniques.	Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts.
Throwing							
	Roll equipment in different ways. Throw Underarm. Throw an object at a target.	Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power.	Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.	Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push (shot) throw. Continue to develop techniques to throw for increased distance.	Perform a pull (javelin) throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.	Perform a fling/sling (discus) throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance.	Develop the technique for the push, pull and fling throw and support others in improving their performance. Accurately measure and record the distance of their throws.
Compete/Perform							
	Control their body, when performing a sequence of movements. Participate in simple games.	Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform learnt skills with increasing control. Compete against self and others.	Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with strong understanding of tactics and composition.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.
Evaluate							
	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances and use what they see to improve their own performances. Talk about differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others work, suggesting thoughtful and appropriate improvements.

Dance Progression Grid		
Early Years Outcome The main Early Years Outcomes covered in the Dance units are: • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (PD – M&H 30-50) • Experiments with different ways of moving. (PD – M&H 40-60) • Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. (PD – M&H ELG) • Enjoys joining in with dancing and ring games. (EAD – M & M 30-50) • Beginning to move rhythmically. (EAD – M & M 30-50) • Imitates movement in response to music. (EAD – M & M 30-50) • Begins to build a repertoire of songs and dances. (EAD – M & M 40-60) • Children sing songs, make music and dance, and experiment with ways of changing them. (EAD – M & M ELG) • Developing preferences for forms of expression. (EAD – BI 30-50) • Uses movement to express feelings. (EAD – BI 30-50) • Creates movement in response to music. (EAD – BI 30-50) • Captures experiences and responses with a range of media, such as dance. (EAD – BI 30-50) • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD – BI 40-60) • Children represent their own ideas, thoughts and feelings through dance. (EAD – BI ELG)	**KS1 National Curriculum Aims** Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities; • perform dances using simple movement patterns.	**KS2 National Curriculum Aims** Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • perform dances using a range of movement patterns; • compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health & Fitness							
	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.

Dance Skills							
Enjoys joining in with dancing and ring games. Beginning to move rhymically. Imitates movements in response to music. EAD – EUMM 30-50	Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas.	Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance.	Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions.	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.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work.

Compete/Perform							
Uses movement to express feelings. Creates movement in response to music. Captures experiences and responses with music. EAD – BI 30-50	Control my body when performing a sequence of movements. Builds a repertoire of dances. EAD – EUMM 40-60 Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. EAD – BI 40-60 Children dance and experiment with ways of changing them EAD – EUMM ELG They represent their own ideas, thoughts and feelings through dance. EAD – BI ELG	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	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.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.	Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.
Evaluate							
	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements

Games Progression Grid		
Early Years Outcome The main Early Years Outcomes covered in the Games units are: • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD – M&H 40-60) • Children show good control and co-ordination in large and small movements. (PD – M&H ELG) • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&H 40-60) • Experiments with different ways of moving. (PD M&H 40-60) • They move confidently in a range of ways, safely negotiating space. (PD M&H ELG)	**KS1 National Curriculum Aims** Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; • participate in team games, developing simple tactics for attacking and defending; • perform dances using simple movement patterns.	**KS2 National Curriculum Aims** Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination; • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health & Fitness							
	Describe how the body feels when still and when exercising.	Describe how the body feels before and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool-down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of arming up and cooling down. Carry out warm ups and cool downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
Striking and hitting a ball							
	Hit a ball with a bat or a racquet.	Use hitting skills in a game. Practise basic striking, sending and receiving.	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.	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.	Use a bat or stick to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in game. Use hand-eye coordination to strike a moving and stationary ball.	Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are bets used. Develop a backhand technique and use it in a game. Practise techniques for all strokes.	Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.

Throwing and catching a ball							
Can catch a large ball. PD – M+H 30-50	Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. PD – M+H 40-60	Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.	Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.	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. Throw a ball in different ways (e.g. high, low, fast or slow).	Develop different ways of throwing and catching. Catch with increasing control and accuracy. Develop a safe and effective overarm bowl.	Consolidate different ways of throwing and catching, and know when each is appropriate in a game.	Throw and catch accurately and successfully under pressure in a game
Travelling with a ball							
	Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.	Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.	Move with the ball in a variety of ways with some control. Avoid obstacles when moving with a ball. Use two different ways of moving with a ball in a game.	Move with the ball using a range of techniques showing control and fluency.	Use a variety of ways to dribble in a game with success. Use ball skills in various ways and begin to link together.	Show confidence in using ball skills in various ways in a game situation, and link these together effectively
Passing a Ball							
	Kick an object at a target. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. PD – M+H 40-60	Pass the ball to another player in a game. Use kicking skills in a game.	Know how to pass the ball in different ways.	Pass the ball in two different ways in a game situation with some success.	Pass the ball with increasing speed, accuracy and success in a game situation	Pass a ball with speed and accuracy using appropriate techniques in a game situation.	Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.
Possession							
				Know how to keep and win back possession of the ball in a team game.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Keep and win back possession of the ball effectively in a team game.	Keep and win back possession of the ball effectively and in a variety of ways in a team game.

Using Space							
	Move safely around the space and equipment. Travel in different ways, including sideways and backwards. Negotiates spaces successfully when playing racing and chasing games with a=other children, adjusting speed or changing direction to avoid obstacles. PD – M+H 40-60	Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.	Find a useful space and get into it to support teammates	Make the best use of space to pass and receive the ball.	Demonstrate an increasing awareness of space	Demonstrate a good awareness of space
Attacking and Defending							
	Play a range of chasing games	Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.	Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.	Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.	Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.	Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.	Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring
Tactics and Rules							
	Follow simple rules.	Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.	Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.	Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly.	Vary the tactics they use in a game. Adapt rules to alter games.	Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game.	Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.

Compete/Perform							
	Control my body when performing a sequence of movements. Participate in simple games.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others	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	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.
Evaluate							
	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve	Watch and describe performances and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result	Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements

Gymnastics Progression Grid		
Early Years Outcome The main Early Years Outcomes covered in the Gymnastics units are: • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD BI 40-60) • Experiments with different ways of moving. (PD M&H 40-60) • Jumps off an object and lands appropriately. (PD M&H 40-60) • Travels with confidence and skill around, under, over and through balancing and climbing equipment. (PD M&H 40-60)	**KS1 National Curriculum Aims** The main KS1 national curriculum aims covered in the Gymnastics units are: • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities	**KS2 National Curriculum Aims** The main KS2 national curriculum aims covered in the Gymnastics units are: • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health & Fitness							
	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.

Acquiring and Developing Skills in Gymnastics (General)							
Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play equipment. PD – M+H 22-36 Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, waking,, running, jumping, skipping, sliding and hoping. Can stand momentarily on one foot when shown. PD – M+H 30-50	Create a short sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment.	Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care	Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care.	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	Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances	Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences.	Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances
The Gymnastic skills taught throughout the units can be broken down into these specific areas: rolls, jumps, vault work, handstands, cartwheels and round-offs, travelling and shapes and balances. This table maps out the progression of skills in each area to be taught in each year group. Please note – the age range is only a guide. All skills should be taught depending on the gymnastic ability of the children. Many of the skills are repeated across year groups to allow for children to progress at their own pace. For example, if a child has not mastered a forward roll from standing in year 3, the skill can be revisited in year 4, 5 and 6 if necessary.							

Rolls							
	Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled)	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking for forward roll Crouched forward roll	Crouched forward roll Forward roll from standing Tucked backward roll	Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle	Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle	Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll
Jumps							
	Straight Jump Tuck Jump Jumping Jack Half turn Jumps off an object and lands appropriately. PD – M+H 40-60	Straight jump Tuck jump Jumping jack Half turn Cat spring	Straight jump Tuck jump Jumping jack Half turn Cat spring Cat spring to straddle	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump Cat leap	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight half turn Straight full turn Cat leap Cat leap half turn	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight half turn Straight full turn Cat leap half turn Split leap	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight half turn Straight full turn Cat leap Cal leap half turn Cat leap full turn Split leap Stag leap
Vault							
		Straight jump off springboard	Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard	Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault
Handstands, cartwheels and round-offs							
	Bunny hop	Bunny hop Front support wheelbarrow with partner	Bunny hop Front support wheelbarrow with partner t-lever scissor kick	Handstand Lunge into handstand cartwheel	Lunge into handstand Lunge into cartwheel Lunge into round-off	Lunge into handstand Lunge into cartwheel Lunge into round-off	Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off

Travelling and Linking actions							
	Tiptoe, step, jump and hop Experiments with different ways of moving. Travels with confidence and skill around, under, over and through balancing and climbing equipment. PD – M+H 40-60	Tiptoe, step, jump and hop Hopscotch Skipping Galloping	Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot
Shapes & Balances							
	Standing balances	Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Standing balances Kneeling balances Large body part balances, balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support	Large and small body part balances, including standing and kneeling balances, balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances, balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances, balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Full body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support
Compete/Perform							
	Control my body when performing a sequence of movements. Participate in simple games	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.	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.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.	Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these.
Evaluate							
	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve	Watch and describe performances and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result	Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Outdoor Adventure Progression Grid		
		KS2 National Curriculum Aims Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • take part in outdoor and adventurous activity challenges both individually and within a team; • compare their performances with previous ones and demonstrate improvement to achieve their personal best

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health & Fitness							
				Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier
Trails							
				Orientate themselves with increasing confidence and accuracy around a short trail.	Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course.	Start to orientate themselves with increasing confidence and accuracy around an orienteering course. Design an orienteering course that can be followed and offers some challenge to others. Begin to use navigation equipment to orientate around a trail.	Orientate themselves with confidence and accuracy around an orienteering course when under pressure. Design an orienteering course that is clear to follow and offers challenge to others. Use navigation equipment (maps, compasses) to improve the trail.

Problem-solving							
				Identify and use effective communication to begin to work as a team. Identify symbols used on a key.	Communicate clearly with other people in a team, and with other teams. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment.	Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both as part of a team and independently. Identify a key on a map and begin to use the information in activities	Use clear communication to effectively complete a particular role in a team. Compete in orienteering activities both as part of a team and independently. Use a range of map styles and make an informed decision on the most effective.
Preparation and Organisation							
				Begin to choose equipment that is appropriate for an activity.	Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow	Choose the best equipment for an outdoor activity. Create an outdoor activity that challenges others. Create a simple plan of an activity for others to follow. Identify the quickest route to accurately navigate an orienteering course.	Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in.
Communication							
				Communicate with others.	Communicate clearly with others. Work as part of a team	Communicate clearly and effectively with others. Work effectively as part of a team.	Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills
Compete/Perform							
				Begin to complete activities in a set period of time. Begin to offer an evaluation of personal performances and activities.	Complete an orienteering course more than once and begin to identify ways of improving completion time. Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the course.	Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities. Improve a trail to increase the challenge of the course.	Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. Listen to feedback and improve an orienteering course from it.

Evaluate							
				Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result	Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

RE (SACRE)							
Making Sense of Beliefs							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	*Identifying and making sense of religious and non-religious beliefs and concepts; what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.	*Identify some core beliefs and concepts studied and give a simple description of what they mean. *Give examples of how stories show what people believe (e.g. the meaning behind a festival). *Give clear, simple accounts of what stories and other texts mean to believers.		*Identify and describe the core beliefs and concepts studied. *Make clear links between texts/sources of authority and the core concepts studied. *Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.		*Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions. *Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts. *Give meanings for texts/sources of authority studied, comparing the ideas with some ways in which believers interpret texts/sources of authority.	
Understanding the Impact							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	*Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives and within their communities and in the wider world.	*Give examples of how people use stories, texts and teachings to guide their beliefs and actions. *Give examples of ways in which believers put their beliefs into practice.		*Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. *Describe how people show their beliefs in how they worship and in the way, they live. *Identify some differences in how people put their beliefs into practice.		*Make clear connections between what people believe and how they live, individually and in communities. *Using evidence and examples, show how and why people out their beliefs into practice in different ways, e.g. in different communities, denominations or cultures.	
Making Connections							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	*Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.	*Think, talk and ask questions about whether the ideas they have been studying have something to say to them. *Give a good reason for the views they have and the connections they make.		*Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. *Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. *Give good reasons for the views they have and the connections they make.		*Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists). *Reflect on and articulate lessons people might gain from beliefs/practices studied, including their own responses, recognising that others may think differently. *Consider and weigh up how ideas studied in this unit relate to their own experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.	

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The World Understanding Christianity Creation The Natural World Creation Story Forest School UtW – TW Tha Nativity Story – Christmas Understanding Christianity Incarnation UTW – P+C Celebrations and festivals Birthday, Christening, Wedding, Diwali, Eid Easter Story – New Life (Forest School) Understanding Christianity Salvation UtW – P+C Special Me UtW – P + C	Enjoys joining in family customs and routines. UtW – P+C 40-60 *Being special: where do we belong *Why is Christmas special for Christians Understanding Christianity Incarnation *Why is the word 'God' so important to Christians Understanding Christianity God *Why is Easter special for Christians Understanding Christianity Salvation *Which places are special and why *Which stories are special and why	**Pupils learn about Christians, Muslims and Sikhs** *What do Christians believe God is like? (UC God). *Who celebrates what? How and where? Celebrations that matter in Sandwell (Christian, Muslim, Sikh – UC Incarnation). *Beginning to learn Sikhs: Part A Stories of the Sikh Gurus. *Why does Easter matter to Christians? (UC Salvation). *Beginning to learn Islam: What can we learn from Muslims in Sandwell? *How and why are some books holy? Sacred words for Sikhs, Muslims and Christians *How and why do we celebrate special times? UC Muslim, Sikh).	**Pupils learn about Christians, Muslims and Sikhs** *Questions that puzzle us. *Why does Christmas matter to Christians? (UC Incarnation – Church Visit) *Beginning to learn Sikhs: Part B The Gurdwara, a place to belong. *What is the 'good news' Christians believe Jesus brings? (UC Gospels, Salvation). *Beginning to learn Islam: What can we learn from stories of the Prophet? *Holy places: Where and how do Christians, Sikhs and Muslims worship? .	**Pupils learn about Christians, Muslims, Sikhs and Hindus** *What do Christians learn from the Creation Story? (UC Creation). *What are the deeper meanings of the festivals? (UC Incarnation). *What is it like to be a Hindu? Community, Worship, Celebration (Hindus). * What is it like to be a Sikh in Sandwell? Sikh beliefs and ways of living (Sikh) UC Salvation – Easter. Church Visit. *What is the 'Trinity' and why is it important for Christians? (UC People of God, Incarnation). *Values: What matters most? Christians and Humanists.	**Pupils learn about Christians, Muslims, Sikhs, Hindus and Jews** *What is it like to be Jewish? Family, Synagogue and Torah (Judaism). *Synagogue visit. *What kind of world did Jesus want? (UC Gospel, Incarnation) *Why do Christians call the day Jesus dies 'Good Friday'? (UC Salvation). *For Christians, when Jesus left, what was the impact of Pentecost? (UC Kingdom of God) *Why does the Prophet matter to Muslims? (Islam). *Keeping the 5 Pillars of Islam (Islam).	**Pupils learn about Christians, Muslims, Hindus, Sikhs and Jews** *What does it mean if Christians believe God is holy and loving? (UC God). *For Christians, what kind of king was Jesus? (UC God, Kingdom of God, Incarnation). *What do Christians believe Jesus did to save human beings? (UC Salvation). *What can we learn from religion about temptation? (Christians, Muslim, UC Fall). *An enquiry into visiting places of worship – Gurdwara, Church visits.	**Pupils learn about Christians, Muslims, Hindus, Sikhs and Jews** *What will make Sandwell a more respectful community? (Many religions). *Why do Hindus want to be good? Hinduism *Mandir visit Christmas (UC Incarnation). *Christian Aid and Islamic Relief: can they change the world? (Christians and Muslims UC Salvation). *Can religions help people when times get hard? (Christian, Hindu, non-religious, UC GOD, People of God). *What impact do people's beliefs have in their lives? (Transition Unit). *Transition to High School.

Vocabulary

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		God, celebration, belief, worship, faith, salvation, creation, incarnation, Christian, Muslim, Sikh, Hindu, special, Christmas, Nativity, Easter, forgiveness, parable, prayer, Guru, Qu'ran, Holy Bible, Guru Granth Sahib, Diwali, Eid.	God, Jesus, son of God, gospels, Prophet, messenger, shahadah, The 5 Pillars of Islam. Gurdwara, langar, advent, crucifixion, resurrection,	Environment, pollination Forgiveness, consequence Nature, climate, festival, Ramadan, Eid Al Fitr, Vaisakhi/Baisakhi, Feast traditions/traditional, Hinduism, Hindu, Braham, Gods/Godesses, Sanatana, Dharma- Eternal, sacred, rituals, puja, Waheguru. Holy Week, Trinity, Father, Son, Holy Ghost Spirit. values, rules.	Jewish, Judaism, 10 Commandments, Torah Scroll, Yom Kippur, Rosh Hashanah, Passover, Pesach, God, Egypt, Moses Seder, synagogue, gospels, Pentecost Shahadah, Salah, Zakah, Swam, Hajj.	Divine, humanity, Holy, omniscient, loving, omnipotent, eternal, biblical, justice, peace, temptation, will-power, threat, pilgrimage, ritual, submission, jamarat, rejection, Holy Week, betrayal, jealousy, sacrifice, risen, ascension, salvation Mantra - Gayatri Call – Surah – Ramadam. Peace – Hope – Adun – olam, inspiring, natural beauty, spiritual.	Community, religion, diverse, plural, equality. Sanatana Dharma – Eternal Way dharma, karma, samsara, moksha, atman, soul, reincarnation. Mandir, liberation Charity/Charitable Worthwhile Justice/ fair - Unfair Unjust, psalm, gratitude, transcendent, infinite, transition, reincarnation.

PSHE including HMHM Curriculum

Jigsaw

Includes Relationships Education, Relationships and Sex Education and Health Education in England

By the end of Key Stage 2:

Families and People who Care for Me:

*Families are important for children growing up because they can give love, security and stability.
*Characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
*That others' families, either in school or in the wider world, sometimes look different from their family, but what they should respect those differences and know that other children's families are also characterised by love and care.
*That stable, caring relationships, which may be of different types, are at the heart of happy families and are important for children's security as they grow up.
*That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
*How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring Friendships:

*How important friendships are in making us feel happy and secure, and how people choose and make friends.
*The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
*That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
*That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
*How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful Relationships:

*The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
*Practical steps they can take in a range of different contexts to improve or support respectful relationships.
*The conventions of courtesy and manners.
*The importance of self-respect and how this links to their own happiness.
*That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.
*About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
*What a stereotype is, and how stereotypes can be unfair, negative or destructive
*The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online Relationships:

*That people sometimes behave differently online, including by pretending to be someone they are not.
*That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
*The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
*How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
*How information and data is shared and used online.

Being Safe:

*What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
*About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
*That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
*How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
*How to recognise and report feelings of being unsafe or feeling bad about any adult.
*How to ask for advice or help for themselves or others, and to keep trying until they are heard.
*How to report concerns or abuse, and the vocabulary and confidence needed to do so.
*Where to get advice e.g. family, school and/or other sources.

Relationships and Sex Education:

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in the guidance therefore focuses on Relationships Education.

Mental Wellbeing:
*That mental wellbeing is a normal part of daily life, in the same way as physical health.
*That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
*How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
*How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
*The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
*Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
*Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
*That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
*Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
*It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet Safety and Harms:
*That for most people the internet is an integral part of life and has many benefits.
*About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
*How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
*Why social media, some computer games and online gaming, for example, are age restricted.
*That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
*How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
*Where and how to report concerns and get support with issues online.

Physical Health and Fitness:
*The characteristics and mental and physical benefits of an active lifestyle.
*The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
*The risks associated with an inactive lifestyle (including obesity).
*How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy Eating:
*What constitutes a healthy diet (including understanding calories and other nutritional content).
*The principles of planning and preparing a range of healthy meals.
*The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, Alcohol and Tobacco:
*The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and Prevention:
*How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
*About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
*The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
*About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
*About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
*The facts and science relating to allergies, immunisation and vaccination.

Basic First Aid
*How to make a clear and efficient call to emergency services if necessary. *Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing Adolescent Body:
*Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
*About menstrual wellbeing including the key facts about the menstrual cycle.

Jigsaw Half Term Units and Weekly Celebrations							
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**		
Being Me in My World Weekly Celebrations: 1. Help others to feel welcome 2.Try to make our school community a better place. 3. Think about everyone's right to learn. 4. Care about other people's feelings. 5. Work well with others. 6. Choose to follow the Learning Charter.	Autumn 2 – Celebrating Difference (including anti-bullying) Weekly Celebrations: 1. Accept that everyone is different 2. Include others when working and playing. 3. Know how to help if someone if being bullied. 4. Try to solve problems. 5. Use kind words. 6. Know how to give and receive compliments.	Spring 1 – Dreams and Goals Weekly Celebrations: 1. Stay motivated when doing something challenging 2. Keep trying even when it is difficult. 3. Work well with a partner or in a group. 4. Have a positive attitude. 5. Help others to achieve their goals. 6. Working hard to achieve their own dreams and goals.	Spring 2 – Healthy Me Weekly Celebrations: 1. Have made a healthy choice. 2. Have eaten a healthy, balanced diet. 3. Have been physically active. 4. Have tried to keep themselves and others safe. 5. Know how to be a good friend and enjoy healthy relationships. 6. Know how to keep calm and deal with difficult situations.	Summer 1 – Relationships Weekly Celebrations: 1. Know how to make friends 2. Try to solve friendship problems when they occur. 3. Help others to feel part of a group. 4. Show respect in how they treat others. 5. Know how to help themselves and others when they feel upset or hurt. 6. Know and show what makes a good relationship.	Summer 2 – Changing Me (including Sex Education) Weekly Celebrations: 1. Understand that everyone is unique and special. 2. Can express how they feel when change happens. 3. Understand and respect the changes that they see in themselves. 4. Understand and respect the changes that they see in others. 5. Know who to ask for help if they are worried about change. 6. Are looking forward to change.		
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concerns for people who are special to them. May form a special friendship with another child. PSED – MR 22-36 Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests. PSED – SC+SA 22-36 Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop	Initiates conversations, attends to and takes account of what others say. Explain own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. PSED – MR 40-60 Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. PSED – SC+SA 40-60 Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. PSED – MF+B 40-60	Can explain why my class is a happy and safe place to learn. Can give different examples where I or others make my class happy and safe.	Can explain why my behaviour can impact on other people in my class. Can compare my own and my friends' choices and can express why some choices are better than others.	Explain how my behaviour can affect how others feel and behave. Explain why it is important to have rules. How rules helps me and others in my class. Can explain why it is important to feel valued.	Can explain why being listened to and listening to others is important in my school community. Can explain why being democratic is important and can help others feel valued.	Can compare my life with other people in my country. Explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. Can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	Can explain how my choices can have an impact on people in my immediate community and globally. Can empathise with others in my community and globally and can explain how this can influence the choices that I make.
		Can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. Can explain what bullying is and how being bullied might make somebody feel.	Can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. Can explain how it feels to have a friend and be a friend. Can also explain why it is OK to be different from my friends.	Can describe different conflicts that might happen in family or friendship groups. Can describe how words can be used in hurtful ways when conflict happen. Can tell you how being involved with a conflict makes me feel. Can offer strategies to help the situation. For example solve it together or asking for help.	Can tell about a time when my first impression of someone was changed as I got to know them. Can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. Can explain why it is good to accept myself and others for who we are.	Can explain the difference between direct and indirect types of bullying. Can offer a range of strategies to help myself and others if we are involved (directly or indirectly) in a bullying situation. Can explain why racism and other forms of discrimination are unkind. Can express how I feel about discriminatory behaviour.	Can explain ways in which difference can be a source of conflict or a cause of celebration. Can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.

themselves from doing something they should not do. Growing ability to distract self when upset, e.g. by engaging in a new play activity. PSED – MF+B 22-36 Feeds self competently with spoon. Drinks well without spilling. Clearly communicates their need for potty or toilet. Beginning to recognise danger and seeks support of significant adults for help. Helps with clothing, e.g. pouts on hat, unzips zipper on jacket, takes off unbuttoned shirt. Beginning to be independent in self-care, but still often needs adult support. PD – H+SC 22-36 Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. Beginning to have their own friends. Learns that they have similarities and differences that connect them to, and distinguish them from others. UtW – P+C 22-36 Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. PSED – MR 30-50 Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks.	Eats a healthy range of foodstuffs and understands need for variety of food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considered and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. PD – H+SC 40-60 Plays alongside other children who are engaged in the same theme. Plays co-operatively as apart of a group to develop and act out a narrative. EAD – BI 40-60 Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others; needs and feelings, and form positive relationships with adults and other children PSED – MR ELG Children are confident to try new activities, and say why they like some activities more that others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or do not need help. PSED – SC+SA ELG Children talk about how they and others show feeling, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as	Can explain how I feel when I am successful and how this can be celebrated positively. Can say why my internal treasure chest is an important place to store positive feelings.	Can explain how I played my part in a group and the parts other people played to create an end product. Can explain how our skills complemented each other. Can explain how it felt to be part of a group and can identify a range of feelings about group work.	Can explain the different ways that help me learn and what I need to do to improve. Am confident and positive when I share my success with others. Can explain how these feelings can be stored in my internal treasure chest and why this is important.	Can plan and set new goals even after a disappointment. Can explain what it means to be resilient and to have a positive attitude.	Can compare my hopes and dreams with those of young people from different cultures. Can reflect on the hopes and dreams of young people from another culture and can explain how this makes me feel.	Can explain different ways to work with others to help make the world a better place. Can explain what motivates me to make the worlds a better place.
		Can explain why I think my body is amazing. Can identify a range of ways to keep safe and healthy. Can give examples of when being healthy can help me feel happy.	Can explain why foods and medicines can be good for my body comparing my ideas with less healthy/unsafe choices. Can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.	Can identify things, people and places that I need to keep safe from. Can tell some strategies for keeping safe and healthy including who to go to for help. Can express how being anxious/scared and unwell feels.	Can recognise when people are putting me under pressure. Can explain ways to resist pressure when I want to Can identify feelings of anxiety and fear associated with peer pressure.	Can explain different roles that food and substances can play in people's lives. Can explain how people can develop eating problems (disorders) relating to body image pressures. Can explain how smoking and alcohol misuse is unhealthy. Can summarise different ways that I respect and value my body.	Can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. Can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.
		Can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. Can also explain how my qualities help these relationships. Can give examples of behaviour in other people that I appreciate and behaviours that I do not like.	Can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. Can give different problem-solving techniques and explain how I might use them in certain situations in my relationships.	Can explain how my life is influenced positively by people I know. Can explain how my life is influenced by people from other countries. Can explain why my choices might affect my family, friendships and people around the world who I do not know.	Can recognise how people are feeling when they miss a special person or animal. Can give ways that might help me manage my feelings when missing a special person or animal.	Can compare different types of friendships and the feelings associated with them. Can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. Can apply strategies to manage my feelings and pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	Can identify when people may be experiencing feelings associated with loss. Recognise when people are trying to gain power or control. Can explain the feelings I might experience if I lose somebody special. Can explain when I need to stand up for myself and my friends in real or online situations. Can offer strategies to help me manage these feelings and situations.
		Can compare how I am now to when I was a baby. Can explain some of the changes that will happen to me as I get older. Can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. Can explain why some changes I might experience might feel better than others.	Can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. Can explain why some types of touches feel OK and others do not. Can tell you what I like and do not like about being a boy/girl and getting older, recognise that other people might feel differently to me.	Can explain how boys' and girls' bodies change on the inside/outside during growing up process. Can tell you why these changes are necessary so that their bodies can make babies when they grow up. Recognise how I feel about these changes happening to me. Can suggest some ideas to cope with these feelings.	Can summarise the changes that happen to boy's and girls' bodies that prepare them for making a bay when they are older. Can explain some of the choices I might make in the future and some of the choices that I have no control over. Can offer some suggestions about how I might manage my feelings when changes happen.	Can explain how boys and girls change during puberty and why looking after myself physically and emotionally is importance. Can summarise the process of conception. Can express how I feel about the changes that will happen to me during puberty. Accept these changes might happen at different times to my friends.	Can describe how a baby develops from conception through the nine months of pregnancy and how it is born. Recognise how I feel when I reflect on becoming a teenager. Recognise how I feel about the development and birth of a baby.

Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. PSED – SC+SA 30-50 Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine. PSED – MF+B 30-50 Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. PD – H+SC 30-50 Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. UtW – P+C 30-50	part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. PSED – MF+B ELG Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing going to the toilet independently. PD – H+SC ELG Children know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. UtW – P+C ELG They represent their own ideas, thoughts and feelings through role-play and stories. EAD – BI ELG						

Healthy Mind, Happy Me Units							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	All About Me Module 1 Resilience and Coping Module 3 Being the Best I Can Be Module 5	Friendships Module 2 Belonging Module 4 My Wider World Module 6 Health Week Focus – Food/Healthy Diet	All About Me Module 1 Resilience and Coping Module 3 Being the Best I Can Be Module 5	Friendships Module 2 Belonging Module 4 My Wider World Module 6 Health Week Focus – Food/Healthy Diet	All About Me Module 1 Resilience and Coping Module 3 Being the Best I Can Be Module 5 Health Week Focus – Healthy Body and Mind	Friendships Module 2 Belonging Module 4 My Wider World Module 6 Health Week Focus – Safeguarding and Puberty	All About Me Module 1 Resilience and Coping Module 3 Being the Best I Can Be Module 5 Health Week Focus – Substances and Relationships