

ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL
WHOLE SCHOOL CURRICULUM
SEPTEMBER 2025 - 2026



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School Aims

- A. We provide a secure, safe and nurturing environment where children flourish.
- B. We provide all children with an exciting range of experiences and opportunities to recognise their own qualities regardless of need, ensuring that there is equality of opportunity.
- C. We provide a broad and balanced curriculum that inspires children to maximise their potential.
- D. We promote mutual respect, understanding and tolerance so enabling children to embrace diversity.
- E. We foster an ethos of teamwork to ensure continuous improvement and the highest standards of achievement and behaviour.
- F. We enable children to develop self-confidence, resilience and independence taking ownership of their learning and enabling them to meet future challenges.
- G. We promote professional relationships and mutual respect between all members of the school community thus modelling positive behaviours and attitudes for our children.
- H. We will keep the school at the heart of the local community, collaborating for mutual benefit to create and sustain positive opportunities for all.

Core Drivers - ALPS

Our core drivers underpin our curriculum and are our intent that will enable us to shape the curriculum around the needs and wants of our school and the children.



- ✓ **Academic Excellence** – our curriculum strives for excellence. We know that only our best is good enough and we work hard to maximise progress in learning for all children regardless of their starting points— academic, social and emotional, so that they can be the best they can be and make a positive difference to themselves and others in their community.
- ✓ **Life Long Learning** – our curriculum allows children to develop learning skills: readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners they can be so that they are prepared for the challenges we will face.
- ✓ **Possibilities and Risks** – our curriculum allows children to explore what is possible to be achieved when they identify goals based on consideration of people as unique individuals, with their own passions and ideas. We challenge children to extend their boundaries and develop independence.
- ✓ **Social Intelligence** – our children learn how to appreciate and respect differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.

PROGRESSION GRID – ACADEMIC EXCELLENCE

Children maximise their academic progress from their individual starting points. Children know what they can do and what they need to do next to make progress.

Focusing	Developing	Establishing	Enhancing
Children undertake predetermined tasks	Children can explain what they are learning by completing a predetermined task	Children can explain what they are learning and what they need to do next to improve	Children can identify and plan their own learning to address their learning needs
Tasks are teacher led	Tasks are led by the teacher but the children begin to take ownership of some elements	Children independently access learning opportunities	Children take ownership of their own learning, pursuing independent lines of enquiry
Children are working well below national expectations for their age	Children are working below national expectations for their age	Children are meeting national expectations for their age	Children are exceeding national expectations for their age
Children value task completion as the main objective	Children recognise completing tasks will help them improve	Children recognise that progress comes through hard work and that progress is relative to starting points	Children can articulate how they have progressed from their starting points and see progress as a long term aim
Children need adult supervision to remain on task	Children can focus independently for short periods of time on their tasks	Children can work independently until tasks are completed to the best of their ability	Children can focus for long periods, working diligently to complete tasks to the best of their ability
Children dislike making mistakes and see this as a sign of failure	Children have a 'can-do' attitude and willingly correct mistakes	Children recognise mistakes as learning opportunities	Children embrace challenges and value mistakes as important ways to improve
Children rely on extrinsic praise and rewards to achieve their best	Children see success as a means of improvement or achievement in comparison to peers. They rely on extrinsic rewards and praise but are beginning to develop intrinsic motivations.	Children thrive on success which can be as a result of self-improvement or a healthy competition with peers with similar abilities	Children have an intrinsic motivation to do well. They recognise and value competition with oneself as a means of achieving the highest success

PROGRESSION GRID – Life Long Learning

Children think deeply and creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

The key concept of philosophical thinking requires children to ask questions, combine understanding, experiences, imagination and reasoning to construct new knowledge. They are also expected to use existing knowledge in novel contexts.

Focusing	Developing	Establishing	Enhancing
Children can follow suggestions to solve a problem	Children make suggestions to help solve a problem	Children generate ideas and explore possibilities	Children consider the relevance and practicality of a range of ideas without limiting possibilities
Children need support when thinking creatively	Children ask questions to help understand things	Children ask questions to help apply their knowledge	Children ask questions to extend their thinking
Children ask others about what worked well and what could be improved	Children begin to connect their own and others' ideas and experiences	Children connect their own and others' ideas and experiences in inventive ways	Children connect their own and others' ideas and experiences in inventive and original ways
Children can recognise when assumptions are made	Children question the assumptions of others'	Children challenge the assumptions of others	Children question their own and others' assumptions
Children will use one approach to tackle a problem	Children attempt more than one approach when tackling a problem	Children attempt more than one approach and judge what worked well and what could be improved	Children try out alternatives or new solutions and follow ideas through
Children need support to identify how to make things work better when things are not working	Children can identify how to make things work better when things are not working	Children adapt their ideas and actions as circumstances change	Children show a determination to keep a project on track despite unforeseen circumstances

PROGRESSION GRID - Possibilities and Risk

Children organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively try new things and embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

They are expected to work independently on extended tasks that bring together different aspects of content, using several of the key processes.

Focusing	Developing	Establishing	Enhancing
Children need support when planning what to do and how to do it	Children are prepared to try new approaches	Children show responsibility and some initiative	Children seek out challenges or new responsibilities and show flexibility when priorities change
Children show an initial willingness to complete tasks	Children show a willingness to complete tasks and continue until they do	Children work towards goals independently and show perseverance	Children work towards goals, showing initiative, commitment and perseverance
Children need support to manage time and resources effectively	Children recognise that time and resources need to be managed	Children organise time and resources effectively	Children make efficient and effective use of time and resources, prioritising actions
Children avoid taking risks	Children take appropriate risks	Children take and manage risks	Children anticipate, take and manage risks
Children have some strategies to help them deal with competing pressures	Children have strategies to deal with competing pressures and can apply them	Children are able to deal with competing pressures	Children deal with competing pressures, including personal and work-related demands
Children seek support when needed	Children respond well to challenges and seek support when needed	Children embrace change, cope with challenges and seek support when needed	Children respond positively to change, seeking advice and support when needed
Children need support with managing their emotions and building relationships	Children manage their emotions for some of the time, and are able to build relationships	Children manage their emotions for the majority of the time, and are able to build relationships	Children manage their emotions, and build and maintain strong relationships

PROGRESSION GRID – Social Intelligence

Children appreciate and respect differences and celebrate the richness of the diversity in our community and beyond, acknowledging all the benefits that this brings. Children take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes. They can express their views, listen attentively and challenge the views of others respectfully.

Focusing	Developing	Establishing	Enhancing
Children can articulate basic feelings and with support communicate them	Children can recognise feelings and name them to understand and communicate them	Children recognise that they can take positive actions to control their emotions and behaviours	Children take proactive steps to manage their feelings and actions so that they are able to control a situation appropriately
Children express their emotions but fail to see how they have impacted others	Through discussion, children can see how their behaviour may have affected others	Children recognise that their behaviours affect others – positively and negatively	Children can recognize and articulate how their feelings and actions may have contributed to a situation and affect others
Children can only see a situation from their view point	With support and guidance, children take responsibility for their actions	More often than not children take responsibility for their actions	Children take responsibility for their actions
With support children express their wants and needs	Children can express their wants and needs without attacking another person	Children can explain why others may be acting in a certain way and how they may be feeling	They can resolve conflict and solve problems in a way that meets their needs and the needs of the other person in the relationship
Mistakes are identified by the adult and children reminded to apologise	Through discussion children recognise their mistakes and apologise	Children apologise independently	Children’s apologies result in changes in behaviour
Children need to be supported to realise that everyone is difference and unique	Children are sometimes reminded that all individuals are different and have unique, special qualities regardless of gender, race, ability or disability	Children readily accept differences as a positive and benefit for all	Children appreciate and respect differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.
Children work as individuals in a group situation	In group situations, children take on roles according to preferences and personalities rather than strengths	Children work cooperatively, working with each other’s strengths, so that tasks are completed well.	Children recognise and genuinely value what others bring to their lives and work. They collaborate effectively for the benefit of all recognising and maximising the strengths of others and their own limitations.

The following pages are the core curriculum that will be taught at Alderley Edge Community Primary School.

Whole School Curriculum – Individual Subjects

Our curriculum encompass the statutory requirements of the National Curriculum in England 2014 and the Cheshire Scheme for Religious Education. In addition to statutory prerequisites, it is specifically designed to meet the needs of the children in our community.

The subjects taught include:

- ✓ English
- ✓ Mathematics
- ✓ Science
- ✓ Computing
- ✓ Geography
- ✓ History
- ✓ Design Technology
- ✓ Art and Design
- ✓ Music
- ✓ Physical Education
- ✓ Languages
- ✓ Personal, Social, Health and Economic Education (PSHE)
- ✓ Religious Education

ART AND DESIGN

EYFS

Children in the Early Years have the opportunity to experiment with a wide range of tools, techniques and medias to show self-expression and gain new skills through exposure and resources in the environment. These may be open ended or modelled activities derived from children’s interests or identified areas or need. Planning and preparation for this changes to suit the children’s needs and is not planned in advance but supplements the directed teaching detailed below.

Drawing	Painting	Sculpture	Additional media
<ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • To listen and respond to music by creating story lines to match the mood and tone of what we can hear • To begin to develop observational skills to draw natural objects 	<ul style="list-style-type: none"> • Use a variety of printing techniques appropriately to make art work including hands, objects and bubble blowing • To explore colour mixing to make lighter and darker shades for effect • To use mono-print technique • To create own mono-printing templates by punching our designs into polystyrene • To use rollers to create mono – print shields • To experiment with pointillism to create “pop art” words and pictures 	<ul style="list-style-type: none"> • Mold and shape malleable materials to create a simple representation of different objects • Make choices and decisions about ways to join and construct a shopping bag • Explain processes and decisions and identify ways to improve design work. • To experiment with Salt Dough to make 3D objects. • To experiment with moving parts to create a turning windmill developing our construction, cutting skills, and using split pins. 	<ul style="list-style-type: none"> • Experiment with collage using different vegetables to make faces • Use a variety of art media and techniques to make bubble art • Replicate art works using the ‘Paint’ program on a computer • To use ICT to create simple representations linking to nature • To explore using pastel and Brush O Dye to create wildlife scenes and flower art

SUBJECT	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Drawing	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness • Use lines and enclosed shapes as a clear outline • Begin to control lines (colour inside lines) • Use pastel to create shapes and colour • Use smudging to blend colour together • Use pressure with pastel to create outlines, and shapes and detail. 	<ul style="list-style-type: none"> • Develop blending and smudging techniques • Use pastel to experiment with feathering • Use pastel to experiment with dotting • Use pastel to experiment with hatching • Observe real fruit and vegetables, artists still life representations • When observing looking for different qualities, shape, colour • Notice what can be seen and what is obscured • Make choices about shape and position to represent what can be seen • Layer colour and experiment with hatching 	<ul style="list-style-type: none"> • Draw with precision and care • Use thick pen to create bold outlines and thin pens for finer detail • Develop own expression when deciding what to draw • Develop hatching and cross hatching skills to add detail • Explore the style of Stone Age Cave Art • Work with charcoal to vary the thickness of lines • Use the tip and side of charcoal for different purposes • Experiment with scumbling and dusting 	<ul style="list-style-type: none"> • Develop skills to draw the reality of what can be seen • Using tone, light and shade to make things appear 3D • Develop use of hatching and cross hatching to show tone and texture • Begin to represent proportion • Carefully use pen to create strong outlines on top of paint art work. • Use dots, lines and dashes to create motion 	<ul style="list-style-type: none"> • To use different thickness of pens for effect • To experiment with line, dot and shape designs to replicate constellations • To draw lines with clear intention and with precision • Develop the perspective techniques previously taught, as well as using tone, light and shade to make things appear 3D • Develop previously taught skills of hatching and cross hatching to show tone and texture • Further develop shadow skills by observing the direction of the source of light 	<ul style="list-style-type: none"> • Use perspective to show fore, back and middle ground • Continue to use proportion and build accuracy • Develop previous skills using light and shade to make things appear 3D • Research fashion to fit a self-chosen brief • Plan and design an outfit to fit a self-chosen brief • To improve mastery of art and design techniques including drawing with a range of materials
Painting	<ul style="list-style-type: none"> • Use thick and thin brushes to create art work 	<ul style="list-style-type: none"> • Begin to mix secondary colours to further understand use of colour wheel 	<ul style="list-style-type: none"> • Develop knowledge of thick and thin brushes 	<ul style="list-style-type: none"> • Develop brush techniques and use a variety of brushes – including use of 	<ul style="list-style-type: none"> • To use black and white to create different shades of the same colour 	<ul style="list-style-type: none"> • Develop and refine brush stroke techniques

	<ul style="list-style-type: none"> • When is it appropriate to use each brush (thick for colouring, thin for detail, outline) • Mix paints to match tones; mixing with two colours – adding black and white for lighter/darker tones and tints • Control the consistency of paint • Use a colour wheel to identify primary, secondary and complementary colours • Use a colour wheel to develop colour mixing skills • Develop control through outlined printing by using “press and stamp” to create prints • Use repeating or over-lapping shapes 	<ul style="list-style-type: none"> • Understand appropriate use of warm and cold colours • Blend from warm to cold/light to dark • Use accuracy in small brushstrokes • Consider consistency when applying paint 	<ul style="list-style-type: none"> • Use brushes to block and wash colour • Use thin brushes to paint smaller spaces • Begin to use water colours experimenting with mixing • Experiment with changing shades using water. • Experiment with creating mood with colour • Build on knowledge of warm and cold colours 	<ul style="list-style-type: none"> • thick and thin brush strokes for accuracy • Paint accurately within lines using acrylic paints • Mix acrylic paints to create primary, secondary and tertiary colours (revisit colour wheel) • Begin to use complementary and opposing colours • Experiment with bleeding using watercolours • Confidently add colour to water on the page to give depth of colour • Begin to use light and shadow in the background and foreground • Experiment with using a dry brush to add details and texture 	<ul style="list-style-type: none"> • To apply different shades to polystyrene sheets to give a graduated effect • To confidently use printing techniques • To develop confidence in using quicker brushstrokes when using watercolour • Experiment with layering/overpainting to emphasise contrasts, and qualities of shape and tone • Develop the paint techniques previously taught for backgrounds within the artwork as a whole 	<ul style="list-style-type: none"> • Confidently use overpainting and layering for effect and to build depth of colour. • To improve the mastery of art and design techniques when using watercolours • Refine and build on previous acrylic techniques to include dry brushing, combing, wet in wet, overlay, sponging • To use additional detail to self-portrait as a form of self-expression • To improve the mastery of art and design techniques when using acrylic paints
Collage	<ul style="list-style-type: none"> • .Experiment combining types of the same material • Use paper to tear, cut and overlap for purpose 	<ul style="list-style-type: none"> • Develop planning skills • Begin to make artistic choices from a range of natural materials 	<ul style="list-style-type: none"> • Develop ideas and apply knowledge of previously taught processes 	<ul style="list-style-type: none"> • Develop abstract ways to show ideas for effect • Select a range of materials for a striking effect 	<ul style="list-style-type: none"> • Use oil pastel and brush O Dye to create a background • Layer photographs and printed images to give effect and add 	<ul style="list-style-type: none"> • Plan and design a collage by consistently referring back to annotated plans

	<ul style="list-style-type: none"> • Begin to arrange materials in symmetrical and/or aesthetically pleasing fashion • Describe similarities between own work and Artists. 	<ul style="list-style-type: none"> • Mix materials to create texture • Combine different materials to create effective design • Reflect a setting using collage 	<ul style="list-style-type: none"> • Layer and overwork materials with different media • Repeat the use of materials for effect • Select materials by colour and texture 	<ul style="list-style-type: none"> • Select materials by colour, texture and shape to match a theme. 	<p>detail to the foreground</p> <ul style="list-style-type: none"> • Express preferences through collage 	<ul style="list-style-type: none"> • Mix contrasting textures: rough/smooth plain/patterned • Add collage to a painted or printed background • Combine pattern, tone and shape • Work as part of a group to create an end piece
Sculpture	<ul style="list-style-type: none"> • Think about shape and simple proportion • Twist, scrunch and roll paper to create distinct, strong shapes • Use tape to encase shapes • Use tape to connect shapes • Explore how to block in a large area using the correct brush • Add detail using the correct brush 	<ul style="list-style-type: none"> • Think about shape and simple proportion to create simple shapes • Pinch, squeeze, roll and twist malleable materials on a small scale • Experiment to attach different pieces together 	<ul style="list-style-type: none"> • Cut and block clay to a suitable shape and size to start • Flatten, mould, model and shape clay as appropriate for the task • Connect clay and smooth to remove seams • Make a sculpture structurally robust to stand up independently 	<ul style="list-style-type: none"> • Design a roman style pot and copy from this when working with clay • Use thumbs to shape a lump of clay to create a chasm. • Pinch, push and shape the clay to create a desired pot shape. • Pinch, roll and squeeze clay to create additional details such as handles and spouts. • Use previously taught techniques to make a sculpture 	<ul style="list-style-type: none"> • Cut, flatten and smooth clay to create a base • Use clay cutting tools to make appropriate shapes • Use clay tools to give detail • Add materials such as beads, and gems to provide interesting detail 	<ul style="list-style-type: none"> • Develop skills when working with clay to create a solid figure • Smooth, mould, pinch and shape to provide form and perspective • Use clay tools confidently to mark and give detail • Add details to convey expression and movement

				structurally robust to stand up independently		
Media Explored	Pencil, colouring pencil, felt tip pen, oil pastel Poster paint, printing paint, Paper for collage Paper and tape to sculpt	Pencil, colouring pencil, oil pastel Poster paint Paper, tissue, found objects for collage Clay to sculpt	Pencil. Pen, charcoal. Batik, watercolour Clay, sticks and fabric to sculpt Mixed media for collage	Pencil, pen, charcoal Acrylic paint, watercolour Clay to sculpt Mixed media, paper, card, tinfoil, plastic other found objects of children's choosing/finding	Pen, pencil, oil pastel, charcoal Water colour, printing paints Clay, beads and tile to sculpt Oil Pastel Brush O Dye, photographs and printed images, typography and chosen materials for collage	Pen, pencil, oil pastels, felt tip, crayon, paints Watercolours, acrylic Clay for sculpting Found objects, mixed media, magazines, for collage
Artist Exposure	<ul style="list-style-type: none"> • Frida Kahlo • Vincent Van Gogh • Maurice Sendak • Wassily Kandinsky • Julie Mehretu • Orla Keily • Angus Fairhurst 	<ul style="list-style-type: none"> • Andy Goldsworthy • Alma W Thomas • Katernyna Bilokur • Guiseppe Arcimbolo • LS Lowry 	<ul style="list-style-type: none"> • David Hockney • Eileen Agar • Jeanie Baker 	<ul style="list-style-type: none"> • Henry Moore • M.C. Escher • Zaha Hadid • Hokusai 	<ul style="list-style-type: none"> • Claude Monet • Kitty Harvill • Bri Buckley 	<ul style="list-style-type: none"> • Frida Kahlo • Jane Perkins • William Morris

COMPUTING

EYFS	<p>Computing in the EYFS is part of the ‘Knowledge and Understanding of the World’ strand of the framework. It is centred around play-based activities that focus on building children’s listening skills, curiosity and creativity and problem solving.</p> <p>Technology in the Early Years includes: taking a photograph with a camera or tablet using desktop computers, the mouse, keyboard and pre-determined programmes searching for information on the internet playing games on the interactive whiteboard exploring an old typewriter or other mechanical toys using programmable toys such as a Beebot watching a video clip or listening to music on a device using play, pause, forward and back</p> <p>We allow children the opportunity to explore technology, often in a child-led way, to develop a familiarity with equipment and vocabulary so they will have a strong start in Year 1 Computing and all that it demands.</p> <p>To begin to understand the need to be safe online and to tell an adult if we have a problem</p>			
	COMPUTER SCIENCE	INFORMATION TECHNOLOGY	DIGITAL LITERACY	ONLINE SAFETY
YEAR 1	<p>Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective.</p> <p>They know that an algorithm written for a computer is called a program.</p> <p>Children can work out what is wrong with a simple algorithm when the steps are out of order</p> <p>They can write their own simple algorithm</p> <p>Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code</p> <p>When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program.</p>	<p>Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work</p> <p>They can follow simple instructions to access and use resources and programmes</p>	<p>Children understand what is meant by technology and can identify a variety of examples both in and out of school.</p> <p>They can make a distinction between objects that use modern technology and those that do not</p> <p>Children understand the importance of keeping information, such as their usernames and passwords, private</p> <p>Children learn to save their work in their own private space</p>	<p>To log in safely and know why it is important</p> <p>To start to understand the idea of ‘ownership’ of their creative work</p> <p>To understand the importance of logging out when they have finished.</p> <p>To begin to understand the 4Cs on online safety including:</p> <ul style="list-style-type: none"> • Content • Contact • Conduct • Commerce

<p>YEAR 2</p>	<p>Children can explain that an algorithm is a set of instructions to complete a task.</p> <p>Children develop an awareness of the need to be precise with their algorithms so that they can be successfully converted into code.</p> <p>Children create a simple program that achieves a specific purpose. They identify and correct some errors.</p> <p>Children increase awareness of the need for logical, programmable steps.</p> <p>Children identify the parts of a program that respond to specific events and initiate specific actions. They can write a cause and effect sentence of what will happen in a program.</p>	<p>Children learn to organise data and can retrieve specific data for conducting simple searches.</p> <p>Children learn to edit more complex digital data such as music compositions</p> <p>Children can create, name, save and retrieve content.</p> <p>Children learn to use a range of media in their digital content including photos, sound and text</p>	<p>Children learn to retrieve relevant, purposeful digital content using a search engine.</p> <p>They learn to apply their learning of effective searching beyond the classroom and to share this knowledge</p> <p>Children learn to make links between technology they see around them, coding and multimedia work they do in school</p> <p>Children begin to understand how things are shared electronically</p> <p>They develop an understanding of using email safely and know ways of reporting inappropriate behaviours and content to a trusted adult.</p> <p>Children know the implications of inappropriate online searches.</p>	<p>To understand how we talk to others when they are not there in front of us</p> <p>To understand that information put online leaves a digital footprint or trail</p> <p>To begin to think critically about the information they leave online</p> <p>To identify the steps that can be taken to keep personal data and hardware secure</p> <p>To begin to understand the 4Cs on online safety including:</p> <ul style="list-style-type: none"> • Content • Contact • Conduct • Commerce
<p>YEAR 3</p>	<p>To turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts.</p> <p>To identify an error within their program that prevents it following the desired algorithm and then fix it.</p> <p>To design and code a program that follows a simple sequence.</p> <p>To use timers to achieve repetition effects in their programs and begin to understand the difference between timer commands and repeat commands</p>	<p>To know how to carry out simple searches to retrieve digital content</p> <p>To know that to search online they are connecting to the internet and using a search engine</p> <p>To be able to collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database</p> <p>To know different software have a different purpose and what software is most appropriate for a given task.</p> <p>To create purposeful content to attach to emails</p>	<p>To know the importance of having a secure password and not sharing this with anyone else.</p> <p>To know and explain the negative implications of failure to keep passwords safe and secure.</p> <p>To know why it is important to stay safe online</p> <p>To know how to behave appropriately online</p> <p>To know more than one way to report unacceptable content and contact</p>	<p>To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away</p> <p>For pupils to consider if what they read on websites is true and how to check for accuracy</p> <p>To know about the meaning of age restrictions symbols on digital media and devices.</p> <p>To know where to turn for help if they see inappropriate content or have inappropriate contact from others</p> <p>To know how to use email safely</p>

	<p>To understand how variables can be used to store information while a program is executing</p> <p>To structure a program in logical, achievable steps and absorb some new knowledge of coding structures e.g., 'if' statements, repetition and variables.</p> <p>To identify errors in more complex algorithms and can correct this</p> <p>To 'read' programs with several steps and predict the outcome accurately</p> <p>To know a range of ways that the internet can be used to provide different methods of communication. and use some of these methods of communication</p> <p>To know appropriate email conventions when communicating in this way</p>			<p>To develop understanding of the 4Cs on online safety including:</p> <ul style="list-style-type: none"> • Content • Contact • Conduct • Commerce
YEAR 4	<p>To know how to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>To use timers to achieve repetition effects are more logical and are integrated into their program designs.</p>	<p>To know and understand the function, features and layout of a search engine.</p> <p>To be able to appraise selected webpages for credibility and information at a basic level.</p> <p>To be able to act on feedback to make improvements to digital</p> <p>To be able to make informed software choices when presenting information and data.</p> <p>They create linked content using a range of software</p>	<p>To use concept mapping software.</p> <p>To be able to explain the importance of online safety to others.</p> <p>To know a range of ways of reporting inappropriate content and contact</p> <p>To know that copying the work of others and presenting it as their own is called 'plagiarism' and to know the consequences of plagiarism</p>	<p>To further develop understanding of the online safety implications associated with the ways the internet can be used to provide different methods of communication</p> <p>To understand how pupils can protect themselves from online identity theft</p> <p>To know that information put online leaves a digital footprint or trail and that this can aid identity theft</p>

	<p>To know how to use 'if statements' for selection and how to combine these with other coding structures including variables to achieve the effects that they design in their programs.</p> <p>To know how to use variables to store information while a program is executing,</p> <p>To know how to use and manipulate the value of variables.</p> <p>To use inputs and outputs such as 'print to screen'</p> <p>To design programs that that are logical and have achievable steps and absorbing some new knowledge of coding structures. For example, 'if' statements, repetition and variables.</p> <p>To identify errors in code and make logical attempts to correct this.</p> <p>To 'read' programs with several steps and predict the outcome accurately</p> <p>To know the main component parts of hardware which allow computers to join and form a network.</p>	<p>To be able to share digital content within school</p>		<p>To Identify the risks and benefits of apps and software (free and paid)</p> <p>To know the importance of balancing game and screen time with other parts of their lives</p> <p>To be able to assess information for validity and reliability</p> <p>To develop understanding of the 4Cs on online safety including:</p> <ul style="list-style-type: none"> • Content • Contact • Conduct • Commerce
YEAR 5	<p>To be able to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts.</p> <p>To be able to test and debug their own programs as they go and can use logical methods to identify the approximate cause of any bug with some support if needed</p> <p>To know how to translate algorithms that include sequence, selection and repetition</p>	<p>To know how to search with greater complexity for digital content when using a search engine using filters.</p> <p>To know the features of a credible webpage and decide on its credibility based on the information it contains</p> <p>To know how to make appropriate improvements to digital solutions based on</p>	<p>To have secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services.</p> <p>To know and be able to relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others</p>	<p>To gain a greater understanding of the impact that sharing digital content can have.</p> <p>To review sources of support when using technology.</p> <p>To review pupils' responsibility to one another in their online behaviour</p> <p>To know how to maintain secure passwords.</p>

	<p>into code with increasing ease and apply to their own designs To know how to combine sequence, selection and repetition with other coding structures to achieve their algorithm design.</p> <p>To begin to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables.</p>	<p>feedback and confidently comment on the success of the solution.</p> <p>With the support of others know how to create content and solutions using digital features within software such as collaborative mode.</p>	<p>To know some of the benefits of computer networks and some of the main dangers.</p> <p>To know what personal information is and can explain how this can be kept safe.</p> <p>To be able to select the most appropriate form of online communications contingent on audience and digital content</p>	<p>To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this</p> <p>To be able to identify appropriate and inappropriate text, photographs and videos and the impact of sharing these online</p> <p>To further develop understanding of the 4Cs on online safety including:</p> <ul style="list-style-type: none"> • Content • Contact • Conduct • Commerce
YEAR 6	<p>To know how to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs.</p> <p>To know how to test and debug their program as they go and use logical methods to identify the cause of bugs</p> <p>To know how to use systematic approach to try to identify a particular line of code causing a problem and why it is important to work systematically</p> <p>To know how to translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures</p> <p>To know how to nest structures with in code</p> <p>To know how to use more complex variables in coding, outputs such as sound and</p>	<p>To apply filters when searching for digital content.</p> <p>To know how to evaluate a webpage for credibility and the information it contains</p> <p>To know how to adapt digital content to meet the purpose and audience</p> <p>To create a blog</p> <p>To use criteria to evaluate the quality of digital solutions to identify improvement and make some refinements.</p>	<p>To know and use, safely and respectfully, a range of different technologies and online services.</p> <p>They identify more discreet inappropriate behaviours and can explain why these are wrong</p> <p>To explain the value in preserving their privacy when online for their own and other people's safety</p>	<p>To know benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location.</p> <p>To know how to identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon</p> <p>To know the benefits and risks of giving personal information and device access to different software</p> <p>To know and understand appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour</p> <p>To know the positive and negative influences of technology on health and the environment</p> <p>To understand how and why blog posts are approved</p> <p>To enhance understanding of the 4Cs on online safety including:</p> <ul style="list-style-type: none"> • Content • Contact • Conduct • Commerce

	<p>movement, inputs from the user of the program such as button clicks</p> <p>To know how to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the programme as a whole</p> <p>To know and understand the difference between the internet and the World Wide Web.</p> <p>To know what a WAN and LAN are and describe how they access the internet in school</p>			
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DESIGN TECHNOLOGY

	DESIGN	MAKE	EVALUATE	TECHNICAL KNOWLEDGE	TOPIC AREAS
EYFS	<p>state what products they are designing and making</p> <p>say whether their products are for themselves or others</p> <p>describe what their products are for</p> <p>list criteria for an effective product</p>	<p>Uses simple tools to effect changes to materials.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using</p>	<p>Say if they like or do not like their produce</p> <p>Say what they like and what they might change</p>	<p>With support begin to incorporate moving parts in to models. For example, use split pins to make parts move</p> <p>To know how to use scissors safely</p> <p>Know that material can be joined in different ways</p> <p>Know where food comes from</p> <p>To know heat changes ingredients</p>	<p>Mechanisms – Let’s Move (Windmills)</p> <p>Structures – Shopping bags</p> <p>Food Technology– Honey Biscuits</p>
YEAR 1	<p>state what products they are designing and making</p> <p>say whether their products are for themselves or other users</p> <p>describe what their products are for</p> <p>use simple design criteria to help develop their ideas</p> <p>generate ideas by drawing on their own experiences</p>	<p>plan by suggesting what to do next</p> <p>select from a range of tools and equipment, explaining their choices</p> <p>select from a range of materials according to their characteristics</p> <p>assemble, join and combine materials</p>	<p>explain if they like or do not like their finished product and why</p> <p>suggest how they can improve their products</p>	<p>Know about the simple working characteristics of materials and components</p> <p>Know that materials can be made stronger, stiffer and more stable</p> <p>Use the correct technical vocabulary for the projects they are undertaking</p> <p>Know how to use tools safely</p> <p>Food products can be combined</p> <p>Grips for chopping ingredients</p>	<p>Structures – Homes</p> <p>Food Technology – Who Has Eaten My Rice?</p> <p>Textiles – Weaving</p> <p>Mechanisms – Moving Pictures</p>

	<p>use knowledge of existing products to help come up with ideas</p> <p>develop and communicate ideas by talking and drawing</p>			Introduced to the Eat Well Plate	
YEAR 2	<p>state what products they are designing and making</p> <p>say whether their products are for themselves or other users</p> <p>describe what their products are for</p> <p>use simple design criteria to help develop their ideas</p> <p>generate ideas by drawing on their own experiences</p> <p>use knowledge of existing products to help come up with ideas</p> <p>develop and communicate ideas by talking and drawing</p>	<p>plan by suggesting what to do next</p> <p>select from a range of tools and equipment, explaining their choices</p> <p>select from a range of materials according to their characteristics</p> <p>assemble, join and combine materials</p> <p>Use a template</p> <p>Use stitching to combine fabrics Cut, peel, chop, grate, slice</p>	<p>explain if they like or do not like their finished product and why</p> <p>suggest how they can improve their products</p> <p>Key Event and Individuals Delia Smith</p>	<p>With support include simple movement in models</p> <p>To know and use terms wheel, axel and winch</p> <p>To give a simple explanation of how the movement is created</p> <p>Know that a balanced diet contains food from the different sections of the Eat Well Plate</p>	<p>Mechanisms – Wind It Up (Wells)</p> <p>Food Technology – party food</p> <p>Textiles – Puppets</p> <p>Structures – Off the Ground</p>
YEAR 3	<p>describe the purpose of their products</p> <p>indicate the design features of their products that will appeal to intended users</p> <p>explain how particular parts of their products work</p> <p>gather information about the needs and wants of particular individuals and groups</p> <p>develop their own design criteria and use these to inform their ideas</p>	<p>select tools and equipment suitable for the task and explain choice</p> <p>explain their choice of materials and components according to functional properties and aesthetic qualities</p> <p>order the main stages of making</p> <p>assemble, join and combine materials and components with some accuracy</p> <p>know and use a wider range of stitches</p> <p>develop skills in peeling, chopping, slicing and grating</p>	<p>Explain how well products have been designed and made</p> <p>Explain how well products achieve their purposes</p> <p>Explain how well products meet user needs and wants</p> <p>Key Event and Individuals Antonio Carluccio – Italian cooking</p> <p>William Morris – wall paper and fabric</p>	<p>Use learning from mathematics to help design and make products that work</p> <p>Know that materials have both functional properties and aesthetic qualities</p> <p>Know that materials can be combined and mixed to create more useful characteristics</p> <p>Use the correct technical vocabulary for the projects they are undertaking</p>	<p>Structures – Picture Frames</p> <p>Food Technology - Pizza</p> <p>Textiles – Book Marks</p> <p>Mechanisms – Air Power</p>

	<p>model their ideas using prototypes and pattern pieces</p> <p>use samplers to generate ideas</p> <p>use annotated sketches</p>	<p>measure and weight using scales</p> <p>knead, roll, spread and shape</p> <p>work safely and hygienically</p>	<p>Ettore Sottsass – Italian furniture designer (wood)</p> <p>Beatrice Shilling - British aeronautical engineer and motorcycle racer</p>	<p>Know how to make strong, stiff shell structures</p>	
YEAR 4	<p>describe the purpose of their products</p> <p>indicate the design features of their products that will appeal to intended users</p> <p>explain how particular parts of their products work</p> <p>gather information about the needs and wants of particular individuals and groups</p> <p>develop their own design criteria and use these to inform their ideas</p> <p>model their ideas using prototypes and pattern pieces</p> <p>use annotated sketches</p>	<p>select tools and equipment suitable for the task and explain choice</p> <p>explain their choice of materials and components according to functional properties and aesthetic qualities</p> <p>order the main stages of making</p> <p>assemble, join and combine materials and components with some accuracy</p> <p>create and use own template</p> <p>combine fabrics using stitches (applique)</p> <p>to proof and bake</p> <p>work safely and hygienically</p>	<p>Explain how well products work</p> <p>Explain how well products achieve their purposes</p> <p>Explain how well products meet user needs and wants</p> <p>Key Event and Individuals Henry Jones – Self Raising Flour</p> <p>Stella McCartney – fashion designer</p> <p>Thomas Eddison – inventor / engineer</p> <p>Leonardo Da Vinci –engineer - mechanical lion</p>	<p>how to use learning from science and mathematics to help design and make products that work e.g. yeast in dough</p> <p>that materials have both functional properties and aesthetic qualities</p> <p>that materials can be combined and mixed to create more useful characteristics</p> <p>Explain how mechanical systems such as cams or pulleys or gears create movement</p> <p>how more complex electrical circuits and components can be used to create functional products</p>	<p>Mechanisms – Moving Toys</p> <p>Food Technology - bread</p> <p>Textiles – Reuse and Recycle (t-shirt bags)</p> <p>Structures – Light It Up</p>
YEAR 5	<p>carry out research, using surveys, interviews, questionnaires and web-based resources</p> <p>develop a simple design specification to guide thinking</p> <p>generate innovative ideas, drawing on research share and clarify ideas through discussion</p>	<p>formulate step-by-step plans as a guide to making</p> <p>accurately measure and cut materials</p> <p>accurately assemble and combine materials</p> <p>accurately apply a range of finishing techniques</p>	<p>critically evaluate the quality of the design, manufacture and fitness for purpose of their products</p> <p>as they design and make evaluate their ideas and products against their original design specification</p> <p>Cost final products e.g. recipes</p>	<p>Know how to build strong and stable structures</p> <p>Combine elements to make structures stronger</p> <p>To know and use different joining techniques</p> <p>Know process of farm to fork</p>	<p>Structures – Bridges</p> <p>Food Technology - salads</p> <p>Textiles – Cushions</p> <p>Mechanisms - Gears</p>

	<p>model their ideas using prototypes and pattern pieces</p> <p>use annotated sketches, cross-sectional drawings and exploded diagrams to</p> <p>develop and communicate their ideas</p> <p>use computer-aided design to develop and communicate their ideas</p>	<p>use techniques that involve a number of steps</p> <p>demonstrate resourcefulness when tackling practical problems</p> <p>Use a sewing machine</p> <p>Use fabric paints and printing techniques</p>	<p>Key Event and Individuals Charles Rennie Mackintosh – designer, artist, architect</p> <p>Zephyr Wright – cook to President Johnson / civil rights movement</p> <p>Isambard Kingdom Brunel – bridge, road, canal engineer</p> <p>James Dyson – Industrial engineer and designer</p>	<p>Know food is seasonal</p>	
<p>YEAR 6</p>	<p>carry out research, using surveys, interviews, questionnaires and web-based resources</p> <p>develop a simple design specification to guide thinking</p> <p>generate innovative ideas, drawing on research share and clarify ideas through discussion</p> <p>model their ideas using prototypes and pattern pieces</p> <p>use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas</p> <p>use computer-aided design to develop and communicate their ideas</p>	<p>formulate step-by-step plans as a guide to making</p> <p>accurately measure and cut materials</p> <p>accurately assemble and combine materials</p> <p>accurately apply a range of finishing techniques</p> <p>use techniques that involve a number of steps</p> <p>demonstrate resourcefulness when tackling practical problems</p> <p>combine multiple techniques and stitches to create a more complex product</p>	<p>critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make</p> <p>evaluate their ideas and products against their original design specification</p> <p>Suggest ways that the design could be improved in the future</p> <p>Evaluate the sustainability of products e.g. food</p> <p>Key Event and Individuals Madhur Jaffery – Indian cooking</p> <p>Zika Ascher – artist, textiles, designer</p> <p>Walt W Braithwaite – Jamaican born engineer</p>	<p>Explain how to use learning from science and mathematics to help design and make products that work</p> <p>Know that materials have both functional properties and aesthetic qualities and explain these</p> <p>Know that materials can be combined and mixed to create more useful characteristics</p> <p>Explain how mechanical systems such as cams or pulleys or gears create movement</p> <p>Explain how more complex electrical circuits and components can be used to create functional products</p> <p>Know and understand air miles</p>	<p>Mechanisms – Moving Vehicles</p> <p>Food Technology – Food on the Go</p> <p>Textiles – Fab-Fix Repair Kit</p>

ENGLISH

EYFS

Children in the Early Years have the opportunity to experiment with a wide range of materials to help develop mark making and writing skills. They will also have constant access to print in many forms, as well as a wide range of books that have been shared as a class and that children can select independently. Children will also have access to different activities that will help to develop both blending and segmenting skills. These may be open ended or modelled activities derived from children’s interests or identified areas or need. Planning and preparation for this changes to suit the children’s needs and is not planned in advance but supplements the directed teaching detailed below. There may be additional areas of development in between these learning objectives, and additional challenge depending on the cohorts needs, strengths and weaknesses.

<p>Comprehension</p> <ul style="list-style-type: none"> • Re-tell a story • Sequence a story • Discuss key characters and settings in stories • Recognise rhyme and alliteration • Follow instructions read in texts • Understand the key features of a book to develop “book language” • Understand the difference between fiction and non-fiction • Re-call facts and information from non-fiction texts and stories that are read to them • Re-call information and answer simple questions about what they have read themselves • Make predictions about what may happen next in a story • Join in guided reading sessions and complete cloze procedure questions to demonstrate understanding 	<p>Word Reading</p> <ul style="list-style-type: none"> • Hear and say the initial sounds in words and match words accordingly • Read familiar words including their own name • Recognise and say the single sound graphemes of the alphabet • Recognise and say 10 diagraphs • Blend to read CVC words • Begin to read simple CVC words without blending • Understand that CEW/red words cannot be blended • Begin to read simple sentences using a combination of whole word reading and phonics strategies • Blend to read more complex words, including those of two syllables and containing digraphs and trigraphs 	<p>Writing</p> <ul style="list-style-type: none"> • Use pictures to demonstrate understanding before writing words • Hear, say and write the initial sounds in words • Form letters recognisably • Label using initial and some corresponding sounds in words • Write CVC words accurately • Write lists by employing phonics strategies to attempt more complex words • Use simple adjectives to label and describe • Begin to write short phrases and captions • Begin to write short sentences using repeated phrasing • Begin to use finger spaces in sentence writing • Begin to write our own sentences by saying them out loud first • To independently write sentences that can be read by themselves and others
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SUBJECT	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
ENGLISH Writing	<ul style="list-style-type: none"> • Name the letters of the alphabet • Spell very common ‘exception’ words • Spell days of the week • Use very common prefixes & suffixes • Form lower case letters correctly 	<ul style="list-style-type: none"> • Spell by segmenting into phonemes • Learn to spell common ‘exception’ words • Spell using common suffixes, etc. • Use appropriate size letters & spaces • Develop positive attitude & stamina for writing 	<ul style="list-style-type: none"> • Use prefixes & suffixes in spelling • Use dictionary to confirm spellings • Write simple dictated sentences • Plan to write based on familiar forms • Rehearse sentences orally for writing 	<ul style="list-style-type: none"> • Correctly spell common homophones • Plan writing based on familiar forms • Organise writing into paragraphs • Use simple organisational devices • Proof-read for spelling & punctuation errors 	<ul style="list-style-type: none"> • Secure spelling, inc. homophones, prefixes, silent letters, etc. • Use a thesaurus • Plan writing to suit audience & purpose • Develop character, setting & atmosphere in narrative 	<ul style="list-style-type: none"> • Use knowledge of morphology & etymology in spelling • Plan writing to suit audience & purpose; use models of writing • Develop character & setting in narrative • Select grammar & vocabulary for effect

	<ul style="list-style-type: none"> Form capital letters & digits Compose sentences orally before writing Read own writing to peers or teachers 	<ul style="list-style-type: none"> Begin to plan ideas for writing Record ideas sentence-by-sentence Make simple additions & changes after proof-reading Write about real events 	<ul style="list-style-type: none"> Use varied rich vocabulary Create simple settings & plot Assess effectiveness of own and others' writing 	<ul style="list-style-type: none"> Evaluate own and others' writing Read own writing aloud 	<ul style="list-style-type: none"> Use organisational & presentational features Use consistent appropriate tense Proof-reading Perform own compositions 	<ul style="list-style-type: none"> Use a wide range of cohesive devices Ensure grammatical consistency
Grammar	<ul style="list-style-type: none"> Leave spaces between words Begin to use basic punctuation: . ? ! Use capital letters for proper nouns. Use common plural & verb suffixes 	<ul style="list-style-type: none"> Use . ! ? , and ' <ul style="list-style-type: none"> Use simple conjunctions to coordinate sentences Begin to expand noun phrases Use some features of standard English 	<ul style="list-style-type: none"> Use range of conjunctions Use perfect tense Use range of nouns & pronouns Use time connectives Introduce speech punctuation Know language of clauses 	<ul style="list-style-type: none"> Use wider range of conjunctions Use perfect tense appropriately Select pronouns and nouns for clarity Use & punctuate direct speech Use commas after front adverbials 	<ul style="list-style-type: none"> Use expanded noun phrases Use modal & passive verbs Use relative clauses Use commas for clauses Use brackets, dashes & commas for parenthesis 	<ul style="list-style-type: none"> Use appropriate register/ style Use the passive voice for purpose Use features to convey & clarify meaning Use full punctuation Use language of subject/object
Handwriting and presentation	<ul style="list-style-type: none"> Form lower case, correct size relative to one another Start using diagonal and horizontal strokes and know which letters are better left un-joined Capital and digits of the correct size Spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> Form lower case, correct size relative to one another Start using diagonal and horizontal strokes and know which letters are better left un-joined Capital and digits of the correct size Spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> Diagonal and horizontal stokes to join letters Which letters to join an which to leave un-joined Increasing legibility, consistency and quality 	<ul style="list-style-type: none"> Diagonal and horizontal stokes to join letters Which letters to join an which to leave un-joined Increasing legibility, consistency and quality 	<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed Choose the best implement for the task Decide on most appropriate presentation for the task 	<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed Develop legible personal handwriting style Choose the best implement for the task Decide on most appropriate presentation for the task
ENGLISH Reading	<ul style="list-style-type: none"> Match graphemes and phonemes Read accurately by blending Read words with common suffixes Read and understand contractions 	<ul style="list-style-type: none"> Read accurately most words of 2 or more syllables Read common suffixes Read phonic appropriate books without over sounding or blending Read 90 words per minute 	<ul style="list-style-type: none"> Use knowledge to read 'exception' words Read range of fiction and non-fiction Use dictionaries for meanings Perform plays and poetry 	<ul style="list-style-type: none"> Secure decoding of unfamiliar words Read for range of purposes Retell stories orally Discuss words and phrases that capture imagination 	<ul style="list-style-type: none"> Apply knowledge of morphology and etymology when reading new words Read and discuss broad range of genres & texts Identify and discuss themes 	<ul style="list-style-type: none"> Read broad range of genres Recommend books to others Make comparisons within/across books Support inferences with evidence

	<ul style="list-style-type: none"> Read phonics books aloud Join in with predictable phrases Discuss significance of title and events Make simple predictions 	<ul style="list-style-type: none"> Read common 'exception' words Check what they are reading makes sense to them Discuss and express views about fiction, non-fiction and poetry Ask & answer questions; make predictions Begin to make inferences 	<ul style="list-style-type: none"> Check own understanding of reading Draw inferences and make predictions Retrieve and record from non-fiction books Discuss reading with others 	<ul style="list-style-type: none"> Identify themes and conventions Make inferences Justify predictions Recognise variety of forms of poetry Identify and summarise ideas 	<ul style="list-style-type: none"> Make recommendations to others Learn poetry by heart Draw inference & make predictions Retrieve and present information from non-fiction texts Formal presentations and debates 	<ul style="list-style-type: none"> Summarise key points from text Identify how language, structure etc. contribute to meaning Discuss use of language inc. figurative Discuss and explain reading, providing reasoned justification
Poetry	<ul style="list-style-type: none"> Poems that use pattern, rhyme and description Rhyming couplets 	<ul style="list-style-type: none"> Poems that use pattern, rhyme and description Nonsense, humorous poems and limericks 	<ul style="list-style-type: none"> Learn by heart and perform a significant poem Write acrostics 	<ul style="list-style-type: none"> Learn by heart and perform a significant poem Write haikus and cinquains 	<ul style="list-style-type: none"> Learn by heart and perform a significant poem Write poems that convey imagery 	<ul style="list-style-type: none"> Learn by heart and perform a significant poem Write poems that convey imagery
English Speaking and Listening	<ul style="list-style-type: none"> Listen & respond appropriately Ask relevant questions Maintain attention & participate 	<ul style="list-style-type: none"> Articulate & Justify answers Initiate & respond to comments Use spoken language to develop understanding 	<ul style="list-style-type: none"> Give structured descriptions Participate activity in conversation Consider & evaluate different viewpoints 	<ul style="list-style-type: none"> Articulate & justify opinions Speak audibly in Standard English Gain, maintain & monitor interest of listeners 	<ul style="list-style-type: none"> Give well-structured explanations Command of Standard English Consider & evaluate different viewpoints Use appropriate register 	<ul style="list-style-type: none"> Use questions to build knowledge Articulate arguments & opinions Use spoken language to speculate, hypothesise & explore Use appropriate register & language
ENGLISH Genres	<ul style="list-style-type: none"> Stories set in known places Stories and plays using the language of fairy tales Captions and labels Lists Recount Non-fiction – fact writing 	<ul style="list-style-type: none"> Stories with imaginary settings Instructions Glossaries Non-chronological reports Book reviews Recount Letter Information text Explanations 	<ul style="list-style-type: none"> Stories set in known places Adventure stories Letters Write stories and letters inspired by reading across the curriculum Instructions Recounts - Diaries Non-chronological reports 	<ul style="list-style-type: none"> Stories containing mythical, legendary or historical events Myths and legends Write stories inspired by reading across the curriculum Persuasive – adverts Journalistic style Twisted narrative Letters 	<ul style="list-style-type: none"> Stories set in known places Historical stories Letters Write stories, biographies and letters inspired by reading across the curriculum Autobiographies Recounts Write persuasively - letters Journalistic style Write formally 	<ul style="list-style-type: none"> Stories containing mythical, legendary or historical events Flashback stories Mystery stories and suspense Plays Write stories, biographies and scripts inspired by reading across the curriculum Balanced arguments Non-chronological reports Explanations Dialogue Write formally

SUBJECT	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Supporting Texts	<ul style="list-style-type: none"> • Rapunzel • Where The Wild Things Are • Major Glad Major Dizzy • We All Went On Safari • Mama Panya’s Pancakes • Bringing the rain to Kapiti plain • Secret of Black Rock • Hermelin • Julia Donaldson Poems to perform 	<ul style="list-style-type: none"> • A River • The Night Gardener • The King Who Banned the Dark • Rosie Revere Engineer • The Bog Baby • Grandads Island 	<ul style="list-style-type: none"> • Stone Age Boy • Stone Age to Bronze Age • The Iron Man • The Return • Rhythm of the Rain • Egyptology • Fox • Puffin book of utterly brilliant poetry 	<ul style="list-style-type: none"> • The Lost Happy Endings • Escape from Pompeii • The Journey • Arthur and the Golden Rope 	<ul style="list-style-type: none"> • Railway Children • Highwayman –poem • Henry’s Freedom Box • The Promise • Legacies of the Industrial Revolution • The Errand • The Earth in Space • Hidden Figures • Click Clack the Rattlebag • Where Once We Stood • Poems for Every Night of the Year • King Kong • Lost Book of Adventure 	<ul style="list-style-type: none"> • Goodnight Mr Tom • Rose Blanche • Diary of Anne Frank • The Arrival – S Tann • Hansel and Gretel – Neil Gaimon • The Wolves in the Wall • The Island • The Ways of the Wolf • The Origin of the Species • Darwin • Brazil – The Land and the People • Night of the Gargoyles • Survivors • Dreams of Freedom

GEOGRAPHY

CHILDREN IN RECEPTION SHOULD -	<p>Look carefully at our surroundings Comment on and ask questions about the things we observe Draw information from what they can see on a map Explain and describe similarities and differences between the Caribbean and the United Kingdom looking at food, weather and ways of life. Explain and describe similarities and differences between Russia and the United Kingdom looking at food, weather and ways of life. To discuss the seasons and observe the changes in the weather To compare the features of the countryside to the features of a city To understand what a plant needs to grow To observe and record changes over time regarding plants and vegetables</p>	ELG	<p>People Culture and Communities Describe their local environment using knowledge from observation discussion, stories, non-fiction texts and maps Explain some similarities and differences between life in this country and life in other countries ,drawing on knowledge from stories, nonfiction texts and (where appropriate) maps</p> <p>The Natural world Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including seasons and changing states of matter Explore the natural world around them, making observations and drawing pictures of animals and plants Draw information from a simple maps</p> <p>Areas of Study People culture and communities</p> <ul style="list-style-type: none"> • Comparing environments Caribbean and UK • Maps – trips to Waitrose • Where does food come from <p>Natural word</p> <ul style="list-style-type: none"> • Changes in seasons/weather • Contrasting environments
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SUBJECT	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
GEOGRAPHY Investigating Places	<p>Enquiry and Investigation With support he/she can use aerial photographs to identify key landmarks, and basic human and physical features of the area studied.</p> <p>Enquiry and Investigation With support e/she can use information books to compare the similarities and differences between places studied at KS1.</p> <p>Enquiry and Investigation With support he/she can collect information about his/her local environment. e.g. Using tally charts.</p>	<p>Enquiry and Investigation With growing confidence he/she can use aerial photographs to identify key landmarks, and basic human and physical features of the area studied.</p> <p>Enquiry and Investigation With growing confidence he/she can use information books to compare the similarities and differences between places studied at KS1.</p> <p>Enquiry and Investigation With growing confidence he/she can collect information about his/her local</p>	<p>Enquiry and Investigation With increasing accuracy he/she can use a range of sources to compare the similarities and differences between human and physical features of places studied at KS2. Local and initiate geographical questions.</p> <p>Enquiry and Investigation With increasing confidence he/she can create a survey to explore human or physical features in the local area.</p>	<p>Enquiry and Investigation he/she can confidently use a range of sources to compare the similarities and differences between human and physical features of places studied at KS2. Greece. They can ask and respond to questions and offer their own ideas.</p> <p>Enquiry and Investigation he/she can confidently create a survey to explore human or physical features in the local area.</p>	<p>Enquiry and Investigation he/she can analyse the relevance of information from a range of sources and make conclusions about places studied at KS2.They can begin to suggest questions to investigate.</p> <p>Enquiry and Investigation he/she can explore and explain topical geographical issues in his/her places of study and understand how these issues have changed over time.</p> <p>Locational Knowledge he/she can locate the position of the Tropics of Cancer and</p>	<p>Enquiry and Investigation he/she can analyse the relevance of information from a range of sources and make conclusions about places studied at KS2.They can suggest questions for investigation.</p> <p>Enquiry and Investigation he/she can explore and explain topical geographical issues in his/her places of study and understand how these issues have changed over time.</p> <p>Locational Knowledge he/she can locate the position of the Tropics of Cancer and</p>

	<p>Enquiry and Investigation With support he/she can ask questions about places studied at KS1.</p> <p>Locational Knowledge h With support e/she can explain geographical similarities and differences between an area of the UK and a non-European country.- Kenya</p> <p>Locational Knowledge With support, he/she can name and locate the four countries and capital cities of the UK.</p> <p>Locational Knowledge With support he/she can name and locate the world's seven continents and five oceans using globes, maps and atlases.</p>	<p>environment. e.g. Using tally charts.</p> <p>Enquiry and Investigation With growing confidence he/she can ask questions about places studied at KS1.</p> <p>Locational Knowledge With growing confidence he/she can explain geographical similarities and differences between an area of the UK and a non-European country.- China Using an infant atlas.</p> <p>Locational Knowledge With confidence he/she can name and locate the four countries and capital cities of the UK.</p> <p>Locational Knowledge With confidence he/she can name and locate the world's seven continents and five oceans using globes, maps and atlases.</p>	<p>Locational Knowledge With increasing accuracy, he/she can locate the position of the Equator, Northern and Southern Hemispheres and the Arctic and Antarctic Circles.</p> <p>Locational Knowledge he With increasing accuracy she can name and locate counties and cities of the UK, identifying key human and physical features and land use.</p>	<p>Locational Knowledge he/she can confidently locate the position of the Equator, Northern and Southern Hemispheres and the Arctic and Antarctic Circles.</p> <p>Locational Knowledge he/she can with confidence name and locate counties and cities of the UK, identifying key human and physical features and land use.</p> <p>Locational Knowledge he/she can confidently locate world continents/countries with a focus on Europe and Russia identifying key human and physical characteristics, countries and major cities.</p>	<p>Capricorn, the Greenwich Meridian and times zones.</p> <p>Locational Knowledge he/she can understand how human and physical features in places in the UK have changed over time.</p> <p>Locational Knowledge he/she can locate the world's continents/countries including North America identifying key human and physical characteristics, countries and major cities.</p>	<p>Capricorn, the Greenwich Meridian and times zones.</p> <p>Locational Knowledge he/she can understand how human and physical features in places in the UK have changed over time.</p> <p>Locational Knowledge he/she can locate the world's continents/countries including South America identifying key human and physical characteristics, countries and major cities.</p>
GEOGRAPHY Investigating Patterns	<p>Human and Physical Geography With support he/she can identify hot and cold areas of the world in relation to the Equator and North and South Poles.</p>	<p>Human and Physical Geography With confidence he/she can identify seasonal and daily weather patterns in the UK.</p> <p>Human and Physical Geography With confidence he/she can identify hot and cold areas of the world in relation to the Equator and North and South Poles.</p>	<p>Human and Physical Geography he/she can describe and understand different types of settlement and land use with increasing confidence.</p> <p>Links with the local area A/E</p> <p>Human and Physical Geography With increasing confidence he/she can describe and understand the workings of rivers, mountains, volcanoes and earthquakes.</p>	<p>Human and Physical Geography he/she can confidently describe and understand different types of settlement and land use. Links with Europe and Greece</p> <p>Human and Physical Geography he/she can accurately describe and understand the workings of rivers, mountains, volcanoes and earthquakes</p> <p>Links with Europe and Greece</p>	<p>Human and Physical Geography he/she can with increasing confidence describe and understand economic activity and the distribution of natural resources including energy, food, minerals and water.</p> <p>Human and Physical Geography he/she can with increasing confidence describe and understand climate zones, biomes, vegetation belts and the water cycle.</p> <p>Human and Physical Geography he/she can with increasing confidence understand similarities and differences in the human and</p>	<p>Human and Physical Geography he/she can confidently describe and understand economic activity and the distribution of natural resources including energy, food, minerals and water.</p> <p>Human and Physical Geography he/she can confidently describe and understand climate zones, biomes, vegetation belts and the water cycle.</p> <p>Human and Physical Geography he/she can confidently understand similarities and differences in the human and physical differences with a region of</p>

SUBJECT	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
GEOGRAPHY Communicating Geographically	<p>The Natural world Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Understanding the world Draw information from a simple map</p> <p>Map Making With support he/she can create keys for symbols on his/her map.</p> <p>Map Making With support he/she can draw maps of real life and made up places</p> <p>Human and Physical Geography he/she can begin to use basic geographical vocabulary to identify and describe key physical features e.g. Equator, beach, , hill, mountain, forest, sea, ocean, river, plant, animals season and weather. Desert, polar, continent, rainfall, temperature, urban, rural, aerial view</p> <p>Human and Physical Geography he/she can begin to use basic geographical vocabulary identify and describe key human features e.g. city, town, village, farm, house, office, and shop. Railway, post office, road, school, train station, , capital city , landscape, tourist</p>	<p>Following directions and maps With support, he/she can draw a route showing features.</p> <p>Following directions and maps With support, he/she can use a simple plan to follow a route. e.g. A route around the school or local area or.</p> <p>Following directions and maps With support he/she can follow directions on a map: North, South, East, West</p> <p>Following directions and maps With support, he/she can follow directions: up, down, left, right, forwards and backwards.</p> <p>Map Making With support he/she can create keys for symbols on his/her map.</p> <p>Map Making With support he/she can draw maps of real life and made up places</p> <p>Map Making With support, he/she can draw around objects to make a plan.</p> <p>Human and Physical Geography he/she can begin to use basic geographical vocabulary to identify and describe key physical features e.g. Equator, North and South</p>	<p>Following directions and maps With growing confidence he/she can draw a route showing features..</p> <p>Following directions and maps With growing confidence, he/she can use a simple plan to follow a route.</p> <p>Following directions and maps With growing confidence he/she can follow directions on a map: North, South, East, West</p> <p>Following directions and maps With support, he/she can confidently follow directions: up, down, left, right, forwards and backwards.</p> <p>Map Making With growing confidence he/she can create keys for symbols on his/her map and use letters or coordinates to locate features</p> <p>Map Making With growing confidence he/she can draw maps of real life and made up places</p> <p>Map Making he/she can confidently draw around objects to make a plan.</p> <p>Human and Physical Geography he/she can</p>	<p>Following directions and maps With increasing accuracy, he/she can identify and interpret relief maps.</p> <p>Following directions and maps With increasing accuracy, he/she can read and interpret the globe as a flat map.</p> <p>Following directions and maps With increasing accuracy, he/she can use the key to interpret symbols and marks on an OS map for routes.</p> <p>Following directions and maps With increasing accuracy, he/she can follow a route on an OS map.</p> <p>Following directions and maps With increasing accuracy he/she can use 4 points on a compass; North, South, East and West and begin to use 8.</p> <p>Following directions and maps With increasing accuracy he/she can locate places on an OS map using a 4 figure grid reference</p> <p>Map Making With increasing accuracy, he/she can take photographs of the local area to help them produce a simple map.</p>	<p>Following directions and maps, he/she can confidently identify and interpret relief maps.</p> <p>Following directions and maps he/she can confidently read and interpret the globe as a flat map.</p> <p>Following directions and maps, he/she can confidently use the key to interpret symbols and marks on an OS map for routes.</p> <p>Following directions and maps, he/she can confidently follow a route on an OS map.</p> <p>Following directions and maps he/she can accurately use 8 points on a compass;</p> <p>Following directions and maps he/she can confidently locate places on an OS map using a 4/6 figure grid reference</p> <p>Map Making he/she can take photographs of the local area to help them confidently produce a simple map.</p> <p>Map Making he/she can confidently make a simple sketch map of the human and physical features in his/her</p>	<p>physical differences with a region of the UK, the region of a European country and a region within North America or south America</p> <p>the UK, the region of a European country and a region within South America or North America</p> <p>Following directions and maps he/she can with increasing confidence read the scale on contour lines on an OS map.</p> <p>Following directions and maps he/she can with increasing confidence use digital/computer mapping to locate places in the KS2 PoS.</p> <p>Following directions and maps he/she can with increasing confidence use longitude and latitude as a guide to a location on an atlas.</p> <p>Following directions and maps he/she can with increasing confidence use a range of maps to plan the quickest route and find alternative routes.</p> <p>Following directions and maps he/she can with increasing confidence follow a route on a small scale map.</p> <p>Following directions and maps, he/she can with increasing confidence use the 8 points on a compass.</p> <p>Following directions and maps he/she can with increasing confidence locate places on an OS map using a 6 figure grid reference</p>

		<p>Poles, Lake beach, hill, mountain, forest, sea, ocean, river, vegetation, season and weather. Desert, polar, continent, rainfall, temperature, natural and manmade, tropical, city, town, village, farm, house, office, , harbour and shop. Railway, post office Road, lighthouse, school, train station, aerial view , capital city , landscape, tourist, man made</p>	<p>confidently use basic geographical vocabulary to identify and describe key physical and human features e.g. beach, cliff, coast, forest, mountain, sea, ocean, river, soil, valley, vegetation, coastline season and weather. land, county, nation, biome, zone, ocean, poles, deposition, Alps, geology, minerals and rock types, river features, meanders, tributary, estuary, bed, bank source, mouth, peak, summit, fold mountains, range, summit, rainfall, temperate, vegetation</p>	<p>Map Making With increasing accuracy he/she can make a simple sketch map of the human and physical features in his/her local area.-</p> <p>Geography he/she can confidently use basic geographical vocabulary to identify and describe key physical and human features e.g. landscape, hills, rural, climate, condensation, evaporation , volcano, active, continent, core, crust, dormant, erupt, fault lines, hot-spots, gas, lava, magma, mantle, molten, tectonic plates, valley, continent, climate zone, deciduous, desert, globe, poles, vegetation, precipitation, transpiration Water vapour.</p> <p>Biomes.-Mediterranean</p>	<p>local area.eg geographical features of Greece</p> <p>Geography he/she can confidently use basic geographical vocabulary to identify and describe key physical and human features e.g. biome, grasslands, settlements, cluster, nucleus, Equator hemisphere, latitude, longitude, precipitation, deforestation, fauna, natural resources, sustainability, Vegetation, trade, trade routes, export, import, dwelling, Industrial, leisure, linear settlement ,</p>	<p>Map Making he/she can with increasing confidence use photographs and standard and non-standard measurements to create an accurate map of an area.</p> <p>Map Making he/she can with increasing confidence make his/her own simple thematic map based on his/her own data eg biomes of North America</p> <p>Geography he/she can confidently use basic geographical vocabulary to identify and describe key physical features and human e.g. land use, mountains. Equator hemisphere, latitude, longitude, precipitation, deforestation, fauna, grasslands, natural resources, sustainability, Temperate, vegetation country, county region, urban, Europe, economy, trade, energy food chain, conurbation, commercial, Dispersed, import, goods ,natural resources, raw materials Sustainability, tariffs</p>
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<p>GEOGRAPHY Areas of Study</p>	<ul style="list-style-type: none"> • Our Local Area – The A/E Village. Aerial maps and google maps. • Fieldwork- making own map of the village, walk and survey of places in the village • Contrasting locality – A/E (The seaside)Look at shops in high street. • Kenya – Africa. Use atlases and globes • Biomes – desert and polar. Locate on maps. Look at temperature and rainfall and show in bar chart together. • Orienteering around school • What’s in the news? 	<ul style="list-style-type: none"> • Weather and climate- use bar charts/ graphs to compare. • London (cities)eg. map of uk showing major cities • What is it like to live on an island? • Fieldwork; Mapping in the school grounds. Key and symbols used. • China compare to Alderley Edge- maps/ comparing data. Google Maps • Orienteering linked to residential and school. • Biomes – tropical. Research annual rainfall • What’s in the news? 	<ul style="list-style-type: none"> • Rivers – local river study using mapping and features. • Mountains. Local and world. Eg. individual research to present. • Biomes – Temperate • Fieldwork Eg comparisons of climate and vegetation of world mountains. Individual research. Compare bar charts of temperatures • Local area around school changing A/E , walk up The Edge, mapping. Google earth . Create a survey to find out the importance of The Edge. • Orienteering in school • Counties (linked to local area enquiry) – Cheshire, • What’s in the news? 	<ul style="list-style-type: none"> • Residential trip • Europe study on Greece eg Mapping human and physical feature of Greece • Volcanoes • Mediterranean.eg. Label maps. Research the annual rainfall and show in graphs • The Water Cycle, Water and Our Environment • Use fieldwork eg. annual graphs and data collected. • Orienteering around school • What’s in the news? 	<ul style="list-style-type: none"> • Global Trade/ sustainability eg research and record trade, Calculate distance travelled by products using map scale. • North America including study of country • Settlements- create land use maps using keys and symbols. Compare, • Biomes – Grasslands fieldwork; independent research comparing temperature and precipitation graph of Biomes in different places in N America. • Orienteering around school • What’s in the news? 	<ul style="list-style-type: none"> • Fair Trade/ record trade .Calculate distance travelled by products using map scale. Surveys. • South America. Comparing Brazil with Cheshire. • Biomes – Rainforests independent research comparing temperature and precipitation graph of Biomes in different places in S America • Pensarn • Residential. Fieldwork contrasting a locality. • Own enquiries create land use maps using keys and symbols. Graphs, Venn diagrams to compare data • Orienteering around school • What’s in the news?
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HISTORY

CHILDREN IN RECEPTION SHOULD -	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on familiar situations in the past. • Compare and contrast characters from stories, including figures from the past • Through stories, know about kings and rulers 			ELG	<p style="text-align: center;">Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in Society. • Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 		
SUBJECT	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	
HISTORY Investigate and Interpret the Past	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts and pictures to find out about the past. 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use Stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> *Use evidence to ask questions and find answers to questions about the past. • Suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. 	<ul style="list-style-type: none"> • Select suitable sources of evidence, giving reasons for choices. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Use sources of information to form testable hypotheses about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Refine lines of enquiry as appropriate. 	
To build an Overview of World History	<ul style="list-style-type: none"> • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> • Describe historical events. • Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> • Give a broad overview of life in Britain from ancient until medieval times. • Describe the social, ethnic, cultural or religious diversity of past society. 	<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Compare some of the times studied with those of other areas of interest around the world. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Describe the social, ethnic, cultural or religious diversity of past society. 	<ul style="list-style-type: none"> • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	

SUBJECT	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
HISTORY To Understand Chronology	<ul style="list-style-type: none"> Describe significant people from the past. 	<ul style="list-style-type: none"> Describe historical events. Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> Give a broad overview of life in Britain from ancient until medieval times. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. 	<ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain from ancient until Roman times. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> Identify continuity and change in the history of the locality of the school. Describe the social, ethnic, cultural or religious diversity of past society. 	<ul style="list-style-type: none"> Compare some of the times studied with those of the other areas of interest around the world. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
To Communicate Historically	<ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years. Show an understanding of concepts such as monarchy and war and peace. 	<ul style="list-style-type: none"> Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, parliament, democracy. 	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period chronology Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> era change chronology Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era chronology change century decade Use literacy, numeracy and computing skills to a exceptional standard. Use original ways to present information and ideas 	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era chronology decade change century continuity legacy Use literacy, numeracy and computing skills to a exceptional standard Use original ways to present information and ideas

SUBJECT	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
HISTORY Historical Knowledge	<p><u>Key Individuals</u> Compare lives of significant historical figures from different periods Florence Nightingale and Edith Cavell</p> <p><u>Significant local people</u> e.g. Greggs – Styal Mill</p> <p><u>Key Events Beyond Living Memory</u> Going to school in the past</p> <p><u>Enquiry Questions</u></p> <ul style="list-style-type: none"> • Has going to the doctors always been like this? • How have schools changed over time? • Why is Styal Mill a Significant Place? 	<p><u>Key Individuals / Significant local people</u></p> <p>Compare lives of significant historical figures from different periods LS Lowry and Pieter Bruegel the Elder</p> <p><u>Key Events Beyond Living Memory</u> Alderley Edge High Street</p> <p><u>Key Events Beyond Living Memory</u> Great Fire of London</p> <p><u>Enquiry Questions</u></p> <ul style="list-style-type: none"> • Who was LS Lowry and how does he compare to Pieter Brugel? • What legacy did the Great Fire of London leave? • What does our village tell us about our past? 	<p><u>Changes in Britain from Stoneage to 1066</u> Settlements - Stone Age to Iron Age inc hunter-gathers and early farmers Bronze age religion, technology and travel Iron-age fort hills</p> <p><u>Broader History Study</u> Ancient Egypt</p> <p><u>Enquiry Questions</u></p> <ul style="list-style-type: none"> • Did the Stone Age people affect our lives? • Would you prefer to live in the Bronze, Stone or Iron Age? • Who were the Ancient Egyptians? 	<p><u>Stoneage to 1066</u> Roman Empire & Impact on Britain When did the Romans invade and why? Did the native Britons welcome or resist them, and why? How did they influence the culture of the people already here?</p> <p><u>Stoneage to 1066</u> Anglo-Saxons and Scots and Vikings Roman withdrawal from Britain Scots invasion Viking Invasion</p> <p><u>Broader History Study</u> Ancient Greece</p> <p><u>Enquiry</u></p> <ul style="list-style-type: none"> • Were the Ancient Greeks united or divided? How the Ancient Greek civilisation spread so far? • When did the Romans invade Britain and what legacy did they leave? • What was life like in Anglo-Saxon and Viking Britain? Did they get along? What legacy did they leave? 	<p><u>Key Individuals – Fight for Equality</u> Study of lives and impact of Rosa Parks, Emmeline Pankhurst and Alan Turing</p> <p><u>British History/Local Study</u> A study over time reflected in the locality:Transport (Victorians / Railway)</p> <p><u>Broader History Study</u> Mayan Civilisation</p> <p><u>Enquiry</u></p> <ul style="list-style-type: none"> • What was Alderley Edge like before the railway? • Who were the Ancient Maya and what was their impact? • How has equality affect the past and our future? 	<p><u>British History</u> Changes Over time – What do we know about the story of migration to Britain?</p> <p><u>British History</u> An extended period study e.g. Crime and Punishment</p> <p><u>Broader History Study</u> Ancient Civilisations What did these Civilisations have in common? Ancient Egypt, Indus Valley, Ancient Sumer and Shang Dynasty</p> <p><u>Enquiry</u></p> <ul style="list-style-type: none"> • What can we learn from the story of migration to Britain? • Should the punishment fit the crime? • What did the Ancient Civilisations have in common?

Key Concepts	Historical Concepts	Similarity Difference Change Continuity Cause and Consequence Significance	Similarity Difference Change Continuity Cause and Consequence Significance	Similarity Difference Change Continuity Cause and Consequence Significance	Similarity Difference Change Continuity Cause and Consequence Significance	Similarity Difference Change Continuity Cause and Consequence Significance	Similarity Difference Change Continuity Cause and Consequence Significance
	Substantive Knowledge	Legacy Technology Rulers	Legacy Technology Rulers	Legacy Technology Rulers Civilisation Invasion Empire	Legacy Technology Rulers Civilisation Invasion Empire	Legacy Technology Rulers Civilisation Invasion Empire Equality	Legacy Technology Rulers Civilisation Invasion Empire Equality

MATHEMATICS

Maths EYFS Framework	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number Numerical Pattern	<ul style="list-style-type: none"> Match, sort and compare amounts Represent the numbers 1, 2 and 3 Compose the numbers 1, 2 and 3 Represent numbers to 5 	<ul style="list-style-type: none"> Explore the number 4 so that we can compose, represent and know one more and one less Explore the number 5 so that we can compose, represent and know one more and one less To continue to count accurately and represent a number with the correct number of items 	<ul style="list-style-type: none"> To explore the numbers 6,7 and 8 paying attention to their composition and the ways in which they can be made and separated To begin to combine two groups of objects to find a total 	<ul style="list-style-type: none"> To begin to combine two groups of objects to find a total To explore the number 10, paying attention to it's composition and the ways in which they can be made and separated (number bonds to 10) To form numbers recognisably 	<ul style="list-style-type: none"> To recall number bonds to ten without the use of manipulatives To understand the process of subtraction To understand what happens when we double a number 	<ul style="list-style-type: none"> To recall one more and one less than a number to 10 To recall number bonds to 5 with ease
Measure	<ul style="list-style-type: none"> Compare and compose the numbers 1, 2 and 3 Know one more than and one less than numbers to 5 	<ul style="list-style-type: none"> To recognise, continue and create ABAB repeating patterns To recognise, continue and create complex repeating patterns using different media than that modelled by the teacher 	<ul style="list-style-type: none"> To match numbers using different representations and understanding their value is still the same. 	<ul style="list-style-type: none"> Recognise and create complex repeating patterns Create patterns in a non-linear formation 	<ul style="list-style-type: none"> To build numbers beyond ten To spot and record the missing numbers in a number line 	<ul style="list-style-type: none"> Counting forwards and backwards to 10/20 easily spot missing number Explore odd and even numbers Understand how groups of objects can be shared evenly.
Space and Spatial Thinking	<ul style="list-style-type: none"> Compare and order objects according to their size Use the correct language to describe and compare the size of objects Recognise, copy and create repeating patterns in a range of contexts using an "AB" structure Recognise and describe circles, triangles and shapes with 4 sides 	<ul style="list-style-type: none"> Develop spatial awareness by following positional language clues Apply spatial awareness by describing and directing using positional language clues Explore shapes with 4 sides so that we can recognise, name and describe them Measure and compare periods of time in simple ways 	<ul style="list-style-type: none"> To compare and order items according to their mass and using the correct vocabulary to describe them To compare and order items according to their length and using the correct vocabulary to describe them To measure and compare periods of time in simple ways 	<ul style="list-style-type: none"> Recognise, name and describe 2D shapes Recognise, name and describe 3D shapes 	<ul style="list-style-type: none"> To experiment with shapes in the classroom environment – and how when their orientation changes- they remain the same shape. 	<ul style="list-style-type: none"> Consolidate learning on repeating patters Consolidate learning on 2D and 3D shapes

SUBJECT	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
MATHEMATICS Number	<ul style="list-style-type: none"> Count to / across 100 Count in 1s, 2s, 5s and 10s Identify 'one more' and 'one less' Identify and represent numbers using objects Read & write numbers to 100 in numerals Read & write numbers to 20 in numerals and words Recognise 10s and 1s in a 2-digit number Ordering numbers 	<ul style="list-style-type: none"> Begin to use place value (T/U) Count in 2s, 3s, 5s & 10s Identify, represent & estimate numbers Compare / order numbers, inc. $<$ $>$ $=$ Write numbers to 100 in numerals and words Place value of 2 digit numbers and recognise the place value of each digit Use PV and number facts to solve problems Add and subtract mentally Recall number bonds to 10 and use to calculate bonds to 20 	<ul style="list-style-type: none"> Count in 4s, 8s, 50s, 100s Find 10, 100 more/less than given number Learn 3, 4 & 8x tables Place value of 3 digit numbers and recognise the place value of each digit Secure place value to 1000, read and write in numerals and words Solve number and practical problems Add and subtract mentally 	<ul style="list-style-type: none"> Know all tables to 12 x 12 Count in 6, 7, 9, 25, 1000 Secure place value to 1000 Use negative whole numbers Round numbers to nearest 10, 100 or 1000 Use Roman numerals to 100 (C) Add and subtract mentally Solve PV problems 	<ul style="list-style-type: none"> Secure place value to 1,000,000 Count forwards and backwards in powers of 10 up to 1000000 Round upto 1000000 Use negative whole numbers in context Use Roman numerals to 1000 (M) Use vocabulary of prime, factors, multiples and composite numbers Know primes to 19 and find to 100 Use square and cube numbers 	<ul style="list-style-type: none"> Secure place value & rounding to 10,000,000, including negatives Round any number Negative numbers – intervals across 0 Identify factors, multiples & primes Add and subtract mentally Solve numbers and practical problems using all of the above
Calculations	<ul style="list-style-type: none"> Use +, -, x and \div and = $<$ and $>$ symbols Know and represent number bonds to 20 and related subtraction facts add and subtract one-digit and two-digit numbers to 20, including zero Use language, e.g. 'more than', 'most' Solve one-step problems for all 4 operations (teacher support for x and division), including simple arrays 	<ul style="list-style-type: none"> Know 2, 5, 10x tables Know number facts to 20 fluently (+ related to 100) + and - 2 digit numbers Add 3 one-digit numbers Recognise inverse relationships between +and- Use x and \div symbols Recognise commutative property of multiplication Solve problems 	<ul style="list-style-type: none"> Mentally add & subtract units, tens or hundreds to numbers of up to 3 digits Written column addition & subtraction Use inverse operations Solve number problems, including complex +/- and multiplication & simple division and missing number problems Use commutativity to help calculations 	<ul style="list-style-type: none"> Column addition & subtraction up to 4 digits Use inverse operations Estimate Multiply & divide mentally (inc multiply 3 numbers) Use standard short multiplication for 2 and 3 digits numbers Solve 2-step problems 	<ul style="list-style-type: none"> Confidently add & subtract mentally Multiply & divide by powers of ten Multiply and divide decimals by 10 100 and 1000 Rounding to check answers Use standard written methods for all four operations Solve multi-step problems 	<ul style="list-style-type: none"> All written methods, including long division and multiplication up to 4-digit by 2-digit Remainders in division – rounding/fractions/decimals Mixed operations Use order of operations (not indices) Solve multi-step number problems Perform mental calculations with mixed operations Use estimation to check answers

	<ul style="list-style-type: none"> Solver one step problems involving \times and \div 					
Fractions, Decimals and Percentages	<ul style="list-style-type: none"> Recognise, find and name $\frac{1}{2}$ as 1 part of 2 equal parts Recognise, find and name $\frac{1}{4}$ as 1 part of 4 equal parts To begin to understand sharing and grouping 	<ul style="list-style-type: none"> Find and write simple fractions or length, shape and quantity Understand equivalence of e.g. $\frac{2}{4} = \frac{1}{2}$ Finding $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$ 	<ul style="list-style-type: none"> Use & count in tenths Recognise, find & write fractions of quantities and amounts Recognise some equivalent fractions Add/subtract fractions up to <1 Order fractions with common denominator Solve problems with the above Sharing more than one 	<ul style="list-style-type: none"> Recognise tenths & hundredths Compare decimals Count in hundredths Identify equivalent fractions Harder fractions of quantities and amounts Add & subtract fractions with common denominators Recognise common decimal equivalents $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$ Round decimals to whole numbers \times and \div by 10 and 100 Solve problems with dec 	<ul style="list-style-type: none"> Compare & order fractions with denominators of same multiple Equivalent fractions Mixed/improper fractions Add & subtract fractions with common denominators, with mixed numbers Multiply fractions by whole and mixed numbers Write decimals as fractions Order & round decimal numbers Link percentages to fractions & decimals 	<ul style="list-style-type: none"> Compare & simplify fractions using division and common factors Use equivalents to \pm fractions $+$ and $-$ fractions with mixed denominators $+$ and $-$ mixed numbers Multiply simple fractions Divide fractions by whole numbers Read and write decimals to thousandths Solve problems using decimals & percentages Multiply 2 decimal places by integer Use written division up to 2 decimal places Find % of number and quantity Find % change Use % to compare
Ratio and Proportion	N/A	N/A	N/A	N/A	N/A	<ul style="list-style-type: none"> Solve problems involving relative sizes with missing values Calculation of % increase and decrease Scaling Unequal sharing - fractions and multiples

SUBJECT	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
MATHEMATICS Geometry Position and Direction Properties of shapes Measurement Time Money	<ul style="list-style-type: none"> Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest Begin to measure length, capacity, weight Recognise coins & notes Use time & ordering vocabulary Tell the time to hour/half-hour Use language of chronology: days, weeks, months & years Recognise & name common 2-d and 3-d shapes Order & arrange objects Describe position & movement, including half and quarter turns 	<ul style="list-style-type: none"> Know and use standard measures Read scales to nearest whole unit Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds, find combinations of coins for different amounts Tell time to the nearest 5 minutes Identify, compare & sort 2-d & 3-d shapes Identify 2-d shapes on 3-d surfaces Order and arrange mathematical objects, patterns and sequences Use terminology of position & movement Use reasoning about numbers and relationships to solve problems 	<ul style="list-style-type: none"> Measure & calculate with metric measures Measure simple perimeter 2D shapes Add/subtract using money in context inc change Use Roman numerals up to XII; tell time 12 & 24 hr to nearest min Calculate using simple time problems Seconds in min and days in year/month Draw 2-d / Make 3-d shapes in different orientations Identify and use right angles, $\frac{1}{2}$ turn etc Identify horizontal, vertical, perpendicular and parallel lines 	<ul style="list-style-type: none"> Convert measures Compare 2-d shapes, including quadrilaterals & triangles Find area by counting squares Calculate rectilinear perimeters Estimate & calculate measures Convert between 12 & 24hr clock Identify acute, obtuse & right angles Compare and classify geometric shapes Identify symmetry Use first quadrant coordinates Plot points to complete polygons Introduce simple translations 	<ul style="list-style-type: none"> Convert between different units inc common imperial measures Calculate perimeter of composite shapes & area of rectangles Estimate volume & capacity Problems converting units of time Identify 3-d shapes Measure, draw & identify angles Angles round a point, straight line and multiples of 90 Understand regular polygons, find missing lengths and angles of rectangles Regular and irregular polygons Reflect & translate shapes 	<ul style="list-style-type: none"> Confidently use a range of measures & conversions to 3dp Convert between miles and km Calculate area of triangles / parallelograms Recognise that shapes with same areas have different perimeters Use area & volume formulas Draw 2d shapes given dimensions and angles Nets of 3D shapes Circles – radius, diameter and circumference Classify shapes by properties Angles round a point Know and use angle rules Translate & reflect shapes, using all four quadrants
Statistics	N/A	<ul style="list-style-type: none"> Interpret simple tables & pictograms Tally charts Ask & answer comparison questions Ask & answer questions about totalling 	<ul style="list-style-type: none"> Interpret tables, bar charts & pictograms Solve problems presented in scaled bar-charts 	<ul style="list-style-type: none"> Drawing and reading pictograms, bar and line graphs 	<ul style="list-style-type: none"> Interpret tables & line graphs Solve questions about line graphs – comparison, sum and difference Timetables 	<ul style="list-style-type: none"> Interpret and construct pie charts Calculate mean averages

SUBJECT	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
MATHEMATICS Algebra	N/A	N/A	N/A	N/A	N/A	<ul style="list-style-type: none"> • Use simple formulae • Generate and describe linear sequences • Express missing numbers algebraically • Pairs of numbers that satisfy an equation • Enumerate possibilities of combinations of 2 variables

MUSIC

SUBJECT	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Singing	<ul style="list-style-type: none"> Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> Sing simple songs, chants and rhymes from memory including some with a small range, and pentatonic songs Sing in unison with others Sing call and response songs, with the aim to develop accuracy of vocal pitch Take part in class performances including Harvest, Christmas, summer 	<ul style="list-style-type: none"> Sing songs, with limited pitch range, with increasing accuracy Sing in unison with others, following the leader's direction and visual symbols. Know the meaning of dynamics and tempo. Take part in class performances including Harvest, Christmas, summer 	<ul style="list-style-type: none"> Sing a widening range of songs in varying styles, tunefully and with expression. Sing in unison with others, performing forte and piano (loud and soft) Perform actions confidently and in time for a range of action songs. Take part in class performances including Harvest, Christmas, summer 	<ul style="list-style-type: none"> Sing a broad range of songs with the range of an octave. Sing rounds and partner songs, with a variety of different time signatures including compound time. Begin to sing repertoire with small and large leaps as well as a simple second part to introduce harmony. Take part in class performances including Harvest, Christmas, summer 	<ul style="list-style-type: none"> Sing a broad range of songs in varying styles, with a sense of ensemble and performance. Sing with a sense of phrasing, accurate pitching and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and chorus. Take part in class performances including Harvest, Christmas, summer 	<ul style="list-style-type: none"> Sing a broad range of songs, including those that involve syncopated rhythms, with a sense of ensemble and performance. Continue to sing three- and four-part rounds with increased balance between parts and vocal independence. Sing with a sense of ensemble and performance; observing rhythm, phrasing, pitching and style. Take part in class performances including harvest, Christmas, summer.
Listening	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Respond to what they have heard, expressing their thoughts and feelings 	<ul style="list-style-type: none"> Listen and respond to simple rhythm patterns e.g. walk, jog, stride Listen to recorded music including examples of classical, popular and world music. Listen to performances by Key Stage 2 pupils. Experience live performance performed by specialist music tutors 	<ul style="list-style-type: none"> Listen and respond to rhythm patterns, changing tempo, and varying dynamics. Listen to recorded music including examples of classical, popular and world music. Listen to performances by Key Stage 2 pupils. Experience live performance performed by specialist music tutors 	<ul style="list-style-type: none"> Listen and respond to rhythm patterns, changing tempo, varying dynamics, and varying articulation (staccato, legato) Listen to recorded music, noticing elements of musical expression and repeated musical themes. Listen to performances, live and recorded, that demonstrate different instrument types. Experience live performance performed by specialist music tutors 	<ul style="list-style-type: none"> Listen and respond, with movement, to changes in tempo, dynamics, metre, rhythm and pitch. Listen to a widening range of recorded music, noticing elements of instrumentation and expression. Listen to performances, live and recorded, that demonstrate different rhythmic and metrical features. Experience live performance performed by a professional orchestra (Halle visit) 	<ul style="list-style-type: none"> Listen and respond, through movement, to expressive elements within live and recorded music. Listen to recorded music, drawing comparisons between pieces and identifying similarities and differences. Identify a broad range of instruments by their sound, including orchestral, popular and world music instruments. Experience live performance performed by specialist music tutors 	<ul style="list-style-type: none"> Extend their understanding of harmony and identify the primary triads (Tonic, Subdominant, Dominant) Listen to recorded music, identifying specific pieces and their characteristics Listen to performances, live and recorded, and make detailed observations about musical features Experience live performance performed by professional musicians

Composing	<ul style="list-style-type: none"> • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. • Explore and engage in music making and dance, performing solo or in groups 	<ul style="list-style-type: none"> • Create soundscapes using vocal and percussion sounds • Understand the difference between rhythm and pitch patterns • Create, and recall, rhythm and pitch patterns and perform these for others. • Start to record musical ideas by using symbols e.g. stick notation form rhythm and 2- and 3-line staves for pitch 	<ul style="list-style-type: none"> • Create music in response to a non-musical stimulus • Improvise simple question and answer rhythm phrases with a partner. • Start to record musical ideas by using symbols e.g. stick notation for rhythm and 2- and 3-line staves for pitch • Use music technology to capture, change and combine sounds. 	<ul style="list-style-type: none"> • Structure musical ideas to create music that has a beginning, middle and end. • Become more skilled in improvising (voice, tuned and untuned percussion) • Combine pitch and rhythm to create short rising and falling phrases • Compose rhythm patterns to accompany songs. 	<ul style="list-style-type: none"> • Compose short phrases to create a specific mood, or set words to a melody. • Improvise using a limited range of pitch, making use of different musical features, such as staccato and legato. • Combine rhythm pattern and notes of the pentatonic scale to create short, stand alone, compositions. • Capture and record creative ideas using graphic scores, staff notation, and technology. 	<ul style="list-style-type: none"> • Compose a piece in Ternary Form (ABA), making use of the major and minor scales. • Improvise freely over a drone or simple groove, using melodic instruments and voices. • Create a piece to evoke a specific atmosphere, mood or environment, using chords and various playing techniques. • Capture and record creative ideas using graphic scores, staff notation and technology. 	<ul style="list-style-type: none"> • Extend improvisation skills using repetition and contrast, and effective melodic shape. • Extend improvised melodies beyond 8 beats over a fixed riff. • Use music technology to create an original piece of music • Add interest to their melodic compositions by incorporating harmony, rhythm and a variety of instrumentation
Musicianship – pulse, rhythm, pitch, (KS1)	<ul style="list-style-type: none"> • Begin to move to different patterns including tempo, dynamics and pitch • Clap and play simple rhythm patterns, copying the teacher 	<ul style="list-style-type: none"> • Show the ‘heart beat’ of a variety of songs through movement and actions • Move to different rhythm patterns e.g. Walk – crotchet, Stride – minim • Clap and play simple rhythm patterns, copying the teacher and reading from notation. • Identify high and low sounds 	<ul style="list-style-type: none"> • Show, through movement, changes to tempo in recorded and live music. • Begin to group beats into twos and threes, identifying beat groupings. • Create and perform their own rhythm patterns, using words and stick notation • Sing, respond to and recognise small intervals such as the minor 3rd. 				
Performing (KS2)				<ul style="list-style-type: none"> • Develop playing techniques on the recorder, glockenspiel, and a bowed string instrument (violin or cello) • Play and perform melodies using staff notation, including both rhythm and pitch • Copy melodic phrases (singing and playing) 	<ul style="list-style-type: none"> • Further instrumental skill with the continuation of specialist instrumental teaching through Samba drumming. • Play and perform melodies by memory and by using staff notation. • Perform pieces with multiple parts, 	<ul style="list-style-type: none"> • Play melodies on tuned instruments, using a range of an octave and following staff notation. • Understand triads and perform simple chordal accompaniments to songs. • Perform a range of repertoire pieces to create a class ensemble. • Develop the skill of playing by ear, playing 	<ul style="list-style-type: none"> • Play a melody following staff notation, using dynamic variation and with, at least, the range of an octave. • Accompany melodies using chords, or a bass line. • Play as part of an ensemble, maintaining their part effectively. • Perform, as a class, to parents, staff and pupils.

				<p>within the range of a third.</p> <ul style="list-style-type: none"> Perform, as a class, to parents, staff and pupils. 	<p>achieving a sense of ensemble.</p> <ul style="list-style-type: none"> Perform, as a class, to parents, staff and pupils and as part of a schools project with the Halle 	<p>familiar melodies on tuned instruments.</p>	
Opportunity for Performance	<ul style="list-style-type: none"> In class performances Harvest, Christmas and summer concerts 	<ul style="list-style-type: none"> In class performances Harvest, Christmas and summer concerts 	<ul style="list-style-type: none"> In class performances Harvest, Christmas and Summer Concerts 	<ul style="list-style-type: none"> In class performances Concert for audience Harvest, Christmas and summer concerts Instrument concert 	<ul style="list-style-type: none"> In class performances Harvest, Christmas and summer concerts Choir performances 	<ul style="list-style-type: none"> In class performances Harvest, Christmas and summer concerts Choir and orchestra performances and festivals Music assembly 	<ul style="list-style-type: none"> In class performances Harvest, Christmas and summer concerts Choir and orchestra performances and festivals Music Assembly

MODERN FOREIGN LANGUAGES

SUBJECT	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>LANGUAGES Listening Listen attentively and show understanding by joining in and responding Link the spelling, sound and meaning of words</p>	<ul style="list-style-type: none"> Respond confidently to the register, greetings and classroom instructions Join in with rhymes, songs and repetitive stories Apply phonics knowledge to help read and say new words 	<ul style="list-style-type: none"> Confidently ask and answer questions about birthdays, ages, dates and time Develop phonics knowledge and apply to help read and say unfamiliar words 	<ul style="list-style-type: none"> Understand and respond to movement instructions Understand essential likes/dislikes relating to food and sports Anticipate with some accuracy the spelling of new words they hear, by applying phonics knowledge 	<ul style="list-style-type: none"> Understand a range of spoken opinions heard in sentences and short texts Respond to spoken language by identifying positive/negative opinions and picking out details from short texts
<p>Speaking Ask and answer questions, express opinions and respond to those of others, ask for clarification and help Speak in sentences Describe people, places, things and actions orally (to a range of audiences)</p>	<ul style="list-style-type: none"> Ask and answer questions, including greetings, names, ages, how are you today and what is your favourite animal? Signal a problem/need for help using Mademoiselle or 'J'ai un problème' Form simple sentences using avoir/être + nouns and adjectives (animals and pencil case items) Describe animals with colours Choral and individual re-telling of simple stories 	<ul style="list-style-type: none"> Ask and answer questions about birthdays, dates, time and appearance Give an opinion on a topic Signal a problem/ ask for help Speak in sentences using familiar sentence structures Describe pictures/paintings using shape and colours and the appearance of themselves and others 	<ul style="list-style-type: none"> Ask and answer questions about times, meals, food, sports, instruments and likes and dislikes Ask for opinions on topics and explain the reasoning behind an opinion (A mon avis, je croi que... In my opinion, I believe that) Ask for help and give a detail Extend sentences using time conjunctions or explaining why Describe actions – eating and drinking at different times, playing sports and instruments 	<ul style="list-style-type: none"> Ask and answer questions about likes/dislikes and opinions on a range of topics Ask for opinions on a range of topics and develop questioning to explain reasons Ask for help and give detail, ask for other things in the classroom Express opinions and preferences in full sentences Describe the position of things, the key geographical features of France and where they live
<p>LANGUAGES Reading Read and show understanding of words, phrases and simple texts Appreciate stories, songs, poems and rhymes in French Read aloud with accurate pronunciation Understand new words introduced in familiar ways Use a dictionary</p>	<ul style="list-style-type: none"> Read familiar words with good pronunciation (using phonics knowledge where necessary) Identify rhyming words Decode words in simple sentences Join in confidently with songs and simple stories 	<ul style="list-style-type: none"> Read questions with correct intonation Read and understand short texts on a focus topic Confidently read and chant rhymes 	<ul style="list-style-type: none"> Read short texts and answer questions to show understanding Pronounce sports (including cognates) using correct sounds Use a dictionary – know the parts, be confident with alphabetical order, be aware of some codes (nf, nm etc), find the meaning of new words 	<ul style="list-style-type: none"> Pronounce place names when reading aloud from a text or map Read a text using knowledge of phonics Understand new words (countries, locations, directions) from a short written text Use a dictionary to research new nouns and adjectives and use them in sentences (with some degree of accuracy)
<p>Writing Write words/ phrases from memory Adapt phrases to create new sentences Describe people, places, things and actions in writing</p>	<ul style="list-style-type: none"> Write individual words from memory Extend sentences using simple conjunctions Adapt noun-adjective phrases to create new sentence Describe animals using colours 	<ul style="list-style-type: none"> Write short sentences from memory, with correct punctuation Describe paintings using, shapes, colours and position Adapt phrases to write a description of their family 	<ul style="list-style-type: none"> Write sentences about food, sports and instruments from memory Adapt a short text about sports/free time to write sentences about their own sports/free time using time conjunctions Describe actions – what you eat each day and which days you do exercise 	<ul style="list-style-type: none"> Use il y a/il n'y a pas with confidence to write sentences from memory Write a short text about where they live Express opinions and give reasons from memory Describe places and compare locations
<p>Grammar Gender of nouns – definite and indefinite articles</p>	<ul style="list-style-type: none"> Using un or une for singular masculine or feminine nouns Form plural nouns 	<ul style="list-style-type: none"> Active use of definite and indefinite articles in singular and plural forms of nouns (le, la, l', les and un, une, des) 	<ul style="list-style-type: none"> Active use of definite articles with verbs of like/dislike 	<ul style="list-style-type: none"> Accurate gender and article use, singular and plural (rules known and understood, not 100% consistent)

<p>Singular and plural forms of nouns Adjectives (place and agreement) Conjugation on key verbs (and making verbs negative) Conjunctions, adverbs of time and prepositions of place</p>	<ul style="list-style-type: none"> • Use adjective-noun phrases (adapting the adjective for a feminine noun) • Conjugate simple forms of the verb avoir and être • Use simple conjunctions 'et' and 'mais' (and & but) 	<ul style="list-style-type: none"> • Confident use of plural nouns • Use adjectives (agreement and position) with more confidence • Create greater variety of sentences using the key verb forms from Year 3 	<ul style="list-style-type: none"> • Know when to omit or use the definite article with certain verbs • Agree adjectives in reasons, matching number and gender • Have an awareness of how to conjugate the verbs manger, boire, faire and jouer for all persons • Have an awareness of how the verb prendre changes for 1st and 2nd person • Use days of the week as adverbs of time 	<ul style="list-style-type: none"> • Extend knowledge and use of conjunctions to extend sentences • Agree adjectives in reasons, matching number and gender • Use the verbs être and aller for all persons in the present tense • Use the negative of key verbs • Have an understanding of how prepositions of place change depending on gender or town/country
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PHYSICAL EDUCATION

EYFS	Physical Development	Physical Development	<ul style="list-style-type: none"> • To experiment with different ways of moving • To jump off an object and land appropriately • To negotiate spaces successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • To travel with confidence and skill around, under, over and through balancing and climbing equipment. • To show increasing control over an object in pushing, patting, throwing, catching or kicking it • ELG - To show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing 				
		Moving and Handling	<ul style="list-style-type: none"> • To show understanding of the need for safety when tackling new challenges and consider and manage some risks • To show understanding of how to transport and store equipment safely • To practice some appropriate safety measures without direct supervision • ELG - To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. 				
	Expressive Arts and Design	Being Imaginative	<ul style="list-style-type: none"> • To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences • ELG - To represent their own ideas, thoughts and feelings through music, dance, role play and stories 				
SUBJECT	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
PHYSICAL EDUCATION Fundamentals, Fitness and Athletics	Run and stop with some control. Explore skipping as a travelling action Jump and hop with bent knees. Throwing larger balls and beanbags into space. Balance whilst stationary and on the move Change direction at a slow pace. Explore moving different body parts together.	Attempt to run at different speeds showing an awareness of technique. Begin to link running and jumping movements with some control. Jump, leap and hop and choosing which allows them to jump the furthest. Throw towards a target. Show some control and balance when travelling at different speeds Begin to show balance and co-ordination when changing direction Use co-ordination with and without equipment.	Show balance and coordination when running at different speeds. Link running and jumping movements with some control and balance Show hopping and jumping movements with some balance and control Change technique to throw for distance Show control and balance when travelling at different speeds Demonstrates balance and co-ordination when changing direction Perform actions with increased control when co-ordinating their body with and without equipment	Show balance, coordination and technique when running at different speeds, stopping with control Link running, hopping and jumping actions using different take offs and landing Jump for distance and height with an awareness of technique Throw a variety of objects, changing action for accuracy and distance Demonstrate balance when performing other fundamental skills Show balance when changing direction in combination with other skills Can co-ordinate their bodies with increased consistency in a variety of activities.	Demonstrate how and when to slow down when running Link hopping and jumping actions with some control Jump for distance and height showing control and balance Throw with some power and accuracy towards a target area Demonstrate good balance when performing fundamental skills Show balance when changing direction and speed in combination with other skills Begin to coordinate body at speed in response to a task	Run at the appropriate speed over longer distance for longer periods of time Show control at take off and landings in more complex jumping Perform a range of more complex jumps showing some technique Show accuracy and power when throwing distance Demonstrate good balance and control when performing other fundamental skills Demonstrate improved body posture and speed when changing direction Can coordinate range of body parts at increased speed	Demonstrate controlled running technique using appropriate speed over longer distances or for longer periods of time Link running, jumping and hopping with greater control and coordination Perform jumps for height and distance using good technique Show accuracy and good technique when throwing distance Show fluency and control when travelling, landing, stopping and changing direction Change direction with a fluent action and can transition smoothly between varying speeds Can coordinate body parts with a fluent action at a speed appropriate to the challenge

<p>PHYSICAL EDUCATION</p> <p>Games</p>	<p>Drop and catch with 2 hands Move a ball with feet Throw and roll beanbags and larger balls into space Kick larger balls into space Stop a beanbag with hands Stop a rolling ball with feel Hit a ball with hands Run and stop when instructed Move around showing awareness of others Make simple decisions in response to situation</p>	<p>Drop and catch a ball after one bounce on the move Move a ball using different parts of the foot Throw and roll towards a target with varying techniques Kick towards a stationary target Catch a beanbag and medium sized ball Attempt to track balls and other equipment sent to them Strike a stationary ball using a racket Run, stop and change direction with balance and control Recognise space in relation to others Begin to use simple tactics with guidance</p>	<p>Dribble a ball with 2 hands on the move Dribble a ball with some success, stopping when required Throw and roll towards a target using varying techniques with some success Show balance when kicking towards a target Catch an object passed to them, with and without a bounce Move to track a ball with feet with limited success Strike a ball using a racket Run, stop and change direction with balance and control Move to space to help others score or limit scoring Use simple tactics</p>	<p>Dribble ball with one hand with some control in games Dribble ball with feel with some control in games Use variety of throwing techniques in games Kick towards a partner in a game situation Catch a ball passed to them with one and two hands in a game Receive a ball sent to them using different parts of the foot Strike a ball with varying techniques Change direction with increasing speed in a game Use space with some success in a game Use simple tactics individually and within a team</p>	<p>Link dribbling the ball with other actions with increasing control Change direction when dribbling with feet with some control Use a variety of throwing techniques with success in a game Kick with increasing success in games Catch a ball passed to them with one and two hands with increasing success Receive ball using different parts of the foot in a game under pressure Strike a ball using different techniques with increasing accuracy Change direction to lose an opponent with some success Create and use space with some success in a game Use simple tactics to help team score or gain possession</p>	<p>Use dribbling to change the direction of play with some control under pressure Dribble with feel under increasing pressure Use variety of throwing techniques in a game under pressure Use variety of kicking techniques in a game under pressure Catch and intercept a ball using one or two hands with some success in a game Receive a ball using different parts of the foot under pressure with increasing control Strike a ball using a wider range of skills. Apply these with some success under pressure Use a variety of techniques to change direction to lose an opponent Create and use space for self and others with some success Understand the need for tactics and can identify when to use them in different situations</p>	<p>Use dribbling to change the direction of place under pressure Use dribbling techniques to maintain possession under pressure Use a variety of throwing techniques including passes to outwit an opponent Select and apply the appropriate kicking technique with control Catch and intercept a ball using 1 and 2 hands with increasing success in a game Receive a ball with consideration to the next move Strike a ball using a wider range of skills to outwit and opponent Effectively create and use space for self and others to outwit an opponent Work collaboratively to create tactics with in their team and evaluate the effectiveness of these</p>
<p>PHYSICAL EDUCATION</p> <p>Gymnastics</p>	<p>Create shapes showing basic level of stillness using different parts of the body Begin to take weight on different parts of the body Show shapes and actions that stretch their bodies Copy and link simple actions together</p>	<p>Perform balances making their body stretch, tense and curl Take weight on hands for short periods of time Demonstrate poses and movements that challenge their flexibility Remember, repeat and link simple actions together</p>	<p>Perform balances on different body parts with some balance and control Take body weight on different parts of the body with and without apparatus Show an increased awareness of extension and flexibility in actions Copy, remember, repeat and plan linking simple actions with some control and technique</p>	<p>Complete balances with increasing stability, control and technique Demonstrate some strength and control when taking weight on different parts of the body for longer periods of time Demonstrate increased flexibility and extension in their actions Choose actions that flow well into one another on and off apparatus</p>	<p>Use body tension to perform balances individually and with a partner Demonstrate increasing strength, control and technique when taking own and others weight Demonstrate increased flexibility and extension in more challenging actions Plan and perform sequences showing</p>	<p>Show increasing control and balance when moving from one balance to another Use strength to improve the quality of an action and the range of actions available Use flexibility to improve the quality of the actions the perform as well as the actions they choose to line them Create and preform more complex sequences of actions with a good level of</p>	<p>Combine and perform more complex balances with control, technique and fluence Demonstrate more complex action with a good level of strength and technique Confidently transition from one action to another showing appropriately control and extension for the complexity if the action Plan and perform with precision, control and</p>

					control and technique with and without a partner	quality, control and technique with and without a partner	fluency a sequence of actions including a wide range of skills
PHYSICAL EDUCATION Dance	Copy basic actions and rhythms Choose and use basic travelling actions balances and shapes Travel in different pathways using space around Begin to use dynamics and expression with guidance Begin to count to music	Copy, remember and repeat actions Choose actions for an idea Use changes of direction speed and levels with guidance Show some sense of dynamic and expressive qualities Begin to use counts	Copy remember and repeat a series of actions Select from a wider range of actions in relations to a stimulus Use pathways, levels shapes, directions, speeds and timing with guidance Use mirroring and unison when completing actions with partner Show a character through actions dynamics and expressions Use counts with help to stay in time with music	Copy, remember and perform and dance phrase Create short dance phrases that communicate an idea Use canon, unison and formation to represent and idea Match dynamics and expressive qualities to a range of ideas Use counts to keep in time with a partner and group	Copy, remember and adapt set choreography Choreography using structure individually and in group Use action and reaction to represent an idea Change dynamics to express changes in character or narrative Use counts when choreographing in a groups	Accurately copy and repeat set choreography in different styles of dance showing good sense of timing Choreography phrases individually and with others considering dynamics, space and relationships in response to stimulus Confidently perform choosing appropriate dynamics to represent an idea	Perform dances confidently and fluently with accuracy and timing Work creatively and imaginatively individually partner and groups to choreograph longer phrases and stricture dance considering actions, space, relations and dynamics in relation to a theme Improvise and combing dynamics demonstrating and awareness of the impact on performance
PHYSICAL EDUCATION OAA	Follow simple instructions Share ideas with others Explore activities making own decision in response to task Make decisions about where to move in space Follow a path Begin to identify personal success	Follow instruction Begin to work with partner and small group Understand rules of the game and suggest ideas to solve simple tasks Copy a simple diagram/map Identify own success and others' success	Follow instructions accurately Work cooperatively with partner and small group, taking turns and listening to others Try different ideas to solve a task Follow and create a simple map/diagram Understand when a challenge is solves successfully and begin to suggest simple ways to improve	Follow instructions given by peer and give simple instructions Work collaboratively, with partner and small group, listening to and accepting ideas Plan and attempt to apply strategies to solve problems Orientate and follow a diagram/map Reflect and when and why challenges are solved effectively and use others success to help them improve	Accurately follow instructions given by peer and give clear usable instructions to peer Confidently communicate ideas and listen to others before deciding on the best approach Plan and apply strategies to solve problems Identify key symbols and use symbols to help navigate around a grid Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvement	Use clear communication when working and a group and taking on different roles Begin to lead others, providing clear instructions Plan and apply strategies to more complex challenges Orientate a map confidently and use to navigate a course Explain why a particular strategy worked and alter methods to improve	Communicate clearly and effectively when under pressure Confidently lead others and show consideration for all within the group Use critical thinking to form ideas and strategies selecting and applying the best method to solve a problem Confidently and efficiently orientate a map, identifying key features to navigate around a course Accurately reflect on when challenges are solves successfully and suggest well thought out improvements
Swimming						Confidently and consistently retrieve and object from the floor with same breath Swim 25 m of a recognised stroke	

						<p>Begin to coordinate breath in time with basic strokes</p> <p>Demonstrate fair level of technique, coordination and control</p> <p>Glide on front and back over increased distances</p> <p>Float on front and back with increased control</p> <p>Scull head first, feet first and tread water</p>	
Health Related Fitness	<p>Begin to understand that we need to warm up the body in preparation for exercise</p> <p>Know the name so of the body parts</p>	<p>Begin to understand that we need to warm up the body in preparation for exercise</p> <p>Begin to understand some of the changes that take place in the body when exercising</p> <p>Begin to understand the link between exercise, healthy eating and good mental health</p> <p>Begins to know some of the names of the muscles in the body</p>	<p>Begin to understand that we need to warm up the body in preparation for exercise</p> <p>Begin to understand some of the changes that take place in the body when exercising</p> <p>Begins to understand the link between exercise, healthy eating and good mental health</p> <p>Begins to know some of the names of the muscles in the body</p>	<p>Begin to understand how to warm up the body in preparation for exercise</p> <p>Begin to understand how to cool down the body after taking part in exercise</p> <p>Begin to understand the changes that take place in the body when exercising</p> <p>Knows where to take their own pulse (neck or wrist)</p> <p>Begins to understand the link between exercise, healthy eating and good mental health</p> <p>Begins to know the names of the muscles in the body (biceps, triceps, quad, hamstring, gluteus maximus)</p>	<p>Understand how to warm up the body in preparation for exercise and start to lead small group warm ups</p> <p>Understand how to cool down the body after taking part in exercise</p> <p>Understand the changes that take place in the body when exercising</p> <p>Knows where to take their own pulse (neck or wrist) and can usually take a reading of it</p> <p>Continues to develop their understanding of the link between exercise, healthy eating and good mental health</p> <p>Knows the names of the muscles in the body (biceps, triceps, quad, hamstring, gluteus maximus)</p>	<p>Can successfully work independently and with others</p> <p>Has a good level of physical fitness</p> <p>Demonstrates fair play & cooperation in all activities</p> <p>Follow rules and understand safety aspects of PE</p> <p>Understand the importance for good health of physical education and healthy diet</p> <p>Knowledge of how to improve their own performance in different sports/physical activities</p> <p>Knowledge of how to evaluate and recognise their own and others success</p> <p>Engage in both competitive activities (against self and others) and cooperative activities</p> <p>Has good communication & leadership skills eg by taking small group warm up sessions, giving peer to peer feedback, organising a team, refereeing a game</p>	<p>Can safely and correctly lead a small group warm up session</p> <p>Is aware of the changes that take place in the body when exercising</p> <p>Understands the effects of different intensities of exercise on breathing rate and heart rate</p> <p>Can take their own pulse in either their neck or wrist</p> <p>Understands the terms ‘target heart rate’ and ‘target heart zone’</p> <p>Understands the link between exercise, healthy eating and good mental health</p> <p>Can name the main muscles in the body (biceps, triceps, pectorals, quadriceps, hamstring, calf, gluteus maximus, abdominals)</p>
All Activities	<p>Learn to work independently</p> <p>Follow simple rules</p>	<p>Learn to work independently and with others</p>	<p>Learn to work independently and with others</p>	<p>Learn to successfully work independently and with others</p>	<p>Learn to successfully work independently and with others</p>	<p>Can safely and correctly lead a small group warm up session</p>	<p>Can successfully work independently and with others</p> <p>Has a good level of physical fitness</p>

	<p>Know that we keep active to keep healthy</p>	<p>Develop good levels of physical fitness Begin to develop a sense of fair play & cooperation Follow simple rules and understand safety aspects of PE Begin to understand the importance for good health of physical education and healthy diet Begin to make decisions Be aware of what they need to do to improve Engage in both competitive activities (against self and others) and cooperative activities</p>	<p>Develop good levels of physical fitness Develop a sense of fair play & cooperation Follow simple rules and understand safety aspects of PE Begin to understand the importance for good health of physical education and healthy diet Begin to make decisions Be aware of what they need to do to improve Engage in both competitive activities (against self and others) and cooperative activities</p>	<p>Develop good levels of physical fitness Develop a sense of fair play & cooperation Follow rules and understand safety aspects of PE Understand the importance for good health of physical education and healthy diet Develop an understanding of how to improve in different physical activities Start to learn how to evaluate and recognise their own success Engage in both competitive activities (against self and others) and cooperative activities Start to develop good communication & leadership skills eg by taking small group warm up sessions, giving peer to peer feedback</p>	<p>Develop good levels of physical fitness Develop a sense of fair play & cooperation Follow rules and understand safety aspects of PE Understand the importance for good health of physical education and healthy diet Develop an understanding of how to improve in different physical activities Continue to learn how to evaluate and recognise their own success Engage in both competitive activities (against self and others) and cooperative activities Continue to develop good communication & leadership skills eg by taking small group warm up sessions, giving peer to peer feedback, organising a team game</p>	<p>Is aware of the changes that take place in the body when exercising Understands the effects of different intensities of exercise on breathing rate and heart rate Understands the terms 'target heart rate' and 'target heart zone' Can take their own pulse in either their neck or wrist Understands the link between exercise, healthy eating and good mental health Can name the main muscles in the body (biceps, triceps, pectorals, quadriceps, hamstring, calf, gluteus maximus, abdominals)</p>	<p>Demonstrates fair play & cooperation in all activities Follow rules and understand safety aspects of PE Understand the importance for good health of physical education and healthy diet Knowledge of how to improve their own performance in different sports/physical activities Knowledge of how to evaluate and recognise their own and others success Engage in both competitive activities (against self and others) and cooperative activities Has good communication & leadership skills eg by taking small group warm up sessions, giving peer to peer feedback, organising a team, refereeing a game</p>
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PSHE including Relationship and Sexual Health Education

Year group	Healthy Living (Keeping Clean)	Drug Education and Keeping Safe	Keeping Safe Online	Positive Relationships	Growing and Changing	Families and Care	First aid
EYFS	<p>Looking after our Mental Health and Well Being</p> <p>Keeping physically active</p> <p>Importance of eating fruit, vegetables and water and less sugar</p> <p>How do we keep clean?</p>	<p>Importance of rules for safety and listening to people we trust</p> <p>Importance of not eating something when we do not know what it is</p>	<p>Telling an adult if we have a problem</p> <p>Using technology safely</p>	<p>How do we like to be treated? How should we treat others.</p> <p>Bullying Prevention</p> <p>No Outsiders</p>	<p>Understanding how they have changed from a baby to starting school.</p>	<p>To consider what constitutes a family and what our families do for us.</p>	<p>First Aid – telling an adult, managing a problem</p>
Year 1	<p>Looking after our Mental Health and Well Being</p> <p>Physical Health – importance of exercise</p> <p>Healthy Eating – Eat Well Plate, keeping hydrated (water)</p> <p>To understand some basic hygiene principles including handwashing</p>	<p>Importance of rules for safety and listening to people we trust</p> <p>Medicines and people who help us</p> <p>Feeling unwell and the role of medicine and staying safe</p>	<p>Internet Safety</p> <p>How to use technology respectfully and stay safe</p> <p>How to make right choices - What to do if you find something inappropriate</p>	<p>Caring Friendships</p> <p>Respectful Relationships</p> <p>No Outsiders</p> <p>Bullying Prevention</p>	<p>To introduce the concept of growing and changing – birth to adult</p> <p>Stages of human lifecycle</p>	<p>To consider what constitutes a family and what our families do for us.</p> <p>To explore different types of families</p> <p>To know there are different types of families</p> <p>To know who you can ask for help</p>	<p>First Aid – telling an adult following an accident</p> <p>people who help us, how to dial 999</p>
Year 2	<p>Looking after our Mental Health and Well Being</p>	<p>Importance of rules for safety and listening to people we trust</p>	<p>Is it true? – emails/chats, look at forums</p>	<p>Online Relationships</p> <p>Caring Friendships</p>	<p>To extend the concept of growing and changing – birth to adult</p>	<p>Challenging Male/female stereotypes</p> <p>What makes a family?</p>	<p>First Aid – telling an adult, managing a problem</p>

	<p>Physical Health – importance of exercise</p> <p>Healthy Eating – Eat Well Plate, keeping hydrated (water)</p> <p>To further extend understanding of basic hygiene principles including reducing spreading of germs – keep body clean</p>	<p>Keeping Safe – Hazardous Substances</p> <p>Staying safe around household substances</p>	<p>Privacy of personal information Password safety – why?</p> <p>How to make right choices - What to do if you find something inappropriate</p>	<p>Respectful Relationships</p> <p>No Outsiders</p> <p>Bullying Prevention</p>	<p>Male and female growing and changing</p>		<p>people who help us, how to dial 999</p>
Year 3	<p>Looking after our Mental Health and Well Being - – managing anxieties</p> <p>Physical Health – importance of exercise, keeping hydrated (water)</p> <p>Healthy Eating – a balanced diet</p> <p>Germs in food and keeping clean</p>	<p>Importance of rules for safety</p> <p>Learning about smoking and its effects on the body</p>	<p>What information do we need to keep private and why? Importance of sharing information with adults we trust</p> <p>Cyberbullying</p> <p>Online safety rules</p> <p>How to report concerns?</p>	<p>Online Relationships with people we know</p> <p>Caring Friendships</p> <p>Respectful Relationships</p> <p>No Outsiders</p> <p>Bullying Prevention</p> <p>To consider appropriate touch and understand personal space</p>	<p>To consider the difference between boys and girls</p> <p>To begin to challenge gender stereo typing</p>	<p>To reinforce what makes a family</p> <p>To explore different families and understand that all families are different</p>	<p>What can we do if we have an accident?</p> <p>Basic first aid, importance of hand washing including cleaning small wounds.</p>
Year 4	<p>Looking after our Mental Health and Well Being - – managing anxieties</p>	<p>Importance of rules for safety</p>	<p>What is a strong password?</p> <p>What information do we share and why?</p>	<p>Online Relationships – keeping safe in online environments</p> <p>Caring Friendships</p>	<p>To explore the human life cycle</p> <p>To recognise what people can/can't do at different</p>	<p>To explore different families and understand that all families are different – including foster families and adoption</p>	<p>First Aid – dealing with common injuries, cuts and bruises, head bumps</p>

	<p>Physical Health – importance of exercise</p> <p>Healthy Eating – a balanced diet, , keeping hydrated (water)</p> <p>Oral Hygiene</p>	<p>Learning about alcohol and how it affects the body</p>	<p>Age restrictions and why?</p> <p>How to report concerns?</p> <p>Communicating online - if you can't say anything nice, don't say anything at all</p>	<p>Respectful Relationships</p> <p>To further consider touch and know that a person has the right to say what they like and don't like</p> <p>No Outsiders</p> <p>Bullying Prevention</p>	<p>stages of the life cycle and emotions</p> <p>To know that boys and girls develop at different rates and the need for personal space</p>		
Year 5	<p>Looking after our Mental Health and Well Being – managing anxieties</p> <p>Physical Health – importance of exercise</p> <p>Healthy Eating – a balanced diet</p> <p>To know how to stay clean during puberty</p> <p>To know how our emotions can be affected during puberty and who can help us</p> <p>Body image</p>	<p>Importance of rules for safety</p> <p>To know that drugs made changes to the body – some are legal and others illegal</p> <p>Be able to recognise substances that made changes to the body including caffeine, tobacco, alcohol, medicines as well as some illegal drugs (led by children)</p> <p>Peer pressure / adult pressure to engage (County Lines)</p>	<p>Recognise bias / inaccuracy</p> <p>Website validity</p> <p>How to search effectively</p> <p>Respectful comments/feedback</p> <p>Communicating online – what is said cannot be unsaid</p> <p>Spam</p> <p>How to report concerns?</p>	<p>Online Relationships – keeping safe and knowing that all may not be as it first appears, people can take on different personas online</p> <p>Establishing clear protocols for online relationships and what to do if these are compromised</p> <p>Caring Friendships</p> <p>Respectful Relationships – treating others as we would like to be treated</p> <p>No Outsiders</p> <p>Bullying Prevention</p>	<p>To know some of the ways a body changes during puberty – body hair, body conscious, personal hygiene, voice changes</p> <p>To know the scientific terms associated with female and male body parts</p> <p>To know that puberty can be a confusing time for some young people and this is normal , it is important to share these anxieties with people they trust</p>	<p>To explore different families and understand that all families are different – including civil partnerships, divorce, step-families</p> <p>To know that some people associate more with the opposite gender and may choose to live their lives as such - transgender</p>	<p><i>First Aid – dealing with common injuries, cuts and bruises, head bumps, simple bandages</i></p>

Year 6	<p>Looking after our Mental Health and Well Being – managing anxieties – Kooth Resource</p> <p>Physical Health – importance of exercise</p> <p>Healthy Eating – a balanced diet</p> <p>To reinforce how to stay clean during puberty</p> <p>To reinforce how our emotions can be affected during puberty and who can help us</p>	<p>Importance of rules for safety</p> <p>Preventing early use of substances – managing peer pressure</p> <p>Peer pressure / adult pressure to engage (County Lines, Criminal exploitation)</p>	<p>How to present yourself online</p> <p>How to report abuse</p> <p>Different forms of technology</p> <p>Impact on others of cyberbullying</p> <p>How to be responsible</p> <p>How to report concerns?</p>	<p>Online Relationships - protecting your identity and ensuring personal safety at all times</p> <p>Recognising own accountability and responsibility, making the right choices</p> <p>Caring Friendships</p> <p>Respectful Relationships – treating people online as you would face to face</p> <p>No Outsiders</p> <p>Bullying Prevention</p>	<p>To revisit some of the ways a body changes during puberty – body hair, body conscious, personal hygiene, voice changes</p> <p>To extend some of the ways out body changes including periods, wet dreams, erection</p> <p>To consider reproduction and how babies are made</p>	<p>To know that our emotions change during puberty and we become more aware of our own image and the opposite sex</p> <p>To understand when it is appropriate to form intimate relationships with the opposite sex</p> <p>To consider reproduction in the context of a loving relationship – we might be able to create a baby but not able to give the baby everything it needs</p>	<p><i>First Aid – dealing with common injuries, cuts and bruises, head bumps, simple bandages</i></p> <p>What to do if an accident happens without immediate adult support</p>
L2L	<p>Developing 5Rs</p> <ul style="list-style-type: none"> ○ Readiness ○ Resilience ○ Responsibility ○ Respect ○ Resourcefulness 	<p>Developing 5Rs</p> <ul style="list-style-type: none"> ○ Readiness ○ Resilience ○ Responsibility ○ Respect ○ Resourcefulness 	<p>Developing 5Rs</p> <ul style="list-style-type: none"> ○ Readiness ○ Resilience ○ Responsibility ○ Respect ○ Resourcefulness 	<p>Developing 5Rs</p> <ul style="list-style-type: none"> ○ Readiness ○ Resilience ○ Responsibility ○ Respect ○ Resourcefulness 	<p>Developing 5Rs</p> <ul style="list-style-type: none"> ○ Readiness ○ Resilience ○ Responsibility ○ Respect ○ Resourcefulness 	<p>Developing 5Rs</p> <ul style="list-style-type: none"> ○ Readiness ○ Resilience ○ Responsibility ○ Respect ○ Resourcefulness 	<p>Developing 5Rs</p> <ul style="list-style-type: none"> ○ Readiness ○ Resilience ○ Responsibility ○ Respect ○ Resourcefulness
P4C	Various P4C discussions over the year linked to rest of year group's curriculum	Various P4C discussions over the year linked to rest of year group's curriculum	Various P4C discussions over the year linked to rest of year group's curriculum	Various P4C discussions over the year linked to rest of year group's curriculum	Various P4C discussions over the year linked to rest of year group's curriculum	Various P4C discussions over the year linked to rest of year group's curriculum	Various P4C discussions over the year linked to rest of year group's curriculum
PSHE Event	<ul style="list-style-type: none"> • RSE (x4) • Anti-Bullying Week • Internet Safety Day • School visits • Road Safety Week • U.K. Saints Day (4 year rolling programme) • Visitors e.g police/fire • Remembrance Day • Children in Need 	<ul style="list-style-type: none"> • RSE (x4) • Anti-Bullying Week • Internet Safety Day • School visits • Road Safety Week • U.K. Saints Day (4 year rolling programme) • Visitors e.g police/fire • Remembrance Day • Children in Need 	<ul style="list-style-type: none"> • RSE (x4) • Anti-Bullying Week • Internet Safety Day • Residential • School Visits • Road Safety Week • U.K. Saints Day (4 year rolling programme) • Visitors e.g police/fire • Remembrance Day • Children in Need 	<ul style="list-style-type: none"> • RSE (x4) • Anti-Bullying Week • Internet Safety Day • School visits • Road Safety Week • Visitors e.g police/fire • U.K. Saints Day (4 year rolling programme) • Remembrance Day • Children in Need 	<ul style="list-style-type: none"> • RSE (x4) • Anti-Bullying Week • Internet Safety Day • Residential • School Visits • Road Safety Week • Visitors e.g police/fire • U.K. Saints Day (4 year rolling programme) • Remembrance Day • Children in Need 	<ul style="list-style-type: none"> • RSE (x4) • Anti-Bullying Week • Internet Safety Day • School visits • Road Safety Week • Visitors e.g police/fire • U.K. Saints Day (4 year rolling programme) • Remembrance Day • Children in Need 	<ul style="list-style-type: none"> • RSE (x4) • Anti-Bullying Week • Internet Safety Day • Residential • School Visits • Road Safety Week • Personal Safety - Judo • Visitors e.g police/fire • Remembrance Day • Children in Need

RELIGIOUS EDUCATION

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS	<p>What makes people special?</p> <p>To discuss how Christians and other groups have special ways of welcoming babies.</p>	<p>Why do Christians perform nativity plays at Christmas? <i>U.C. Incarnation</i></p> <p>To learn the key elements of the Christmas story. To identify reasons why Christians perform nativity plays at Christmas.</p>	<p>Why should we look after the world?</p> <p>To talk about how God is described as a creator. To understand we need to care for the world.</p>	<p>How do celebrations bring Christians together in different ways? <i>U.C. Salvation</i></p> <p>To talk about a special time called Easter that Christian people celebrate in church and identify several features.</p>	<p>How do people describe God?</p> <p>To have an understanding of what God is like for many people. To retell a story from the Bible that describes God.</p>	<p>Who and what is special to me?</p> <p>To talk about how Christians meet in a special place called a church. To discuss other meeting places for worship.</p>
YEAR 1	<p>What do people believe about God?</p> <p>To discuss how some people believe in God. To identify how Christians and Jews believe God is the creator. To know why Shabbat is special to Jews.</p>	<p>Why does Christmas matter to Christians? <i>U.C. Incarnation</i></p> <p>To give a clear, simple account of the story of Jesus' birth and why Jesus is important to Christians. To give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p>	<p>What does it mean to belong? How do groups express this differently?</p> <p>To discuss what it means to 'belong'. To have an understanding of what it means when someone belongs to a Christian community. To discuss the impact of a Christian belonging to church and the importance of religious artefacts.</p>	<p>Why does Easter matter to Christians? <i>U.C. Salvation</i></p> <p>To recognise why Easter is very important in the 'big story' of the Bible.</p>	<p>Why are some places more important to people than others?</p> <p>To explore why the synagogue is an important place of worship for Jews. To learn about the role of the rabbi. Is it similar or different to other leaders of religious/non-religious worldviews?</p>	<p>How do people decide what is right and what is wrong?</p> <p>Talk about what it means to do right and wrong. To begin to make connections with religious and non-religious worldviews and explain how beliefs and values guide people.</p>
YEAR 2	<p>Why are stories important?</p> <p>To know how the Bible is an important book for Christians. To think about how the Bible impacts Christian lives today.</p>	<p>Why does Christmas matter to Christians? <i>U.C. Incarnation</i></p> <p>To tell the story of the birth of Jesus and recognise the link with Incarnation- Jesus is 'God on Earth'. To ask questions about the Christmas story and the lessons Christians might learn from it.</p>	<p>What might people learn from the story of Abraham?</p> <p>To learn about Abraham and the key events in his life. To have an understanding of why Abraham is important to Jews and Christians? To begin to show curiosity and ask and answer questions about Christian and Jewish stories</p>	<p>Why does Easter matter to Christians? <i>U.C. Salvation</i></p> <p>To tell stories of Easter Week and Easter and make a link with the idea of Salvation.</p>	<p>How do people choose what is right and wrong?</p> <p>To raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints. To begin to talk thoughtfully with respect to a range of spiritual questions i.e. How do people decide what is right and wrong?</p>	<p>How do religious/ non-religious families show they belong?</p> <p>To explain how different groups welcome babies. To consider if there is a right way to welcome babies.</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 3	<p>How do beliefs shape people's lives?</p> <p>To explore how the Bible is used by Christians. To describe and explain how Christians live their lives as disciples.</p>	<p>What is the Trinity? <i>U.C. Incarnation</i></p> <p>To know that Christians believe God is the Trinity: Father, Son and Holy Spirit. To offer suggestions about what texts about baptism and the Trinity might mean.</p>	<p>What does it mean to be a part of a religion or worldview?</p> <p>To recall the events of a bar or bat mitzvah and suggest why certain religions celebrate coming of age. To explain why Passover/ Pesach is an important festival in the Jewish calendar. To recall the events of the Passover festival and explain how the festival symbolises the Jewish ideas of freedom and the covenant with God</p>	<p>Why do Christians call the day Jesus died 'Good Friday'? <i>U.C. Salvation</i></p> <p>To make links between the Gospel texts and how Christians mark the Easter events in their church communities</p>	<p>How important are religious artefacts?</p> <p>To recognise the Qur'an and identify it with Islam. To explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God). To make links between two Muslim artefacts</p>	<p>Is there a right way to welcome a baby?</p> <p>Explore the ideas of infant and believers baptism. Understand the many different ways religious/non-religious people welcome babies. Consider: Is there a right way to do so?</p>
YEAR 4	<p>Where do religious ideas come from?</p> <p>To explain what a covenant is and refer to the covenants God made with Noah and Abraham. To describe how Moses received the 10 Commandments.</p>	<p>What is the Trinity? <i>U.C. Incarnation</i></p> <p>To describe how Christians show their beliefs about God the Trinity in worship. To make links between some Bible texts studied and the idea of God in Christianity.</p>	<p>Why is there diversity within beliefs?</p> <p>Explain what some Muslims believe about Allah. Describe some of the names used for Allah explaining what characteristics they show and how they may be used in worship. Learn about the Prophet Muhammad (pbuh) & the Night of Power and explain why he is important to Muslims. Make links with my own ideas about God.</p>	<p>Why do Christians remember the events of Holy Week? <i>U.C. Salvation</i></p> <p>To describe how Christians see the various events of Holy Week as important in showing the disciples what Jesus came to do.</p>	<p>What kind of a world do we want to live in?</p> <p>To describe how people of religious/ non-religious worldviews respond to world poverty. To identify what motivates people to give to charity.</p>	<p>How do religious and non-religious people talk about God?</p> <p>To explore the Christian, Jewish and Muslim understanding of God. To compare similarities and differences. To make links with other views about God in Buddhism, Humanism and other non-religious worldviews.</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 5	<p>What do people believe about the origins of the world?</p> <p>To understand the Christian belief that God created the world. To identify theories of evolution which are related to the origin of the world.</p>	<p>Was Jesus the Messiah? <i>U.C. Incarnation</i></p> <p>To explain the place of Incarnation and Messiah within the Bible. To show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p>	<p>How do Hindus make sense of the world? Why is light important?</p> <p>To describe various forms of worship that happen in a Hindu temple and at home, including puja. To identify key Hindu symbols and their meaning. To describe how some Hindus celebrate Diwali and Holi.</p>	<p>What did Jesus do to save human beings? <i>U.C. Salvation</i></p> <p>To explain what Christians mean when they say that Jesus' death was a sacrifice.</p>	<p>How can other people's beliefs inspire our lives?</p> <p>To begin to understand why the Qur'an is important to many Muslims. To begin to describe how worship shows devotion to Allah.</p>	<p>Are pilgrimage journeys important? How have they changed over time?</p> <p>To understand that a Pilgrimage is a sacred journey undertaken for spiritual purposes. To explore and investigate the places pilgrims visit and the reasons why? To understand how a journey/ pilgrimage affects lives and a relationship with God.</p>
YEAR 6	<p>What does it mean to be human & how do beliefs shape a person's identity?</p> <p>To define what a worldview is. To explore what influences religious/ non- religious views. To explain what some, many, most adherents believe about birth customs, marriage, peace, conflict</p>	<p>Was Jesus the Messiah? <i>U.C. Incarnation</i></p> <p>To explain some of the connections between Biblical texts and the idea of Jesus as the Messiah. To discuss how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p>	<p>How do personal beliefs affect the way life is lived?</p> <p>To connect Islamic belief with specific lives of Muslims and to see diversity. To explain and assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God.</p>	<p>What difference does the resurrection make to Christians? <i>U.C. Salvation</i></p> <p>To make connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</p>	<p>How do we show respect for the environment and living things?</p> <p>To be able to analyse what most Hindus believe about reincarnation, vegetarianism and caring for the environment. To be able to explain the Hindu idea of 'Karma' and how actions have consequences.</p>	<p>What motivates people to work together to impact the UK and the wider world?</p> <p>To explore the role of heroes and saints in different faiths. To explore what motivates them to act as they do.</p>

Daily Collective Worship and Assemblies which can take the form of:

- Whole school assemblies
- Key stage assemblies
- Class based assemblies
- Visits from local ministers
- Visits to places of worship

SCIENCE

	BIOLOGY	CHEMISTRY	PHYSICS	WORKING SCIENTIFICALLY
EYFS	<p>Understanding the World – The Natural World Explore the natural world around them making observations and drawing pictures of plants and animals Nocturnal / Diurnal Lifecycles – Frogs and Butterflies Animal Habitats</p> <p>Managing Self Understand the importance of healthy food choices</p>	<p>Understanding the World – The Natural World Understand some important processes and changes in the natural world around them including the seasons and changing states of matter – ice melting the fastest</p>	<p>Understanding the World – The Natural World Understand some important processes and changes in the natural world - strongest materials for shopping bag</p>	<p>Observe closely – similarities and differences Perform simple tests Make predictions Gain an understanding of fair testing Make simple connections</p>
YEAR 1	<p>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 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 changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies</p>	<p>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</p>	<p>Observe weather associated with change of season and length of day.</p>	<p>Ask simple questions. Verbally state what they are going to investigate. Observe closely. Carry out simple tests using on standard measurements when appropriate. Gather and record simple data. Sort objects and living things into groups based on simple properties. Explain what they found out to an adult or a partner.</p>

<p>YEAR 2</p>	<p>Notice that animals, including humans, have offspring which grow into adults Find out about and 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 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 microhabitats 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 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</p>	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p>	<p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>Ask simple questions and recognise that they can be answered in different ways. Make simple predictions based on a question. Identify what they will change and keep the same Observe closely, using simple equipment. Perform simple tests using standard units when appropriate. Gather and record data to help in answering questions. Identifying and classifying. Talk about what they have found out and how they found it out. Use their observations and ideas to suggest answers to questions.</p>
<p>YEAR 3</p>	<p>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 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</p>	<p>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</p>	<p>Recognise that they 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 Compare how things move on different surfaces</p>	<p>Ask questions and understand there are different enquiry types they could use to answer them. Make relevant predictions. Identify what they will change, observe and keep the same. With support, set up simple practical enquiries. Begin to use scientific equipment to make observations. Carry out tests and simple experiments and take measurements using standard units.</p>

	<p>room to grow) and how they vary from plant to plant</p> <ul style="list-style-type: none"> 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 		<p>Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>Describe magnets as having 2 poles</p> <p>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p>	<p>Gather and record data in different ways to help answer questions.</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables.</p> <p>Report on findings from enquiries, including oral and written explanations. Make simple conclusions.</p> <p>Use results, findings or observations to answer questions.</p> <p>Suggest questions for further investigation.</p>
<p>YEAR 4</p>	<p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>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</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors</p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p>	<p>Ask relevant questions and use different types of scientific enquiry to answer them.</p> <p>Make predictions based on simple scientific knowledge.</p> <p>Identify what they will change, observe or measure and keep the same.</p> <p>Set up simple practical enquiries, comparative and fair tests.</p> <p>Make systematic and careful observations.</p> <p>Take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Gather, record and classify data in a variety of ways to help in answering questions.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>

			Recognise that sounds get fainter as the distance from the sound source increases	Use straightforward scientific evidence to answer questions or to support their findings. Use results to draw simple conclusions. Begin to identify differences, similarities or changes related to simple ideas or processes. Begin to make predictions for new values, suggest improvements and raise further questions.
YEAR 5	Describe the changes as humans develop to old age 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	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	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 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	Ask relevant questions and use different types of scientific enquiry to answer them. Make predictions based on scientific knowledge. With support, plan different types of scientific enquiry. Where appropriate, identify the dependent, independent and controlled variables. Use a range of scientific equipment to make systematic and careful observations. Take accurate measurements using a range of scientific equipment. Start to take repeat readings when appropriate. Gather, record and classify data with increasing complexity to help in answering questions. Record data using scientific diagrams and labels, classification keys, tables, bar and line graphs. Report and present findings from enquiries, including conclusions. Begin to identify causal relationships in oral and written forms such as displays and other presentations. Use scientific evidence to answer questions.

				<p>Make conclusions based on scientific evidence and from their own testing and findings.</p> <p>Identify differences, similarities or changes related to simple ideas or processes.</p> <p>Make predictions for new values, suggest improvements and raise further questions.</p>
<p>YEAR 6</p>	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p> <p>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</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	N/A	<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p> <p>Recognise that light travels in straight lines</p> <p>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</p> <p>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</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>Ask relevant scientific questions and choose which enquiry type would be best suited to answer them.</p> <p>Make predictions based on scientific knowledge.</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Use a range of scientific equipment to make systematic and careful observations with increased complexity.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Use scientific evidence to answer questions.</p> <p>Make conclusions based on scientific evidence and from their own testing and findings. Identify scientific evidence that</p>

				<p>has been used to support or refute ideas or arguments. Use test results to make predictions to set up further comparative and fair tests. Suggest investigation improvements including accuracy of results. Provide some simple examples of how to extend the investigation.</p>
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