

Minimum expectations for the end of each year group (National Curriculum AND wider School Curriculum combined).

Content in BLACK is knowledge, skills and understanding taken from the National Curriculum, content in RED is what we have added to that as part of our School Curriculum.

English.

Year Group	EYFS area linked to	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	subject – Reception						
Spoken Language.	Learn new vocabulary Use new vocabulary through the day Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or	The following statements apply to all pupils at an age appropriate level. Pupils should build on the oral language skills that have been taught in preceding years: *listen and respond appropriately to adults and their	XX	xx	xx	xx	xx
	action to another using a range of connectives	peers					
	Describe events in some detail.	ask relevant questions to extend their					
	Use talk to help work out problems and organise thinking and activities explain how things work	understanding and knowledge					

and why they might	♣ use relevant			
happen.	strategies to build			
	their vocabulary			
Develop social phrases.	·			
	articulate and			
Use new vocabulary in	justify answers,			
different contexts	arguments and			
	opinions			
ELG: Listening, Attention				
and Understanding	♣ give well-			
Children at the expected	structured			
level of development will:	descriptions,			
Listen attentively and	explanations and			
respond to what they	narratives for			
hear with relevant	different			
questions, comments and	purposes,			
actions when being read	including for			
to and during whole class	expressing			
discussions and small	feelings			
group interactions;				
	♣ maintain			
Make comments about	attention and			
what they have heard and	participate			
ask questions to clarify	actively in			
their understanding;	collaborative			
	conversations,			
Hold conversation when	staying on topic			
engaged in back-and-	and initiating and			
forth exchanges with their	responding to			
teacher and peers.	comments			
FLO. Constitute Children at				
ELG: Speaking Children at	♣ use spoken			
the expected level of	language to			
development will: -	develop			
Participate in small group,	understanding			
class and one-to-one	through			
discussions, offering their	speculating,			
own ideas, using recently	hypothesising,			
introduced vocabulary; -	imagining and			
Offer explanations for why things might happen,	exploring ideas			
making use of recently	♣ speak audibly			
introduced vocabulary from stories, non-fiction,	and fluently with			
	an increasing			
rhymes and poems when				
appropriate; Express their				
ideas and feelings about				

	their experiences using	command of					
	full sentences, including	Standard English					
	use of past, present and	Standard English					
	future tenses and making	♣ participate in					
	use of conjunctions, with	discussions,					
	modelling and support	presentations,					
	from their teacher.	performances,					
	nom their teacher.	role play,					
	ELG: Being Imaginative	improvisations					
	and Expressive Children	and debates					
	at the expected level of						
	development will: -	♣ gain, maintain					
	Invent, adapt and recount	and monitor the					
	narratives and stories	interest of the					
	with peers and their	listener(s)					
	teacher;						
		♣ consider and					
		evaluate different					
		viewpoints,					
		attending to and					
		building on the					
		contributions of					
		others					
		♣ select and use					
		appropriate registers for					
		effective					
		communication.					
		communication.					
Reading.	Engage in story times	Word Reading	Word Reading	Word Reading	Word Reading	Word Reading	Word Reading
	Listen to and talk about	♣apply phonic	♣continue to apply				
	stories to build familiarity	knowledge and	phonic knowledge and	♣ Use knowledge of root	♣Read books at an age	♣Use knowledge of root	♣Read books at an age
	and understanding.	skills as the route	skills as the route to	words to understand	appropriate interest level.	words to understand	appropriate interest level.
	Retell the story, once they	to decode words	decode words until	meanings of words.		meanings of words.	Work out unfamiliar words by
	have developed a deep	♣ respond	automatic decoding has		♣Use knowledge of root words		focusing on all letters in the
	familiarity with the text;	speedily with the	become embedded and	♣Use prefixes to	to understand meanings of	♣Apply knowledge of	word, e.g. not reading
	some as exact repetition	correct sound to	reading is fluent	understand meanings e.g.	words. ②Use prefixes to	prefixes to understand	
	and some in their own	graphemes	♣ read accurately by	un-, dis-, mis-, re-, pre-,	understand meanings e.g. in-,	meaning of new words, e.g.	invitation for imitation.
	words	(letters or groups of letters) for all	blending the sounds in	im-, in	ir–, sub–, inter–super–, anti–,	dis-, re-, pre-, mis-, over	♣Use knowledge of root
	Engage in non-fiction	40+ phonemes,	words that contain the		auto		words, prefixes and suffixes to
	books.	including, where	graphemes taught so far,		1	♣Use suffixes to understand	·
		applicable,	especially recognising			meanings e.gant, -ance,	investigate how the meanings
		F.F				meanings e.gant, -ance,	of words change e.g.

Listen to and talk about
selected non-fiction to
develop a deep familiarity
with new knowledge and
vocabulary

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.

Read some letter groups that each represent one sound and say sounds for them

Read a few common exception words matched to the school's phonic programme.

Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment

ELG: Comprehension

Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories and

- alternative sounds for graphemes
- A read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- * read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- * read other words of more than one syllable that contain taught GPCs
- * read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- * read aloud accurately books that are consistent with their developing phonic

- alternative sounds for graphemes
- ♣ read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- * read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- * read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- * read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.
- Comprehension
- I is isten to, discuss and express views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond

- ♣Use suffixes to understand meanings e.g. -ly, -ous.
- ♣Read and understand words from the Year 3 list.
- * read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

- Use intonation, tone and volume when reading aloud.
- ♣Take note of punctuation when reading aloud.
- *Raise questions during the reading process to deepen understanding e.g. I wonder why the character.
- ♣ Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.
- ♣ Justify responses to the text using the PE prompt (Point + Evidence).
- ♣ Prepare for research by identifying what is already known about the subject and key questions to structure.

- ♣Use suffixes to understand meanings e.g. —ation, - tion, ssion, —cian, -sion.
- Read and understand words from the Year 4 list.

Comprehension

- ♣Explain the meaning of key vocabulary within the context of the text.
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
- *Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.
- *Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.
- Identify main ideas drawn from more than one paragraph and summarise these.

- ancy, -ent, ence, -ency, ible, -able, -ibly, -ably.
- Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) see below

Comprehension

- ♣ continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- read books that are structured in different ways and read for a range of purposes
- ♣ increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- ♣ recommend books that they have read to their peers, giving reasons for their choices
- identify and discuss themes and conventions in and across a wide range of writing
- make comparisons within and across books

- un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment.
- ♣Use suffixes to understand meanings e.g. –cious, -tious, tial, -cial. ②Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) -see below.
- ♣Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure French in origin.

Comprehension

- ♣ Explain the meaning of new vocabulary within the context of the text.
- *Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.
- Provide reasoned justifications for their views.
- *Through close reading, reread and read ahead to locate clues to support understanding

narratives using their own	knowledge and	that at which they can	♣Make and respond to	♣Navigate texts ,e.g. using	♣ learn a wider range of	and justify with evidence from
words and recently	that do not	read independently	contributions in a variety		poetry by heart	•
introduced vocabulary;	require them to		of group situations e.g.	contents and index pages, in		the text.
	use other	discuss the sequence of	whole class, pairs, guided	order to locate and retrieve	prepare poems and plays	
Anticipate – where	strategies to work	events in books and how	groups.		to read aloud and to	♣Skim for gist.
appropriate – key events	out words	items of information are		information in print and on	perform, showing	
in stories; - Use and		related	♣Listen to, discuss and	screen.	understanding through	Scan for key information
understand recently	* re-read these		increase familiarity with a		intonation, tone and volume	
introduced vocabulary	books to build up	♣ become increasingly	wide range of fiction,	&Coon for datas acceptant and	so that the meaning is clear	♣Use a combination of
during discussions about	their fluency and	familiar with and retell a	poetry, plays, non-fiction	Scan for dates, numbers and	to an audience	skimming, scanning and close
stories, non-fiction,	confidence in	wider range of stories,	and reference books or	names.		S. S
rhymes and poems and	word reading.	fairy stories and	textbooks, re telling some		♣check that the book makes	reading across a text to locat
during role-play	C	traditional tales	of these orally.		sense to them, discussing	specific detail.
FI.C. Wand Banding	Comprehension	• • • • • • • • • • • • • • • • • • • •			their understanding and	
ELG: Word Reading Children at the expected	listen to and	• be introduced to non-	* read books that are		exploring the meaning of	♣Retrieve, record, make not
·	discuss a wide	fiction books that are	structured in different		words in context	and present information from
level of development will:	range of poems,	structured in different	ways and reading for a		a sale secretion de terresco	•
- Say a sound for each	stories and non-	ways	range of purposes		♣ ask questions to improve	non-fiction, including texts
letter in the alphabet and	fiction at a level	♣ recognise simple	• distinguished to alread		their understanding	used in other subjects.
at least 10 digraphs;	beyond that at	recurring literary	♣ use dictionaries to check		♣Explore, recognise and use	
Read words consistent	which they can	language in stories and	the meaning of words that		the terms metaphor, simile,	♣Explain the effect on the
with their phonic	read	poetry	they have read		· ·	-
knowledge by sound-	independently	poetry	♣ identify themes and		imagery.	reader of the author's choice
blending;	таерепаенту	discuss and clarify the	conventions in a wide		drawing inferences such as	of language and reasons why
bienang,	♣ be encouraged	meanings of words,	range of books		inferring characters' feelings,	the author may have selecte
Read aloud simple	to link what they	linking new meanings to	range of books		thoughts and motives from	these words, phrases and
sentences and books that	read or hear read	known vocabulary	prepare poems and play		their actions, and justifying	
are consistent with their	to their own	inio ini rocabala. y	scripts to read aloud and		inferences with evidence	techniques.
phonic knowledge,	experiences	♣ discuss their favourite	to perform, showing		e.e.ieee with evidence	
including some common	experiences	words and phrases	understanding through		♣ predict what might	
exception words.	become very	'	intonation, tone, volume		happen from details stated	
	familiar with key	♣ continue to build up a	and action		and implied	
	stories, fairy	repertoire of poems				
	stories and	learnt by heart,	♣ discuss words and		♣ summarise the main ideas	
	traditional tales,	appreciating these and	phrases that capture the		drawn from more than one	
	retelling them and	reciting some, with	reader's interest and		paragraph, identifying key	
	considering their	appropriate intonation to	imagination		details that support the main	
	particular	make the meaning clear			ideas	
	characteristics		♣ recognise some			
		♣draw on what they	different forms of poetry		identify how language,	
	recognise and	already know or on	[for example, free verse,		structure and presentation	
	join in with	background information	narrative poetry]		contribute to meaning	
	join in with predictable	background information and vocabulary provided	narrative poetry]		contribute to meaning	

authors use language, including figurative language,

	♣ learn to	♣ check that the text		considering the impact on	
	appreciate rhymes	makes sense to them as		the reader	
	and poems, and to	they read and correct			
	recite some by	inaccurate reading		♣ distinguish between	
	heart			statements of fact and	
	1.55	♣ make inferences on the		opinion	
	♣ discuss word	basis of what is being said		·	
	meanings, linking	and done		retrieve, record and	
	new meanings to			present information from	
	those already	answer and ask		non-fiction	
	known	questions			
				A participate in discussions	
	♣draw on what	♣ predict what might		about books that are read to	
	they already know	happen on the basis of		them and those they can	
	or on background	what has been read so far		read for themselves, building	
	information and			on their own and others'	
	vocabulary	♣ participate in		ideas and challenging views	
	provided by the	discussion about books,		courteously	
	teacher	poems and other works			
		that are read to them and		explain and discuss their	
	♣ check that the	those that they can read		understanding of what they	
	text makes sense	for themselves, taking		have read, including through	
	to them as they	turns and listening to		formal presentations and	
	read and correct	what others say		debates, maintaining a focus	
	inaccurate reading			on the topic and using notes	
		explain and discuss		where necessary	
	♣ discuss the	their understanding of			
	significance of the	books, poems and other		♣ provide reasoned	
	title and events	material, both those that		justifications for their views.	
		they listen to and those			
	♣ make	that they read for			
	inferences on the	themselves.			
	basis of what is				
	being said and				
	done				
	predict what				
	might happen on				
	the basis of what				
	has been read so				
	far				
	♣ participate in				
	discussion about				
	what is read to				
	them, taking turns				
Į.	•	•			

		and listening to					
		what others say					
		ac ociters say					
		♣ explain clearly					
		their					
		understanding of					
		what is read to					
		them.					
		uicili.					
	Form lower-case and	♣Sequence ideas	♣Develop stamina for	♣Discuss and record ideas		♣ identify the audience for	
Writing Composition	capital letters correctly.	and events in	writing in order to write	for planning using a range	♣Reading and analyse	and purpose of the writing,	♣Identify audience and
	capital letters correctly.	narrative and in	at length.	of formats, e.g. chunking a	narrative, non-fiction and	selecting the appropriate	purpose.
	Spell words by identifying	non-fiction.	at iciigtii.	plot, story maps, flow	poetry in order to plan their	form and using other similar	
	the sounds and then	Hon-fiction.	♣Evaluate their writing	charts, boxing up.		writing as models for their	♣Choose appropriate text-
	writing the sound with	♣Orally compose	with adults and peers.	charts, boxing up.	own versions.	own.	
	letter/s.	every sentence	addies and peers.	♣Group related material		OWII.	form and type for all writing.
		before writing.	♣Proofread to check for	into paragraphs.	♣Identify and discuss the	A note and develop initial	
	Write short sentences	Defore writing.	errors in spelling,	into paragraphis.	purpose, audience, structure,	ideas, drawing on reading	♣Select the appropriate
	with words with known	♣Re-read every	grammar and	♣Use headings and sub		and research where	structure, vocabulary and
	sound-letter	sentence to check	punctuation.	headings to organise	vocabulary and grammar of	necessary.	,
	correspondences using a	it makes sense.	pa.iotaatioiii	information.	narrative, non-fiction and	necessary.	grammar.
	capital letter and full stop.	Tananas sansa.	♣Plan and discuss what		poetry.	♣ in writing narratives,	
		♣Read aloud their	to write about e.g. story	♣Proofread to check for	· · ·	consider how authors have	♣Draw on similar writing
	Re-read what they have	writing audibly to	mapping, collecting new	errors in spelling, grammar	♣Discuss and record ideas for	developed characters and	models, reading and research.
	written to check that it	adults and peers.	vocabulary, key words	and punctuation in own		settings in what pupils have	
	makes sense.		and ideas.	and others' writing.	planning e.g. story mountain,	read, listened to or seen	♣Compare how authors
		♣Use familiar			text map, non-fiction bridge,	performed.	
	ELG: Writing Children at	plots for	♣Orally rehearse each	♣Read and analyse	story board, boxing-up text	periorineur.	develop characters and
	the expected level of	structuring the	sentence prior to writing.	narrative, non-fiction and		♣ select appropriate	settings (in books, films and
	development will: - Write	opening, middle	,	poetry in order to plan and	types to create a plan.	grammar and vocabulary,	performances).
	recognisable letters, most	and end of their	♣Write narratives about	write their own versions.		understanding how such	
	of which are correctly	stories.	personal experiences and		♣Develop settings and	choices can change and	♣Use a range of planning
	formed;		those of others (real and	♣Generate and select	characterisation using	enhance meaning.	
		♣Compose and	fictional).	from vocabulary banks e.g.	vocabulary to create emphasis,		approaches.
	Spell words by identifying	sequence their		noun phrases, powerful		♣ in narratives, describe	
	sounds in them and	own sentences to	♣ write about real	verbs, technical language,	humour, atmosphere, suspense.	settings, characters and	♣Select appropriate
	representing the sounds	write short	events.	synonyms for said		atmosphere and integrate	vocabulary and language
	with a letter or letters;	narratives and		appropriate to text type.	♣Plan and write an opening	dialogue to convey character	effects, appropriate to task,
		short non-fiction.	♣ write poetry.		paragraph which combines	and advance the action.	
	Write simple phrases and			♣ discuss writing similar to	' - '		audience and purpose, for
	sentences that can be	♣Use formulaic	re-read to check that	that which they are	setting and character/s.	♣ summarise longer	precision and impact.
	read by others.	phrases to open	their writing makes sense	planning to write in order		passages.	
		and close texts.	and that verbs to indicate	to understand and learn	♣Improvise and compose		♣Select appropriate register
			time are used correctly	from its structure,	dialogue, demonstrating their	♣ use a wide range of	
		♣Write in	and consistently,	vocabulary and grammar		devices to build cohesion	for formal and informal
		different forms					purposes, e.g. a speech for a
							debate (formal), dialogue

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	with simple text type features.	including verbs in the continuous form.	discuss and record ideas.	understanding of Standard and	within and across paragraphs.	within narrative (formal or
	type reatures.	continuous form.	lucas.	non-Standard English.	paragraphs.	informal), text message to a
	discuss what	read aloud what they	♣ compose and rehearse		use further organisational	friend (informal).
	they have written	have written with	sentences orally (including	♣Generate and select from	and presentational devices	
	with the teacher or other pupils	appropriate intonation to make the meaning clear.	dialogue), progressively building a varied and rich	vocabulary banks e.g. adverbial	to structure text and to guide the reader [for	♣Blend action, dialogue and
	or other pupils	make the meaning clear.	vocabulary and an	phrases, technical language,	example, headings, bullet	description within sentences
			increasing range of	persuasive phrases, alliteration.	points, underlining].	and paragraphs to convey
			sentence structures.			character and advance the
			• organico naragranho	♣Use different sentence	assess the effectiveness of their own and others'	action e.g. Tom stomped into
			organise paragraphs around a theme.	structures.	writing.	the room, flung down his
						grubby, school bag and
			♣ in narratives, create	♣Use paragraphs to organise	* propose changes to	announced, through gritted
			settings, characters and	writing in fiction and nonfiction	vocabulary, grammar and punctuation to enhance	teeth, "It's not fair!"
			plot.	texts.	effects and clarify meaning.	teetily lee liet lail
				♣Use organisational devices in	, -	♣Consciously control the use
				_	• ensure the consistent and	of different sentence
				non-fiction writing, e.g.	correct use of tense throughout a piece of	structures for effect.
				captions, text boxes, diagram,	writing.	
				lists.		♣Use a wide range of devices
				♣Link ideas across paragraphs	ensure correct subject and	to build cohesion within and
				using fronted adverbials for	verb agreement when using singular and plural,	across paragraphs.
					distinguishing between the	
				when and where e.g. Several	language of speech and	♣Deviate narrative from linear
				hours later, Back at home	writing and choosing the	or chronological sequence e.g.
				♣Proofread to check for errors	appropriate register.	flashbacks, simultaneous
				in spelling, grammar and	♣ Proof read	actions, time-shifts.
				punctuation.		
				punctuation.	♣perform their own	♣Combine text-types to create
				♣Discuss and propose changes	compositions, using appropriate intonation,	hybrid texts e.g. persuasive
				to own and others' writing with	volume, and movement so	speech.
				partners/small groups.	that meaning is clear.	
				pa. arcis, sinan groups.		♣Evaluate, select and use a
				♣Improve writing in light of		range of organisational and
				evaluation.		presentational devices to
						structure text for different
				♣Use appropriate intonation,		purposes and audiences e.g.
				tone and volume to present		

			their writing to a second	hoodings sub headings
			their writing to a range of	headings, sub-headings,
			audiences.	columns, bullet points, tables.
				♣Find examples of where
				authors have broken
				conventions to achieve specific
				effects and use similar
				techniques in own writing –
				e.g. repeated use of 'and' to
				convey tedium, one word
				sentence.
				♣Make conscious choices
				about techniques to engage
				the reader including
				appropriate tone and style e.g.
				rhetorical questions, direct
				address to the reader.
				♣Use active and passive voice
				to achieve intended effects e.g.
				formal reports, explanations
				and mystery narrative.
				and mystery nurrative.
				♣Reflect upon the
				effectiveness of writing in
				relation to audience and
				purpose, suggesting and
				making changes to enhance
				effects and clarify meaning.
				♣Use appropriate and
				effective intonation and
				volume.
		l		

							♣Add gesture and movement
							to enhance meaning.
							♣Encourage and take account
							of audience engagement.
	Face laws and					Maria Inchia filosofica ad	
Handwriting	Form lower-case and capital letters correctly.	♣Sit correctly at a table, holding a	♣Form lower-case letters of the correct size relative	Use the diagonal and horizontal strokes that are	As for Year 3 plus:	Write legibly, fluently and with increasing speed by:	As for Year 5 plus:
	capital letters correctly.	pencil comfortably	to one another.	needed to join letters and	• Dunile should be using ising d	with moreasing speed by.	• acations to prostice
	Develop the foundations	and correctly		understand which letters,	Pupils should be using joined handwriting throughout their	♣ choosing which shape of a	♣continue to practise handwriting and be
	of a handwriting style which is fast, accurate		start using some of the	when adjacent to one	independent writing.	letter to use when given	encouraged to increase the
	and efficient.	♣Hold a pencil with an effective	diagonal and horizontal	another, are best left		choices and deciding whether or not to join	speed of it, so that problems
	5.0 5. 24 . 0.31	grip.	strokes needed to join letters and understand	unjoined	♣Write with consistency in size	specific letters.	with forming letters do not get
	ELG: Fine Motor Skills Children at the expected	86.	which letters, when	♣ increase the legibility,	and proportion of letters.		in the way of their writing
	level of development will:	♣ begin to form	adjacent to one another,	consistency and quality of	♣Handwriting should continue	&be clear about what	down what they want to say.
	Hold a pencil effectively in	lower-case letters	are best left unjoined.	their handwriting [for	to be taught, with the aim of	standard of handwriting is	♣ choosing the writing
	preparation for fluent	in the correct direction, starting	♣ write capital letters	example, by ensuring that	increasing the fluency with	appropriate for a particular task, for example, quick	implement that is best suited
	writing	and finishing in	and digits of the correct	the downstrokes of letters are parallel and	which pupils are able to write	notes or a final handwritten	for a task.
	using the tripod grip in	the right place	size, orientation and	equidistant; that lines of	down what they want to say. This, in turn, will support their	version.	
	almost all cases;		relationship to one	writing are spaced	composition and spelling.		
		♣ form capital	another and to lower	sufficiently so that the	germpesialeri and spennig.	♣use an unjoined style, for	
		letters	case letters.	ascenders and descenders		example, for labelling a diagram or data, writing an	
		♣ form digits 0-9	♣Use capital letters	of letters do not touch].		email address, or for algebra	
			appropriately.			and capital letters, for	
		♣Have clear				example, for filling in a form.	
		ascenders ('tall	♣ use spacing between				
		letters') and descenders	words that reflects the size of the letters.				
		('tails').	Size of the letters.				
		,					
		understand					
		which letters					
		belong to which handwriting					
		'families' (i.e.					
		letters that are					
		formed in similar					
		ways) and to					
		practise these					
			l		<u> </u>		

Spelling	Form lower-case and	♣ Spell words	♣Segment spoken words	♣Use further prefixes dis_,	♣Use the first three letters of a	♣Use the first three or four	♣Develop self-checking and
Spennig	capital letters correctly.	using the 40+	into phonemes and	mis_, re_, and suffixes _ly,	word to check its spelling in a	letters of a word to check	proof-checking strategies,
		phonemes already	represent these by	_ous, and understand	dictionary.	spelling, meaning or both of	including the use of a
	Spell words by identifying	taught, including	graphemes, spelling many	how to add them.		these in a dictionary.	dictionary and thesaurus.
	the sounds and then	making phonically	correctly.		♣Use further prefixes, e.g. in-,		
	writing the sound with	plausible attempts		♣Add suffixes beginning	im- ir–, sub–, inter–, super–,	♣Use a thesaurus.	♣Recognise and spell endings
	letter/s.	at more complex	♣Learn to spell common	with vowel letters to	anti–, auto–.		spelt – cious or –tious.
		words.	exception words.	words of more than one		♣Investigate verb prefixes	
	Write short sentences			syllable.	♣Use further suffixes, e.g. –	e.g. dis-, re-, pre-, mis-, over-	Recognise and spell endings
	with words with known	♣Name the letters	♣Learn new ways of		ation, - tion, -ssion, -cian.		cial/ tial e.g. official, partial
	sound-letter	of the alphabet in	spelling phonemes for	♣Spell homophones and			
	correspondences using a	order.	which one or more	near homophones.	♣Investigate what happens to	♣Recognise and spell words	I♣nvestigate adding suffixes
	capital letter and full stop.		spellings are already		words ending in f when suffixes	ending in –ant, –ance/–ancy,	beginning with vowel letters to
		♣Use letter names	known.	♣Spell words with the u	are added, e.g. calf/calves.	–ent, –ence/–ency.	words ending in –fer, e.g.
		to distinguish		sound spelt ou, e.g. young,			referring, reference.
		between	♣Learn to spell more	touch, double.	♣Identify and spell words with	Recognise and spell words	
		alternative	words with contracted		the /k/ sound spelt ch e.g.	ending in –able and –ible,	♣Investigate and use further
		spellings of the	forms, e.g. can't, didn't,	♣Spell words with endings	scheme, chorus.	ably and ibly.	prefixes, e.g. bi- trans- tele-
		same sound.	hasn't, couldn't, it's, I'll.	-sure e.g. treasure,	• Identify and small would with	• December 1 hofers a success	circum
			• T	enclosure, pleasure.	*Identify and spell words with	♣Recognise I before e except	a Distinguish hatus
		♣Spell words with	♣To spell correctly,	• Cooll words with anding	the ch making a sh sound e.g. chef, chalet, machine.	after c.	*Distinguish between
		the sounds /f/, /l/,	distinguish between	*Spell words with ending -	cher, chalet, machine.	♣Recognise and spell words	homophones and other words that are often confused.
		/s/, /z/ and /k/	homophones.	ture e.g. creature, furniture, adventure.	♣Identify and spell words	containing the letterstring	that are often comused.
		spelt ff, II, ss, zz	Add suffix ment to spell	idiliitule, adventule.	ending with the /g/ sound spelt	ough.	♣Identify root words,
		and ck, e.g. off,	longer words.	♣Spell words with the /eɪ/	-gue and the /k/ sound spelt -	ough.	derivations and spelling
		well, miss, buzz,	longer words.	sound spelt ei, eigh, or ey,	que e.g. tongue, antique.	♣To recognise and spell the	patterns as a support for
		back.	♣Add suffixes ful and	e.g. vein, weigh, eight,	que e.g. tongue, untique.	suffixes -al,- ary,- ic.	spelling.
		♣Spell words with	less, er and est, ly, ness	neighbour, they, obey.	♣Identify and spell words with	, , , , ,	- Speg.
		the /ŋ/sound spelt	and er.	ineignatury anery takey.	the /s/ sound spelt sc (Latin in	♣To spell further suffixes,	♣Continue to be taught to
		n before k, e.g.		♣Identify and spell	origin), e.g. science, scene.	e.g. II in full becoming I.	understand and apply the
		bank, think.	♣ge and dge at the end	irregular past tense verbs,			concepts of word structure so
		bank, trink.	(e.g. age, badge), and	e.g. send /sent, hear /	♣Understand how diminutives	♣Spell some words with	that they can draw on their
		♣ Divide words	spelt as g elsewhere (e.g.	heard, think/ thought.	are formed using e.g. suffix -	'silent' letters, e.g. knight,	knowledge of morphology and
		into syllables, e.g.	magic, giant).		ette and prefix mini	psalm, solemn.	etymology to spell correctly.
		pocket.		♣Identify and spell			
			♣S spelt c e.g. ice.	irregular plurals, e.g	♣Investigate ways in which	♣To spell unstressed vowels	
		♣Spell words with		goose/ geese,	nouns and adjectives can be	in polysyllabic words.	
		-tch, e.g. catch,	♣Kn and gn e.g. knee,	woman/women, potato	made into verbs by the use of		
		fetch, kitchen,	gnat.	/es.	suffixes e.g. pollen (noun) and	♣ continue to distinguish	
		notch, hutch.			-ate = pollinate (verb).	between homophones and	
			♣Wr e.g. write, wrong.			other words which are often	
		♣Spell words with			♣The /ɪ/ sound spelt y	confused	
		the /v/ sound at	♣-le at the end of words		elsewhere than at the end of	• continued to	
		the end of words,	e.g. table, apple.		words, e.g. myth, gym, Egypt.	♣ use knowledge of	
						morphology and etymology	
			1	1		in spelling and understand	

e	e.g. have, live,	-el at the end of words		that the spelling of some	
g	give.	e.g. camel, tunnel.		words needs to be learnt	
				specifically.	
	♣Add s and es to	♣-al at the end of words			
	words, e.g. thanks,	e.g. capital, pedal.			
	catches.	5 - 1 / J			
		♣The ending -il e.g.			
	♣Spell words with	pencil, fossil.			
	vowel digraphs	perion, rossin			
	and trigraphs.	♣-y at the end of words			
l a	and trigraphs.				
	• Cooll words	e.g. try, reply.			
	♣ Spell words	• ^			
	ending –y e.g.	A before I and II e.g.			
n	happy.	call, walk.			
	♣ Spell words with	♣O as in e.g. mother,			
	new consonant	Monday.			
	spellings ph and				
v	wh, e.g. dolphin,	-ey as in key, monkey.			
v	wheel.				
		♣The a sound after w and			
	♣ Spell words	qu e.g. wander, quantity.			
u	using k for the /k/				
s	sound, e.g. Kent.	♣-or after w e.g. worm,			
		word.			
	♣Add the prefix –				
	un.	♣-ar after w e.g. war,			
		warm.			
	♣Spell compound				
	words, e.g.	♣The s sound in e.g.			
	farmyard,	television, usual.			
	bedroom.				
	bearoom.	♣Add –es to nouns and			
	♣ Spell common	verbs ending in -y, e.g.			
	exception words.	copies, babies.			
	exception words.	,			
	♣Spell days of the	♣Add –ed, –ing, –er and			
		est to a root word			
V	week.	ending in –y with a			
	• using lotter	consonant before it, e.g.			
	♣ using letter				
	names to	copied, copier.			
	distinguish	• Add the endings ins			
	between	Add the endings –ing, –			
	alternative	ed, –er, –est and –y to			
	spellings of the	words ending in –e with a			
s	same sound.				

	where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]	Add -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. patting, patted. Spell words ending in -tion, e.g. station, fiction.				
GPS.	Say, and hold in memory whilst writing, simple sentences which make sense. Write simple sentences that can be read by themselves and others. Separate words with spaces. Use capital letter for the personal pronoun I. Using full stops and capital letters to demarcate sentences. Use capital letters for the names of people, places and days of the week. Using 'and' to join sentences. Extend range of joining words to link words and	Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination). Use sentences with different forms: statement, question, command, exclamation. Secure the use of capital letters at the start and full stops, exclamation or question marks at the end of sentences. Use commas to separate items in a list. Use apostrophes for contracted forms. Use apostrophes for singular possession in nouns. Use subordination for time using when, before and after.	Explore and identify main and subordinate clauses in complex sentences. Recognise simple sentences and begin to recognise compound and complex sentences. Explore, identify and create complex sentences using a range of conjunctions. Use the comma to separate clauses in complex sentences where the subordinate clause appears first. Identify, select, generate and effectively use prepositions for where. Select, generate and effectively use adverbs. Use inverted commas to punctuate direct speech (speech marks).	Create complex sentences with adverb starters. Use commas to mark clauses in complex sentences. Create sentences with fronted adverbials for when and where. Use commas after fronted adverbials. Identify, select and use determiners including: - articles: a/an, the - demonstratives: this/that; these/those - possessives: my/your/his/her/its/our/their - quantifiers: some, any, no, many, much, every. Use inverted commas and other punctuation to indicate direct speech. Use nouns for precision. Explore, identify, collect and use noun phrases. Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was.	Use a wide range of conjunctions to create compound and complex sentences Use relative pronouns and relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'. Create and punctuate complex sentences using ed and ing opening clauses and simile starters Use commas to clarify meaning or avoid ambiguity and to indicate parenthesis Use adverbials of time, place and number to link ideas across paragraphs Use brackets, dashes or commas to indicate parenthesis Use devices to build cohesion within a paragraph	Use a wide range of conjunctions to create compound and complex sentences Use full stops, commas, exclamation marks, inverted commas and question marks to punctuate sentences correctly. Use a wide range of adjectives and adjectival phrases, adverbials and prepositional phrases to add description and elaboration to writing. Understand the past and present perfect form of verbs. Distinguish between informal and formal vocabulary and sentence structures including use of the subjunctive. Use bullet points and punctuate correctly. Use colons to introduce a list, semi colons to mark the boundary between

	T.,	T.,	T.,		1
clauses using but	Use subordination for	Use perfect form of verbs	Use apostrophes for singular	Use expanded noun phrases	independent clauses and
and or.	reason using because and	using have and has to	and plural possession.	to convey complicated	within lists, dashes, hyphens to
Ideal'S and are	if.	indicate a completed	Harris de la desta de desta de la constante de	information concisely	avoid ambiguity, ellipsis,
Identify and use		action.	Use adverbs to modify verbs.		synonyms, antonyms.
question marks and exclamation	Use the subordinating		Lice conjunctions to ownress	Recognise the difference	
marks.	conjunction that in a	Use the determiner a or an	Use conjunctions to express	between direct and indirect	Explore active and passive
IIIdiks.	sentence, e.g. I hope that	according to whether the	time or cause.	speech and relate to	voice. Use passive voice to
Make singular	it doesn't rain on sports	next word begins with a		differences between	present information in an
nouns plural using	day.	consonant or vowel.	Use prepositions to express	informal and formal speech	objective way.
's' and 'es' e.g.	day.	consolidate of vower.	time and place.	structures	objective way.
dog, dogs; wish,	Select, generate and	Explore and collect word			Identify subject and object in a
wishes.	_	•		Explore, collect and use	
	effectively use nouns and	families e.g. medical,	Pronouns – using pronouns to	adverbs to indicate degrees	sentence.
Add suffixes to	verbs.	medicine, medicinal,	avoid repetition or ambiguity	of possibility	
verbs where no	A did a office a	medic, paramedic,	and to add clarity and cohesion.	Use suffixes –ate, -ise, -ify to	
spelling change is	Add suffixes ness and er	medically to extend		convert nouns and adjectives	
needed to the	to create nouns e.g.	vocabulary.		into verbs.	
root word e.g.	happiness, sadness,			into versa.	
helping, helped,	teacher, baker.	Explore and collect nouns			
helper.		with prefixes super, anti,		Use apostrophes correctly	
	Create compound words	auto.		ose apostrophes correctly	
Add the prefix 'un'	using nouns, e.g.			Use modal verbs to indicate	
to verbs and	whiteboard and football.			degrees of possibility	
adjectives to				acg. ces o. pessia	
change the meaning e.g.	Explore the progressive			Investigate verb prefixes e.g.	
untie, unkind.	form of verbs in the			dis-, de-, re-, pre-, mis-, over-	
ditte, dikila.	present tense (e.g. she is				
	drumming) and past				
	=				
	tense (e.g. he was				
	shouting) to mark actions				
	in progress.				
	Use past tense for				
	narrative, recount.				
	Use present tense for				
	non-chronological reports				
	and persuasive adverts.				
	Use adjectives to describe				
	nouns and Identify,				
	generate and effectively				
	use noun phrases.				
	223 p doco.				
	Add suffixes ful (playful)				
	or less (careless), er				
	01 1633 (Careless), El		1		

(faster) and est (smallest)		
to create adjectives.		
Use suffix ly to turn adjectives into adverbs e.g. slowly, gently,		
carefully. Select, generate and effectively use adverbs.		

^{*}Tier 2 and Tier 3 words on planning are in ADDITION to the spelling appendix in the NC.

Maths

Year Group EYFS area linked to	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
subject						
Reception						
Number and place value. Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Continue, copy and create repeating patterns. ELG: Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count in multiples of twos, fives and tens Read and write numbers to 100 in numerals Read and write numbers from 1 to 20 in numerals and words Begin to recognise the place value of numbers beyond 20 (tens and ones) Identify and represent numbers using objects and pictorial representations including the number line Use the language of: equal to, more than, less than (fewer), most, least Given a number, identify one more and one less Recognise and create repeating patterns with numbers, objects and shapes Identify odd and even numbers linked to counting in twos from 0 and 1 Solve problems and practical problems involving all of the above	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward Read and write numbers to at least 100 in numerals and in words Recognise the place value of each digit in a two-digit number (tens, ones) Identify, represent and estimate numbers using different representations, including the number line Partition numbers in different ways (e.g. 23 = 20 + 3 and 23 = 10 + 13) Compare and order numbers from 0 up to 100; use <, > and = signs Find 1 or 10 more or less than a given number Round numbers to at least 100 to the nearest 10 Understand the connection between the 10 multiplication table and place value Describe and extend simple sequences involving counting on or back in different	Count from 0 in multiples of 4, 8, 50 and 100 Count up and down in tenths Read and write numbers up to 1000 in numerals and in words Read and write numbers with one decimal place Identify, represent and estimate numbers using different representations (including the number line) Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Identify the value of each digit to one decimal place Partition numbers in different ways (e.g. 146 = 100 + 40 + 6 and 146 = 130 + 16) Compare and order numbers up to 1000 Compare and order numbers with one decimal place Find 1, 10 or 100 more or less than a given number Round numbers to at least 1000 to the	Count in multiples of 6, 7, 9, 25 and 1000 Count backwards through zero to include negative numbers Count up and down in hundredths Read and write numbers to at least 10 000 Read and write numbers with up to two decimal places Recognise the place value of each digit in a four-digit number Identify the value of each digit to two decimal places Partition numbers in different ways (e.g. 2.3 = 2+0.3 & 1+1.3) Identify, represent and estimate numbers using different representations (including the number line) Order and compare numbers beyond	Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 Count forwards and backwards in decimal steps Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit Read, write, order and compare numbers with up to 3 decimal places Identify the value of each digit to three decimal places Identify represent and estimate numbers using the number line Find 0.01, 0.1, 1, 10, 100, 100 and other powers of 10 more or less than a given number Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 Round decimals with two decimal places to the nearest whole number and to one decimal place Multiply/divide whole numbers and decimals by 10, 100 and 1000	 Count forwards or backwards in steps of integers, decimals, powers of 10 Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit Identify the value of each digit to three decimal places Identify, represent and estimate numbers using the number line Order and compare numbers including integers, decimals and negative numbers Find 0.001, 0.01, 0.1, 1, 10 and powers of 10 more/less than a given number Round any whole number to a required degree of accuracy Round decimals with three decimal places to the nearest whole number or one or two decimal places Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places Use negative numbers in context, and calculate intervals across zero Describe and extend number sequences including those with multiplication and division steps, inconsistent steps, alternating steps and those where the step size is a decimal Solve number and practical problems that involve all of the above

composition of each	Use place value and	Find the effect of	 Order and 	 Interpret negative 	
number;	number facts to solve	multiplying a one- or	compare	numbers in context,	
	problems	two-digit number by	numbers with the	count on and back	
Subitise (recognise		10 and 100, identify	same number of	with positive and	
quantities without		the value of the	decimal places up	negative whole	
counting) up to 5;		digits in the answer	to two decimal	numbers, including	
3, 1, 1, 1,		Describe and extend	places	through zero	
Automatically recall		number sequences involving counting	• Find 0.1, 1, 10, 100 or 1000 more	 Describe and extend number sequences 	
(without reference to		on or back in	or less than a	including those with	
rhymes, counting or		different steps	given number	multiplication/division	
other aids) number		Read Roman	Round any	steps and where the	
bonds up to 5		numerals from I to	number to the	step size is a decimal	
		XII	nearest 10, 100	Read Roman	
(including subtraction		Solve number	or 1000	numerals to 1000 (M);	
facts) and some		problems and	 Round decimals 	recognise years	
number bonds to 10,		practical problems	(one decimal	written as such	
including double		involving these	place) to the	 Solve number and 	
facts.		ideas.	nearest whole	practical problems	
			number	that involve all of the	
ELG: Numerical			Find the effect of	above	
Patterns Children at			dividing a one- or		
the expected level of			two-digit number by 10 and 100,		
development will: -			identifying the		
Verbally count			value of the digits		
beyond 20,			in the answer		
recognising the			 Describe and 		
pattern of the			extend number		
counting system;			sequences		
			involving		
- Compare quantities			counting on or		
up to 10 in different			back in different		
contexts, recognising			steps, including		
when one quantity is			sequences with multiplication		
greater than, less			and division steps		
than or the same as			Read Roman		
the other quantity;			numerals to 100		
and other quantity,			and know that		
- Explore and			over time, the		
			numeral system		
represent patterns			changed to		
within numbers up to			include the		
10, including evens			concept of zero		
and odds, double			and place value		
facts and how			 Solve number and practical 		
quantities can be			problems that		
distributed equally.			involve all of the		
			above and with		
			increasingly large		
			positive numbers		

Number: Addition and subtraction.	 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations) Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ - 9. 	Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting) Select a mental strategy appropriate for the numbers involved in the calculation Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot Understand subtraction as take away and difference (how many more, how many less/fewer) Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Recall and use number bonds for multiples of 5 totalling 60 (to support telling time to nearest 5 minutes) Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and tens	Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) Select a mental strategy appropriate for the numbers involved in the calculation Understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context Recall/use addition/subtraction facts for 100 (multiples of 5 and 10) Derive and use addition and subtraction facts for 100 Derive and use addition and subtraction facts for nultiples of 100 totalling 1000 Add and subtract numbers mentally, including: - a three-digit number and tens - a three-digit	Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) Select a mental strategy appropriate for the numbers involved in the calculation Recall and use addition and subtraction facts for 100 Recall and use +/-facts for multiples of 100 totalling 1000 Derive and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place) Add and subtract mentally combinations of two and three digit numbers and decimals to one decimal place Add and subtract numbers with up to 4 digits and decimals with one decimal place using the formal written methods of columnar	Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) Select a mental strategy appropriate for the numbers involved in the calculation Recall and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place) Derive and use addition and subtraction facts for 1 (with decimal numbers to two decimal places) Add and subtract numbers mentally with increasingly large numbers and decimals to two decimal places Add and subtract whole numbers with more than 4 digits and decimals with two decimal places, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	 Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) Select a mental strategy appropriate for the numbers in the calculation Recall and use addition and subtraction facts for 1 (with decimals to two decimal places) Perform mental calculations including with mixed operations and large numbers and decimals Add and subtract whole numbers and decimals using formal written methods (columnar addition and subtraction) Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy Use knowledge of the order of operations to carry out calculations Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Solve problems involving all four operations, including those with missing numbers
		- a two-digit number and ones - a two-digit number	number and ones - a three-digit	one decimal place using the formal written methods	calculations and determine, in the context of a problem,	
		numbers - adding three one- digit numbers	number and hundreds • Add and subtract numbers with up to three digits, using	subtraction where appropriate • Estimate; use inverse	subtraction multi-step problems in contexts, deciding which operations and	

			farmal			
		Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems Solve problems with addition and subtraction including with missing numbers: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods	formal written methods of columnar addition and subtraction Estimate the answer to a calculation and use inverse operations to check answers Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	operations to check answers to a calculation Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why Solve addition and subtraction problems involving missing numbers	methods to use and why • Solve addition and subtraction problems involving missing numbers	
Number: Multiplication and division.	Recall and use doubles of all numbers to 10 and corresponding halves Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	Understand multiplication as repeated addition Understand division as sharing and grouping and that a division calculation can have a remainder Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Derive and use doubles of simple two-digit numbers (numbers in which the ones total less than 10)	Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) Understand that division is the inverse of multiplication and vice versa Understand how multiplication and division statements can be represented using arrays Understand division as sharing and grouping and use each appropriately Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) Recognise and use factor pairs and commutativity in mental calculations Recall multiplication and division facts for multiplication tables up to 12 × 12 Use partitioning to double or halve any number, including decimals to one decimal place	Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers Establish whether a number up to 100 is prime and recall prime and recall prime numbers up to 19 Recognise and use square (2) and cube (3) numbers, and notation	 Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) Identify common factors, common multiples and prime numbers Use partitioning to double or halve any number Perform mental calculations, including with mixed operations and large numbers Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication Multiply one-digit numbers with up to two decimal places by whole numbers Divide numbers up to 4 digits by a two-digit whole number using the formal written methods of short or long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context Use written division methods in cases where the answer has up to two decimal places Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

	Dorivo and use helyse	• Dorivo and usa	• Hea place value	a Uso partitioning to	T
	 Derive and use halves of simple two-digit 	 Derive and use doubles of all 	 Use place value, known and 	 Use partitioning to double or halve any 	Use knowledge of the order of operations
	even numbers	numbers to 100 and	derived facts to	number, including	to carry out calculations
	(numbers in which the	corresponding	multiply and	decimals to two	Solve problems involving all four
	tens are even)	halves	divide mentally,	decimal places	operations, including those with missing
	Calculate	Derive and use	including:	Multiply and divide	numbers
	mathematical	doubles of all	- multiplying by 0	numbers mentally	
	statements for	multiples of 50 to	and 1	drawing upon known	
	multiplication using	500		facts	
	repeated addition)	 Write and calculate 	- dividing by 1	Solve problems	
	and division within the	mathematical	- multiplying	involving	
	multiplication tables	statements for	together three	multiplication and	
	and write them using	multiplication and	numbers	division including	
	the multiplication (×),	division using the	Multiply two-digit	using their knowledge	
	division (÷) and equals	multiplication tables	and three-digit	of factors and	
	(=) signs	that they know,	numbers by a	multiples, squares	
	Solve problems involving	including for two-	one-digit number	and cubes	
	multiplication and	digit numbers times	using formal	Multiply numbers up	
	division (including those	one-digit numbers,	written layout	to 4 digits by a one-	
		using mental and	 Divide numbers 	or two-digit number	
	with remainders), using	progressing to	up to 3 digits by a	using a formal written	
	materials, arrays,	formal written	one-digit number	method, including	
	repeated addition,	methods	using the formal	long multiplication for	
	mental methods, and	 Use estimation to 	written method	two-digit numbers	
	multiplication and	check answers to	of short division	Divide numbers up to	
	division facts, including	calculations and	and interpret	4 digits by a one-digit	
	problems in contexts.	determine, in the	remainders	number using the	
	problems in contexts.	context of a	appropriately for	formal written	
		problem, an	the context	method of short	
		appropriate degree	 Use estimation 	division and interpret	
		of accuracy	and inverse to	remainders	
		Solve problems,	check answers to	appropriately for the	
		including missing	calculations and	context	
		number problems,	determine, in the	• Use	
		involving multiplication	context of a	estimation/inverse to	
			problem, an	check answers to	
		and division (and	appropriate	calculations;	
		interpreting	degree of	determine, in the	
		remainders), including	accuracy	context of a problem,	
		positive integer scaling	 Solve problems 	an appropriate	
		problems and	involving	degree of accuracy	
		correspondence	multiplying and	 Solve problems 	
		problems in which n	adding, including	involving addition,	
		•	using the	subtraction,	
		objects are connected	distributive law	multiplication and	
		to m objects	to multiply two	division and a	
			digit numbers by	combination of these,	
			one digit, division	including	
			(including	understanding the	
			interpreting	meaning of the equals	
			remainders),	sign	
			integer scaling	 Solve problems 	
			problems and	involving	

Number: * Understand that a fraction and describe part of a whole remove and describe part of a put of an object and trained a quantity funciding measure) **Pecception, find and name a quantity funciding measure) **Recognity, find and name a qua						harder	multiplication and	
Number: **Understand that a faction and escrobe part of a section and escrobe part of a builderstand that a unit fraction represents one equal part of a whole number a half at one of two equal parts of an object singular of a set understand that the deminators of a set of superior equal parts of an object shape or quantity (including messure) **Recognise, find and name a quarter as one of four equal parts of an object shape or quantity (including messure) **Recognise, find and name a quarter as one of four equal parts of an object shape or quantity (including messure) **Recognise, find and name a quarter as one of four equal parts of an object shape or quantity (including messure) **Recognise, find and name a quarter as one of four equal parts of an object shape or quantity (including messure) **Recognise, find and name a quarter as one of four equal parts of an object shape or quantity (including messure) **Recognise, find and name a quarter as one of four equal parts of an object shape or quantity (including messure) **Recognise, find and name a quarter as one of four equal parts of an object shape or quantity (including messure) **Recognise, find and name a quarter as one of four equal parts of an object shape or quantity (including messure) **Recognise, find and name a quarter as one of four equal parts of an object shape or quantity (including messure) **Recognise, find and name a quarter as one of four equal parts of an object shape or quantity (including messure) **Recognise, find and name a quarter as one of four equal parts of an object shape or quantity (including messure) **Recognise and that one of the description of the control of t						correspondence	division, including	
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Number: *** *						•		
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Fractions. Can describe part of a whole						•		
whole Understand that a unit fraction represents one equal part of a shole Recognise, find and name a hard are one of four equal parts of an object, shape or quantity (including measure) Recognise the equivalence of $\frac{1}{2}$ and $\frac{1}{4}$ of a length shape, set of objects only white simple fractions fraction is one whole number divided by another divided by another (e.g. $\frac{1}{2}$ can be finding a fraction of one shape of the s	Number:	-			·			
**Whole number fraction can describe part of a set of fraction can describe part of a set of sequel part of an object shape quantity (including measure) **Recognise, find and name a quarter as not of floor equal parts of an object, shape quantity (including measure) **Recognise, find and name a quarter as not of floor equal parts of an object, shape quantity (including measure) **Recognise, find and name a quarter as not of floor equal parts of an object, shape quantity (including measure) **Recognise, find, name and write fractions of a moment relates to division of equal parts of an object, shape quantity **Write simple fractions of a moment relates to division or quantity **Write simple fractions of a moment relates to division or quantity **Write simple fractions of a moment relates to division or quantity **Write simple fractions of a moment relates to division or quantity **Write simple fractions of a moment relates to division or quantity **Write simple fractions of a moment relates to division or quantity **Write simple fractions of a moment relates to division or quantity **Write simple fractions of a moment relates to division or quantity **Write simple fractions of a moment relates to division or quantity **Write simple fractions of a moment relates to division or quantity **Write simple fractions of a moment relates to division or quantity **Write simple fractions of a moment relates to division or quantity **Write simple fractions of a moment relates to division or quantity **Write simple fractions of a recognise that the equivalent fractions with fractions and normal declaration of recease of a moment or dividing option and moment or programment or program			•					, ,
fraction represents one equal parts of any and be exceptise, find and name a harf as one of two equal parts of an object, shape or quantity (including measure) **Recognise, find and name a harf as one of two equal parts of an object, shape or quantity (including measure) **Recognise, find and name a direction of quantity (including measure) **Recognise, find, name and therefore the small century and the street of the directions of a direction of a more pieces in the demonstration of the same denomination of the context of the direction of a more pieces in the demonstration of the direction o	Fractions.							
equal part of a whole exceptive, find and many a half as one of two equal parts of an object shape or quantity (including measure) **Recognise, find and many and the standard state of the state of th						•		
Recognise, find and name a plants of an object shape or quantity (including measure) **Recognise, find and name a quarter as one of four equal parts of an object is find and therefore the smaller each part will be more pieces its stight into and therefore the smaller each part will be more pieces its stight into and therefore the smaller each part will be more pieces its stight into and therefore the smaller each part will be more pieces its stight into and therefore the smaller each part will be more pieces its stight into and therefore the smaller each part will be more pieces its stight into and therefore the smaller each part will be more pieces its stight into and therefore the smaller each part will be more pieces its stight into and therefore the smaller each part will be more pieces its stight into and therefore the smaller each part will be more pieces its stight into and therefore the smaller each part will be more pieces its stight into and therefore the smaller each part will be more pieces its stight into and therefore the smaller each part will be more pieces its stight into and therefore the smaller each part will be more pieces its stight into and therefore the smaller each part will be more pieces its stight into and therefore the smaller each part will be more pieces its stight into and therefore the smaller each part will be made and write tractions of a discrete set of objects on the fractions with missers or quantity. **After simple fractions **Interpreted as 3 3 4-4) **Interpreted as 3 4 4-4) **Interpreted as 3 3 4-4) **Interpreted as 3 3 4-4) **Int			•			T		
a half as one of two equal parts of an object, spane or quantity (including measure) • Recognise, find and name a quarter as a one of four equal parts of an object, shape or quantity (including measure) • Recognise, find, and name and write fractions spans for example, \$\frac{1}{2}\$, and \$\frac{1}{2}\$ of a length, shape, set of objects or quantity • Write simple fractions for example, \$\frac{1}{2}\$ of a sength shape, set of objects or quantity • Write simple fractions for example, \$\frac{1}{2}\$ of a length shape, set of objects or quantity • Write simple fractions for example, \$\frac{1}{2}\$ of a length shape, set of objects or quantity • Write simple fractions for example, \$\frac{1}{2}\$ of \$\frac{1}{2}\$ and \$\frac{1}{4}\$ of a length shape or quantity • Write simple fractions for example, \$\frac{1}{2}\$ of \$\frac{1}{2}\$ and \$\frac{1}{4}\$ of a length shape or quantity • Write simple fractions for example, \$\frac{1}{2}\$ of \$\frac{1}{2}\$ and \$\frac{1}{4}\$ of a length shape or quantity • Write simple fractions for example, \$\frac{1}{2}\$ of \$\frac{1}{2}\$ and \$\frac{1}{4}\$ of a length shape or quantity • Write simple fractions for example, \$\frac{1}{2}\$ of \$\frac{1}{2}\$ and \$\frac{1}{4}\$ of a length shape or quantity • Write simple fractions for example, \$\frac{1}{2}\$ of \$\frac{1}{2}\$ and \$\frac{1}{4}\$ of a length shape or quantity • Write simple fractions for example, \$\frac{1}{2}\$ of \$\frac{1}{2}\$ and \$\frac{1}{4}\$ of a length shape or quantity • Write simple fractions for example, \$\frac{1}{2}\$ of \$\frac{1}{2}\$ and \$\frac{1}{4}\$ of a length shape or quantity • Write simple fractions for example, \$\frac{1}{2}\$ of \$\frac{1}{2}\$ and \$\frac{1}{4}\$ of a length shape or quantity • Write simple fractions for example, \$\frac{1}{2}\$ of \$\frac{1}{2}\$ and \$\frac{1}{4}\$ of a length shape or quantity • Write simple fractions for example, \$\frac{1}{2}\$ of \$\frac{1}{2}\$ and \$\frac{1}{4}\$ of a length shape or quantity • Write simple fractions and non-unit fractions and non-unit fractions and non-unit fractions and non-unit fracti			· ·					•
denominator is, the more pieces it is split massure) **Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (including measure) **Recognise, find and name a quarter as one of four equal parts and in dividing on-glist that shape set of objects in the more pieces it is split into and therefore the smaller each part will be smaller each part will dividing on-glist including the fractions of a discrete set of objects including the fractions will defermed make an unmerators and denominators. A defensive fraction with dividing on-glist mumbers or a denominator and the fractions will denominator. The fractions and only the fractions and object the smaller each part will dividing on-glist including the fractions of a dividing object in the fractions of a dividing on-glist mumbers or a denominator. The fractions and mistractions with the same denominators and endominators and problems in the fractions will denominator and policy to one objects until fractions and objects until fractions and objects and the fractions and objects the to division and dividing on-glist including the fractions of a dividing objects in the fractions and the fractions and objects the fractions with the same denominators. The fractions with the same denominators and each manufaction of the fractions and object the			a half as one of two equal	larger the	•	-	fractions (e.g. 0.71 =	1
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measure) Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (including measure) (including measure) Necognise, find, name and write fractions of a length, shape, set of objects or quantity Necognise, find, name and disviding objects instituting the shape, set of objects or quantity Necognise, find, name and disviding objects instituting the shape, set of objects or quantity Necognise, find and write fractions of a disviding objects instituting the shape, set of objects or quantity Necognise, find and write fractions of a disviding objects instituting the shape of the same and order write fractions and non-unit fractions with small denominators Necognise and the steps of \$\frac{1}{2} \) and \$\frac{1}{4} \) and \$\frac{1}{4} \) of the proper fractions with the equivalence of \$\frac{2}{4} \) and \$\frac{1}{4} \) and \$\frac{1}{4} \) of the equivalence of \$\frac{2}{4} \) and \$\frac{1}{4} \) of the equivalence of \$\frac{2}{4} \) and \$\frac{1}{4} \) of the equivalence of \$\frac{2}{4} \) and \$\frac{1}{4} \) of the equivalence of \$\frac{2}{4} \) and \$\frac{1}{4} \) of the equivalence of \$\frac{2}{4} \) and \$\frac{1}{4} \) of the equivalence of \$\frac{2}{4} \) and \$\frac{1}{4} \) of the equivalence of \$\frac{2}{4} \) and \$\frac{1}{4} \) of the equivalence of \$\frac{2}{4} \) and \$\frac{2}{4} \) of the equivalence of \$\frac{2}{4} \) and \$\frac{2}{4} \) of the equivalence of \$\fr			quantity (including	more pieces it is split	_	• .		Associate a fraction with division and
**Recognise, find, and and an author a quarter as one of four equal parts of an object, shape or quantity (including measure) **Recognise, find, and and an author is the end of the part			· ·					
**Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{3}$ and $\frac{2}{4}$ of a length, where simple fractions for example, $\frac{1}{2}$ of $\frac{2}{3}$ and $\frac{1}{4}$ write fractions with a factions and some find denominators and endominators and endom				•	 Recognise that 	discrete set of		$0.375 \text{ and } \frac{3}{2}$)
those with a five fractions $\frac{\pi}{2}$, $\frac{\pi}{4}$ and $\frac{\pi}{4}$ of length, shape, set of objects or quantity and recognise the equivalence of $\frac{\pi}{4}$ and $\frac{\pi}{4}$ of $\frac{\pi}{4}$ of $\frac{\pi}{4}$ and $\frac{\pi}{4}$ of π			•		tenths arise from	objects including		
including measure) (including measure and anonuntir fractions with the same lumbers or quantities by 10 (including measure in the sumplications of a didentify, name and write equivalent fractions with the same lumbers or quantities by 10 (including measure in the lumdredths and sobject by one objects; unit fractions and nonuntir fractions with the same lumbers or quantities by 10 (including measure in the lumdredths and sobrated fractions with the same mumber (including on a number (including on a number including an object by one objects; unit fractions and south and that are the same and that are multiples of the same under the lumdredths and solver the treations of a didentify, name and write are the same of the same under the lumdredths and solver the treations of a didentify in the same					· · ·		· ·	
shape, set of objects: unit fractions and non-unit fractions and participes and seeps and recognise and show, using diagrams, equivalent of a Add and subtract fractions of with small denominators with small denominators and enominators with small denominators and enominators and enomi			· · · · · · · · · · · · · · · · · · ·	3		•		
shape, set of objects or quantity			(including measure)	$\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length,				 Multiply simple pairs of proper fractions,
**Recognise, find and write fractions of a discrete set of objects: unit fractions and nonunit fractions and f				shape, set of objects			number (including on	writing the answer in its simplest form
write fractions of a discrete set of objects: unit fractions and nonulit fractions and non- fractions with the same denominators Add and subtract fractions with denominators Compare and order unit fractions Add and subtract fractions with denominators Add and su				or quantity		_	a number line)	$(e.g. \frac{1}{x} \times \frac{1}{x} = \frac{1}{x})$
discrete set of objects unit fractions with small denominators. Proceedings and seguivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole [for example, $\frac{7}{2}$, $\frac{7}{2}$] Compare and order unit fractions, and with decimal equivalents of equivalents of being fraction, represented visually, including tenths by ten Count on and back in steps of unit fractions. Compare and order unit fractions with the same denominators. Add and subtract fractions with the same denominators with one whole [for example, $\frac{7}{2}$, $\frac{7}{2}$] Compare and order unit fractions, and with decimal equivalents. Add and subtract fractions with the same and that are multiples of the same number (using diagrams). Families of the same number (using diagrams). Write statements > 1 as a mixed number (using diagrams). Family proper fractions and mixed numbers by whole numbers, supported the fractions and subtract fractions with the same and order unit fractions, and write decimal equivalents of exity then shand hundredths. Add and subtract fractions with the same and use that are the same and that are multiples of the same number (using diagrams). The same process and the size of the same number (using diagrams). The same number (using diagrams) and write decimal equivalents of each of the same number (using diagrams). The same process and use t					• .		 Identify, name and 	
objects: unit fractions and non-unit fractions with small denominators and support in the same denominators with none whole [for example, $\frac{7}{2}$, $\frac{6}{2}$] and recognise and unit fractions of a given fraction, represented visually, including tenths and back in steps of $\frac{1}{2}$ and $\frac{1}{4}$ by the same denominators and				for example, $\frac{1}{3}$ of 6 = 3			•	
equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ Count on and back in steps of $\frac{1}{2}$ and $\frac{1}{4}$ Recognise and use fractions as an onounit fractions with small denominators equivalent fractions with small denominators with small denominators equivalent fractions with the same denominator within one whole [for example, $\frac{7}{7} + \frac{1}{7} = \frac{6}{7}$] Count on and back in steps of $\frac{1}{4}$ and $\frac{1}{4}$ Recognise and use fractions and nonunit fractions with the same denominators with small denominators of for compare and order unit fractions with the same denominator within one whole [for example, $\frac{7}{7} + \frac{1}{7} = \frac{6}{7}$] Count on and back in steps of $\frac{1}{4}$ and $\frac{1}{4}$ Count on and back in steps of $\frac{1}{4}$ and $\frac{1}{4}$ Count on and back in steps of $\frac{1}{4}$ and $\frac{1}{4}$ Count on and back in steps of $\frac{1}{4}$ and $\frac{1}{4}$ and $\frac{1}{4}$ are the same and order unit fractions with the same denominators with small denominators of $\frac{1}{4}$ and $\frac{1}{4}$,	_	5 0
unit fractions with small denominators of $\frac{1}{2}$ and $\frac{1}{4}$ and				equivalence of $\frac{2}{-}$ and	•			
Count on and back in steps of $\frac{1}{2}$ and $\frac{1}{4}$ Recognise and use fractions with small denominators Recognise and show, using diagrams, equivalent fractions with same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] Count on and back in steps of unit fractions and nonumit fractions and nonumit fractions and nonumit fractions with small denominators Compare and order unit fractions, and offer unit fractions, and order unit fractions, and equivalents of accuracy Solve problems involving the calculation of percentages (e.g. of measures and such as 15% of 260) and the use of percentages (e.g. of measures and such as 15% of 260) and the use of percentages of accuracy Solve problems involving the calculation of percentages (e.g. of measures and such as 15% of 260) and the use of percentages of accuracy Solve problems involving the calculation of percentages (e.g. of measures and such as 15% of 260) and the use of percentages of accuracy Add and subtract fractions with the same denominators (including on a number line) Recognise and use fractions with the same denominators (including on a number line) Recognise and show, using diagrams, families of common equivalent fractions and frealte them to tenths, hundredths and relate them to				1 4	unit fractions with		,	
steps of $\frac{1}{2}$ and $\frac{1}{4}$ Procedure of fractions and nonumbers: unit fractions and nonunit fractions with small denominators Recognise and show, using diagrams, equivalent fractions with small denominators Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ Compare and order unit fractions with the same denominator within one whole unit fractions, and Compare and order unit fractions with the same and show, using diagrams, families of recomparison Recognise and use thowandths and relate them to tenths, hundredths and decimal equivalents of the same and use thousandths and relate them to tenths, hundredths and decimal equivalents of the same and use thousandths and relate them to tenths, hundredths and decimal equivalents of the same and use thousandths and relate them to tenths, hundredths and decimal equivalents of the same and use thousandths and relate them to tenths, hundredths and decimal equivalents of the same and use thousandths and relate them to tenths, hundredths and decimal equivalents of the same and use thousandths and relate them to tenths, hundredths and decimal equivalents of accuracy Solve problems involving the calculation of procedure to thenth, hundredths and decimal equivalents of and the use of percentages for comparison Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents of enterthy, and the use of percentages for comparison Now the same number (using diagrams) Write statements > 1 as a mixed number (e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$) Multiply proper fractions and numbers, supported fractions and mixed numbers, supported fractions with the same and that are multiples of the same number (using diagrams) Write statements > 1 as a mixed number (e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$) Multiply proper fractions with the same denominators with denominators are the same and that are multiples of the same number (using diagrams) Multiply proper fractions				2	small denominators	 Count on and 		
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order unit fractions and nonunit fractions and show, using diagrams, equivalent fractions with small denominators with small denominators with small denominators with in one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] • Compare and order unit fractions, and fractions and fractions with the same denominator within one whole unit fractions, and compare and order unit fractions, and fractions and fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] • Compare and onorder unit fractions and fractions with the same denominators (including on a number line) • Recognise and show, using diagrams, families of common equivalent fractions. • Recognise and order unit fractions and fractions and fractions with the same denominators that are the same and that are multiples of the same number (using diagrams) • Write statements > 1 as a mixed number (e.g. $\frac{2}{5} + \frac{4}{5} = \frac{5}{5} - 1\frac{1}{5}$) • Multiply proper fractions and mixed numbers by whole numbers, supported				steps of $\frac{1}{2}$ and $\frac{1}{4}$	fractions as	unit fractions	_	1
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unit fractions, and equivalents of numbers, supported					,	_		
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						any number of		

				same denominators (including on a number line) Count on and back in steps of $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$ Solve problems that involve all of the above	tenths or hundredths Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ Add and subtract fractions with the same denominator (using diagrams) Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including nonunit fractions where the answer is a whole number Solve simple measure and money problems involving fractions and decimals to two decimal places	by materials and diagrams Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal Solve problems involving fractions and decimals to three places Solve problems which require knowing percentage and decimal equivalents of \(\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5} \text{ and fractions with a denominator of a multiple of 10 or 25}	
Measurement.	Compare length, weight and capacity. Introduction to time (day/night) Components of a clock (face, hour and minute hand)	Measure and begin to record: - lengths and heights, using non-standard and then manageable standard units (m/cm) - mass/weight, using non-standard and then manageable standard units (kg/g) - capacity and volume using non-standard and then manageable standard units (litres/ml) - time (hours/minutes/seconds) within children's range of counting competence	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity and volume (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using >, < and =	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Continue to estimate and measure temperature to the nearest degree (°C) using thermometers Understand perimeter is a measure of distance around the boundary of a shape Measure the perimeter of simple 2-D shapes	Estimate, compare and calculate different measures, including money in pounds and pence Order temperatures including those below 0°C Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	Use, read and write standard units of length and mass Estimate (and calculate) volume ((e.g., using 1 cm³ blocks to build cuboids (including cubes)) and capacity (e.g. using water) Understand the difference between liquid volume and solid volume Continue to order temperatures including those below 0°C Convert between different units of metric measure	 Use, read and write standard units of length, mass, volume and time using decimal notation to three decimal places Convert between standard units of length, mass, volume and time using decimal notation to three decimal places Convert between miles and kilometres Recognise that shapes with the same areas can have different perimeters and vice versa Calculate the area of parallelograms and triangles Recognise when it is possible to use formulae for area and volume of shapes Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units (e.g. mm³ and km³)

- Compare, describe and solve practical problems for:
 lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)
 mass/weight (for
 - example, heavy/light, heavier than, lighter than) - capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) - time (for example, quicker, slower, earlier, later)
 - Recognise and use language relating to dates, including days of the week, weeks, months and years
 - Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening
 - Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
 - Recognise and know the value of different denominations of coins and notes

- Recognise and use symbols for pounds (£) and pence (p)
- Combine amounts to make a particular value
- Find different combinations of coins that equal the same amounts of money
- Compare and sequence intervals of time
- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- Know the number of minutes in an hour and the number of hours in a day

Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change and measures (including time)

- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12hour and 24-hour clocks
- Estimate/read time with increasing accuracy to the nearest minute
- Record/compare time in terms of seconds, minutes, hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon, midnight
- Know the number of seconds in a minute and the number of days in each month, year and leap year
- Compare durations of events [for example to calculate the time taken by particular events or tasks]
- Continue to recognise and use the symbols for pounds (£) and pence (p) and understand that the decimal point separates pounds/pence
- Recognise that ten 10p coins equal £1 and that each coin is ¹/₁₀ of £1
- Add and subtract amounts of money to give change, using both £ and p in practical contexts
- Solve problems involving money and measures and

- Know area is a measure of surface within a given boundary
- Find the area of rectilinear shapes by counting squares
- Convert between different units of measure [e.g. kilometre to metre; hour to minute]
- Read, write and convert time between analogue and digital 12- and 24hour clocks
- Write amounts of money using decimal notation
- Recognise that one hundred 1p coins equal £1 and that each coin is ¹/₁₀₀ of £1
- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days and problems involving money and measures

- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- Measure/calculate the perimeter of composite rectilinear shapes
- Calculate and compare the area of rectangle, use standard units square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes
- Continue to read, write and convert time between analogue and digital 12 and 24-hour clocks
- Solve problems involving converting between units of time
- Use all four operations to solve problems involving measure using decimal notation, including scaling

- Calculate differences in temperature, including those that involved a positive and negative temperature
- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate

	1		-	1	•	Consider	Continue to consider the continue to
Statistics.						Complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes) Complete, read and interpret information in tables and timetables Solve comparison, sum and difference problems using information presented in all types of graph including a line graph Calculate and interpret the mode, median and range	 Continue to complete and interpret information in a variety of sorting diagrams (including sorting properties of numbers and shapes) Interpret and construct pie charts and line graphs and use these to solve problems Solve comparison, sum and difference problems using information presented in all types of graph Calculate and interpret the mean as an average
FDP, Ratio,	xx	xx	xx	xx	xx	xx	Compare and order fractions, including
	^^	**	**	^^	^^	**	fractions > 1 (including on a number line)
Proportion and							Use common factors to simplify fractions; use common multiples to express
Algebra.							fractions in the same denomination
							 Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375 and 3/8) Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions Multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. 1/4 x 1/2 = 1/8) Divide proper fractions by whole numbers (e.g. 1/3 ÷ 2 = 1/6) Find simple percentages of amounts Solve problems involving fractions Solve problems which require answers to be rounded to specified degrees of accuracy Solve problems involving the calculation of percentages (e.g. of measures and such as 15% of 260) and the use of percentages for comparison

						Solve problems involving the relative sizes of two quantities where missing values can be found using integer multiplication/division facts Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples Solve problems involving similar shapes where the scale factor is known or can be found
Algebra	xx	xx	xx	xx	xx	Use simple formulae Generate and describe linear number sequences Express missing number problems algebraically Find pairs of numbers that satisfy an equation with two unknowns Enumerate possibilities of combinations of

Science

world around them. conceptual understanding/ Working scientifically The nature, processes and methods of science. The nature, processes and methods of science and recognising that they can be answered in they can be answered in different ways answered in different ways. The nature, processes and methods of scientific enquiries to answer them. The nature, processes and using different types of scientific enquiries to answer them. The nature, processes and using different types of scientific enquiries to answer them. The nature, processes and they can be answered in different ways. The nature, processes and they can be answered in different ways. The nature, processes and they can be answered in different ways. The nature, processes and they can be answered in different ways. The nature, processes and enquiries to answer them. The nature, processes and enquiries to answer them. The nature, processes and enquiries, comparative and fair tests. The nature, processes and including recognising that they can be answered in different ways. The nature, processes and enquiries, comparative and fair tests. The nature, processes and enquiries, comparative and fair tests. The nature, processes and enquiries, comparative and fair tests. The nature, processes and enquiries, comparative and fair tests. The nature, processes and enquiries, comparative and fair tests. The nature, processes and enquiries, comparative and fair tests. The nature, processes and enquiries, comparative and dair tests. The n	
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ELG: The Natural World Children at the expected level of development will: Explore the natural world around them, making observations and drawing pictures of animals and plants; - 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; - Which is the province of the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific enquiries, including contracting experiences and what has been read in class; - Explore the world answering questions Explore the world around them and raise their own questions Explore the world answering questions Explore the world around them and raise their own questions Explore the world around them and raise their own questions Explore the world around them and raise their own questions Explore the world around them and raise their own questions Explore the world around them and raise their own questions Explore the world around them and raise their own questions Explore the world around them and raise their own questions Explore the world around them and raise their own questions Explore the world around them and raise their own questions Explore the world around them and raise their own questions Explore the world around them and raise their own questions Explore the world around them and raise their own questions Explore the world around them and raise their own questions Explore the world around them and raise their own questions Explore the world around them and raise their own questions Explore the world around them and raise their own questions Explore the world around them and raise to help in answering questions Explore the world around them and raise to help in answering questions Explore the	necessary. Take measurements, using a range of scientific equipment, noreasing accuracy and precision, taking repeat readings when appropriate didata and so of increasing exity using sific diagrams bels, idation keys, scatter graphs, and line graphs. Set results to predictions to further arative and fair tests. thand and miting findings enquiries, ing conclusions, relationships explanations of egree of trust in spin or and mit forms such as

natural world around		help, decide how to	l	displays or	1	results and		Identify scientific	l	Identify scientific
them, including the		• •		displays or			•	Identify scientific	•	Identify scientific
seasons and changing		sort and group		presentations of		conclusions.		evidence that has		evidence that has
states of matter.		them, observe		results and	•	Use results to draw		been used to support		been used to support
states of matter.		changes over time,		conclusions.		simple conclusions,		or refute ideas or		or refute ideas or
		and, with guidance,	•	Use results to draw		make predictions for		arguments		arguments
		they should begin		simple conclusions,		new values, suggest		Explore ideas and		Make their own
		to notice patterns		make predictions		improvements and		raise different kinds		decisions about what
		and relationships.		for new values,		raise further		of questions; select		observations to make,
		Ask people		suggest		questions.		and plan the most		what measurements
		questions and use		improvements and		Identify differences,		appropriate type of		to use and how long to
		simple secondary		raise further	•	similarities or		scientific enquiry to		make them for, and
		sources to find		questions.				use to answer		•
				•		changes related to				whether to repeat
		answers.	•	Identify		simple scientific		scientific questions;		them; choose the
	•	Use simple		differences,		ideas and processes.		recognise when and		most appropriate
		measurements and		similarities or	•	Use straightforward		how to set up		equipment to make
		equipment to		changes related to		scientific evidence to		comparative and fair		measurements and
		gather data, carry		simple scientific		answer questions or		tests and explain		explain how to use it
		out simple tests,		ideas and		to support their		which variables need		accurately.
		record simple data,		processes.		findings.		to be controlled and		Decide how to record
		and talk about what		Use		Make their own		why.		data from a choice of
		they have found out		straightforward		decisions about the		Use and develop keys		familiar approaches;
		and how they found		scientific evidence		most appropriate		and other		look for different
		it out.		to answer		type of scientific		information records		causal relationships in
		With help, they		questions or to		enquiry they might		to identify, classify		their data and identify
	•	should record and		support their		use to answer		and describe living		evidence that refutes
								=		
		communicate their		findings.		questions.		things and materials,		or supports their
		findings in a range	•	Recognise when a	•	Begin to look for		and identify patterns		ideas.
		of ways and begin		simple fair test is		naturally occurring		that might be found	•	Use their results to
		to use simple		necessary and help		patterns and		in the natural		identify when further
		scientific language.		to decide how to		relationships and		environment.		tests and observations
				set it up.		decide what data to				might be needed;
			•	Talk about criteria		collect to identify				recognise which
				for grouping,		them. They should				secondary sources will
				sorting and		help to make				be most useful to
				classifying; and use		decisions about				research their ideas
				simple keys.		what observations to				and begin to separate
				i 1		make, how long to				opinion from fact.
						make them for and				Use relevant scientific
									•	
						the type of simple				language and
						equipment that				illustrations to discuss,
						might be used.				communicate and
					•	They should collect				justify their scientific
						data from their own				ideas and should talk
						observations and				about how scientific
						measurements,				
						using notes, simple				
	•				•					J.

					tables and standard		ideas have developed
					units, and help to		over time.
					make decisions		
					about how to record		
					and analyse this		
					data.		
					 With help, pupils 		
					should look for		
					changes, patterns,		
					similarities and		
					differences in their		
					data in order to		
					draw simple		
					conclusions and		
					answer questions.		
					 With support, they 		
					should identify new		
					questions arising		
					from the data,		
					making predictions		
					for new values		
					within or beyond the		
					data they have		
					collected and finding		
					ways of improving		
					what they have		
					already done.		
					different audiences.		
Plants.	•	identify and name a	Observe and	Identify and	XX	xx	xx
		variety of common	describe how seeds	describe the			
		wild and garden	and bulbs grow into	functions of			
		plants, including	mature plants.	different parts of			
		deciduous and	Find out and	flowering plants:			
		evergreen trees	describe how plants	roots, stem/trunk,			
		identify and describe	need water, light	leaves and flowers			
		the basic structure of	and a suitable	Explore the			
		a variety of common	temperature to	requirements of			
		flowering plants,	grow and stay	plants for life and			
		including trees.	healthy.	growth (air, light,			
		• use the local	Requirements of	water, nutrients			
		environment	plants for	from soil, and			
		throughout the year to	germination,	room to grow) and			
		explore and answer	growth and survival,	how they vary			
		questions about plants	as well as to the	from plant to plant			
		growing in their	processes of	Investigate the			
		habitat		way in which water			

become familiar with common names of Bowers, examples of ecisious and evergreen trees, and point structures (including leaves, flowers (blossoril), petitis, final, mosts, surplice, final, mosts, final, petitis, final, mosts, surplice, final, final, surplice, final, mosts, surplice, final, final, surplice, final, mosts, surplice, final, final, surplice, final, mosts, surplice, final, final, surplice, final, mosts, surplice, final, most	[T		h	1	ronroduction and	ı	ic transparted	l	T	l		
Comparate test to show that plants recurring flowers, flowers (blossom), petals, fruit, rocs, bulb, seed, trank, branches, stem), petals fruit, rocs, bulb, seed, trank, branches, stem), compare and contrast familiar plants, describing how they were able to identify and group them. Down diagrams in beliefling the parts of plants and trees. Seed of the plants and trees. Se							· ·					
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nearly bloom and the parish the basis they cannot make the parish the basis they cannot make												the functions of the
activity - nealthy variety of common describe the basic they cannot make types of teeth in and blood.			•	•				•			growth and	heart, blood vessels
		activity - healthy	variety of common	<u>L</u>	describe the basic		tney cannot make		types of teeth in			and blood.

brushing sensible amounts of screen time? Including humans for survival fived and amony and ornhores. Describe and compare the the structure of a workey of common humans (including pets) including the beaic part of the book; parts of the human body and say which part of the book; as occaled with each sense. In different types of the human body and say which part of the book; as occaled with each sense. In workey of common humans (including the humans and social and mammals, including the pets) is accounted with each sense. In the common names of some lish, amphibians, regitiles, brist and mammals, including those that are kept as pets. In agreement the common names of some lish, amphibians, regitiles, brist and mammals, including those that are kept as pets. In agreement the pets of the common names of some lish, amphibians, regitiles, brist and mammals, including those that are kept as pets. In agreement the pets of the pets of groups and habitat they eat. In deedify hard the pets of second formal and compare their minks with and mammals, including those that are kept as pets. In agreement the pets of second formal the pets of groups and how they keep is healthy and design ment be based on the different food groups and how they keep is healthy and design ment be based on the based on the pets of groups and how they keep is healthy and design ment based on the based on th	eating – tooth	animals that are	needs of animals,	their own food;	humans and their	development of	- Posognica the impact
how they keep us healthy and design	brushing - sensible amour of 'screen time' having a good sleep routine - being a safe	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. use the local environment to explore and answer questions about animals in their habitat Become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets. Learn the names of common body parts. Group animals according to what	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. Understand the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. Begin to understand processes of reproduction and	they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Understand importance of nutrition the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. Identify and group animals with and without skeletons and observe and compare their movement. Compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. Research different	simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey. Begin to know the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and their special functions. Compare the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. Draw and discuss their ideas about the digestive system and compare them with	humans. Understand the changes experienced in puberty. Research the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a	and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans. Understand how the circulatory system enables the body to function. Understand how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the
				food groups and how they keep us healthy and design			

	T	T	1		1	T			1
Everyday materials.	•	 Distinguish between 	•	Identify and	xx	xx	•	Compare and group	xx
, ,		an object and the		compare the				together everyday	
		material from which it		suitability of a				materials on the basis	
Properties and changes		is made.		variety of everyday				of their properties,	
to materials.		 Identify and name a 		materials, including				including their	
		variety of everyday		wood, metal,				hardness, solubility,	
		materials, including		plastic, glass, brick,				transparency,	
		wood, plastic, glass,		rock, paper and				conductivity	
		metal, water, and		cardboard for				(electrical and	
		rock.		particular uses.				thermal), and	
		Describe the simple		Find out how the				response to magnets.	
		physical properties of		shapes of solid				Know that some	
		a variety of everyday		objects made from				materials will dissolve	
		materials		some materials can				in liquid to form a	
		Compare and group		be changed by				solution, and describe	
		together a variety of		squashing, bending,				how to recover a	
		everyday materials on		twisting and				substance from a	
		the basis of their		stretching.				solution.	
		simple physical		identify and discuss				Use knowledge of	
		1	•	the uses of different			•	solids, liquids and	
		properties.		everyday materials				• •	
		• Explore, name,						gases to decide how mixtures might be	
		discuss, raise and	•	Understand that				•	
		answer questions		materials can be				separated, including	
		about everyday		used for more than				through filtering,	
		materials so that they		one thing.				sieving and	
		become familiar with	•	Which properties of				evaporating.	
		the names of		materials that make			•	Give reasons, based	
		materials and		them suitable or				on evidence from	
		properties such as:		unsuitable for				comparative and fair	
		hard/soft;		particular				tests, for the	
		stretchy/stiff;		purposes?				particular uses of	
		shiny/dull;						everyday materials,	
		rough/smooth;						including metals,	
		bendy/not bendy;						wood and plastic.	
		waterproof/not					•	Demonstrate that	
		waterproof;						dissolving, mixing and	
		absorbent/not						changes of state are	
		absorbent;						reversible changes.	
		opaque/transparent.						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	
					1			associated With	

	T			I		housing and the	
						burning and the action of acid on bicarbonate of soda. • Explore reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. • Explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda.	
Seasonal changes.	Understand the effect of changing seasons on the natural world around them.	Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies Make tables and charts about the weather. Make displays of what happens in the world around them, including day length, as the seasons change.	xx	xx	xx	XX	XX
Living things (and their habitats).	Recognise some environments that are different to the one in which they live.	xx	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	xx	 Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in 	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including

they are suited and	their local and wider . Observe life-cycle microorganisms,
describe how	
	, , ,
different habitats	Recognise that
provide for the	environments can example, plants in classifying plants and
basic needs of	change and that this the vegetable garden animals based on
different kinds of	can sometimes pose or flower border, and specific
animals and plants,	dangers to living animals in the local characteristics.
and how they	things. environment. • Build on learning
depend on each	Identify how the Understand different about grouping living
other	habitat changes types of things in year 4 by
Identify and name a	throughout the year. reproduction, looking at the
variety of plants	Explore possible including sexual and classification system in
and animals in their	ways of grouping a asexual reproduction more detail.
habitats, including	wide selection of in plants, and sexual . Classify animals into
microhabitats.	living things that reproduction in commonly found
Describe how	include animals and animals. invertebrates (such as
animals obtain their	flowering plants and . Observe and insects, spiders, snails
food from plants	non-flowering comparing the life worms) and
and other animals,	plants. cycles of plants and vertebrates (fish,
using the idea of a	Begin to put animals in their local amphibians, reptiles,
simple food chain,	vertebrate animals environment with birds and mammals).
and identify and	into groups such as other plants and Discuss reasons why
name different	fish, amphibians, animals around the living things are placed
sources of food.	reptiles, birds, and world (in the in one group and not
Raise and answer	mammals; and rainforest, in the another.
questions about the	invertebrates into oceans, in desert . Use classification
life processes that	
are common to all	Systems and majorite
	worms, spiders, and prehistoric times), identify some animals
living things	insects suggesting reasons and plants in the
Raise and answer	Explore examples of for similarities and immediate Comparison of the compari
questions about the	human impact (both differences. environment.
local environment	positive and Observe changes in
to identify and	negative) on an animal over a
study a variety of	environments. period of time (for
plants and animals	using and making example, by hatching
within their habitat	simple guides or and rearing chicks),
and observe how	keys to explore and comparing how
living things depend	identify local plants different animals
on each other.	and animals; making reproduce and grow.
Compare animals in	a guide to local living
familiar habitats	things.
with animals found	
in less familiar	
habitats.	
Sort and classify	
things according to	
0	

			whether they are living, dead or were never alive, and record the findings using charts. Construct a simple food chain that includes humans. Describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there.				
Rocks.	xx	xx	xx	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. Explore different kinds of rocks and soils, including those in the local environment. Using a hand lens or microscope	xx	xx	xx

					identify and				
					classify rocks				
					according to				
					whether they have				
					grains or crystals,				
					and whether they				
					have fossils in				
					them.				
					Research and				
				Ť	discuss the				
					different kinds of				
					living things whose				
					fossils are found in				
					sedimentary rock				
					and explore how				
					fossils are formed.				
				•	Explore different				
					soils and identify				
					similarities and				
					differences				
					between them.				
				•	Investigate what				
					happens when				
					rocks are rubbed				
					together or what				
					changes occur				
					when they are in				
					water.				
					Raise and answer				
				•	questions about				
					the way soils are				
					formed.				
					ioiiileu.				
					Recognise that				Recognise that light
Light.	xx	xx	xx	•	they need light in	xx	xx	•	appears to travel in
					order to see things				straight lines.
					and that dark is			•	Use the idea that light
					the absence of				travels in straight lines
					light.				to explain that objects
				•	Notice that light is				are seen because they
					reflected from				give out or reflect light
					surfaces.				into the eye.
				•	Recognise that			•	Explain that we see
					light from the sun				things because light
					can be dangerous				travels from light
					and that there are				sources to our eyes or

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					ways to protect					from light sources to
					their eyes.					objects and then to
				•	Recognise that					our eyes.
					shadows are				•	Use the idea that light
					formed when the					travels in straight lines
					light from a light					to explain why
					source is blocked					shadows have the
					by an opaque					same shape as the
					object.					objects that cast
					Find patterns in					them.
				ľ	the way that the					Explore the way that
					size of shadows				•	light behaves,
					change.					including light sources,
										reflection and
				•	Explore what					
					happens when					shadows.
					light reflects off a				•	Talk about what
					mirror or other					happens and make
					reflective surfaces.					predictions.
				•	Understand why it				•	Investigate the
					is important to					relationship between
					protect their eyes					light sources, objects
					from bright lights.					and shadows by using
					Look for patterns					shadow puppets.
					in what happens to					
					shadows when the					
					light source moves					
					or the distance					
					between the light					
					source and the					
					object changes.					
Forces and magnets.	xx	xx	xx	•	Compare how	xx	•	Explain that	xx	
					things move on			unsupported objects		
					different surfaces.			fall towards the Earth		
				•	Notice that some			because of the force		
					forces need			of gravity acting		
					contact between			between the Earth		
					two objects, but			and the falling object.		
					magnetic forces		•	Identify the effects of		
					can act at a			air resistance, water		
					distance.			resistance and		
				١.	Observe how			friction, that act		
				•	magnets attract or			between moving		
					repel each other			surfaces.		
					and attract some			Recognise that some		
					and attract some		•	mechanisms,		
								mechanisms,		

materials and not	including levers,
others.	pulleys and gears,
Compare and	allow a smaller force
group together a	to have a greater
variety of everyday	effect.
materials on the	Explore falling objects
basis of whether	and raise questions
they are attracted	about the effects of
to a magnet, and	air resistance. T
identify some	Explore the effects of
magnetic	air resistance by
materials.	observing how
Describe magnets	different objects such
as having two	as parachutes and
poles.	sycamore seeds fall.
Predict whether	Experience forces
two magnets will	that make things
attract or repel	begin to move, get
each other,	faster or slow down.
depending on	Explore the effects of
which poles are	friction on movement
facing.	and find out how it
Observe that	slows or stops
magnetic forces	moving objects
can act without	Explore the effects of
direct contact,	levers, pulleys and
unlike most forces,	simple machines on
where direct	movement.
contact is	Find out how
necessary (for	
example, opening	scientists, for
a door, pushing a	example, Galileo
swing).	Galilei and Isaac
·	Newton helped to
Explore the	develop the theory of
behaviour and	gravitation.
everyday uses of	
different magnets	
(for example, bar,	
ring, button and	
horseshoe).	
• Compare how	
different things	
move and grouping	
• Explore the	
strengths of	
different magnets	

				and find a fair way to compare them. Sort materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect			
States of matter.	XX	XX	xx	this.	Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a	XX	xx

	1	1	T		1			
						escape from an		
						unsealed container).		
					•	Observe water as a		
						solid, a liquid and a		
						gas and should note		
						the changes to water		
						when it is heated or		
						cooled.		
						Group and classify a		
					•	variety of different		
						materials; exploring		
						the effect of		
						temperature on		
						substances.		
					•	Research the		
						temperature at		
						which materials		
						change state, for		
						example, when iron		
						melts or when		
						oxygen condenses		
						into a liquid.		
					•	Observe and record		
						evaporation over a		
						period of time.		
Sound.	xx	XX	xx	XX	•	Identify how sounds	XX	
						are made,		
						associating some of		
						them with		
						something vibrating.		
						Recognise that		
						vibrations from		
						sounds travel		
						through a medium		
						to the ear.		
					•	Find patterns		
						between the pitch of		
						a sound and features		
						of the object that		
						produced it.		
						Find patterns		
						between the volume		
						of a sound and the		
			•		ı			
						strength of the		

	_		1						
						vibrations that			
						produced it.			
						Recognise that			
						sounds get fainter as			
						the distance from			
						the sound source			
						increases.			
					•	Explore and identify			
						the way sound is			
						made through			
						vibration in a range			
						of different musical			
						instruments from			
						around the world.			
					•	Find patterns in the			
						sounds that are			
						made by different			
						objects such as			
						saucepan lids of			
						different sizes or			
						elastic bands of			
						different			
						thicknesses.			
						UIICKIIESSES.			
									A 1 1 1
Electricity.	xx	xx	xx	XX	•	Identify common	xx	•	Associate the
						appliances that run			brightness of a lamp
						on electricity.			or the volume of a
						construct a simple			buzzer with the
						series electrical			number and voltage of
						circuit, identifying			cells used in the
						and naming its basic			circuit.
									Compare and give
						parts, including cells,		•	Compare and give
						parts, including cells, wires, bulbs,		•	reasons for variations
						parts, including cells, wires, bulbs, switches and			reasons for variations in how components
						parts, including cells, wires, bulbs, switches and buzzers.		•	reasons for variations in how components function, including the
					•	parts, including cells, wires, bulbs, switches and buzzers. Identify whether or			reasons for variations in how components function, including the brightness of bulbs,
					•	parts, including cells, wires, bulbs, switches and buzzers.		•	reasons for variations in how components function, including the brightness of bulbs, the loudness of
					•	parts, including cells, wires, bulbs, switches and buzzers. Identify whether or		•	reasons for variations in how components function, including the brightness of bulbs,
					•	parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light		•	reasons for variations in how components function, including the brightness of bulbs, the loudness of
					•	parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on			reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
					•	parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the			reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised
					•	parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a			reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when
					•	parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a			reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple
						parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.			reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.
					•	parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a			reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram. Construct simple
						parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.			reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.

					associate this with		questions about what
					whether or not a		happens when they
					lamp lights in a		try different
					simple series circuit.		components, for
					 Recognise some 		example, switches,
					common conductors		bulbs, buzzers and
					and insulators, and		motors.
					associate metals		 Represent a simple
					with being good		circuit in a diagram
					conductors.		using recognised
					 Construct simple 		symbols.
					series circuits, trying		
					different		
					components, for		
					example, bulbs,		
					buzzers and motors,		
					and including		
					switches, and use		
					their circuits to		
					create simple		
					devices.		
					 Draw a circuit as a 		
					pictorial		
					representation.		
					 Understand 		
					precautions for		
					working safely with		
					electricity.		
Earth and space.	xx	xx	xx	xx	xx	Describe the	xx
						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	

		I	1	T	1		1
						and the apparent movement of the sun across the sky. Understand that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006). # Understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones). Find out about the way that ideas about the solar system have developed. Compare the time of day at different places on the Earth.	
						piaces off the Editil.	
Evolution and inheritance.	xx	xx	xx	xx	xx	XX	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

			Identify how animals
			and plants are
			adapted to suit their
			environment in
			different ways and
			that adaptation may
			lead to evolution.
			Find out more about
			how living things on
			earth have changed
			over time. observing
			and raising questions
			about local animals
			and how they are
			adapted to their
			environment.

Art and Design

Year Group	EYFS area linked to	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	subject						
Use a range of materials	Explore, use and refine a variety of artistic effects to	To use a range of	Using a range of materials	хх	xx	xx	xx
creatively to develop	express their ideas and	materials and develop	to design and make				
and make products.	feelings.	printmaking techniques	products using a medium				
	Return to and build on	(teacher led and	or topic (KAPOW)				
	their previous learning, refining ideas and developing their ability to	supported)	To develop the skill of				
	represent them.	Creating textured pieces	Craft Weaving				
	Create collaboratively sharing ideas, resources and skills. ELG: Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting	using resources familiar to them. Clay etching 2D Printing	Using 3D clay to create 2D printed patterns and sculptural form				
	with colour, design, texture, form and function; Share their creations,						
	explaining the process they have used;						
	Make use of props and materials when role playing characters in narratives and stories.						

Use drawing, painting and sculpting to share ideas, experiences and imagination.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. ELG- Begin to show accuracy and care when drawing.	Exploring mark making Using 2D mathematical shapes to draw Experimenting with line	Exploring drawing techniques using pencil control and line Applying tone to create form Developing skill and control with art materials including blending pastels	xx	xx	xx	xx
Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space. (refer to Formal Elements KAPOW)		Mixing primary colours to create secondary colours Developing skill and control with painting (pointism) Learning the names of the primary colours and that they can be mixed to make secondary colours Creating and describing different shades of one colour using paint Choosing and justifying appropriate colours to reflect a theme and purpose	Mixing, refining and applying more sophisticated colours building on from primary and secondary colours. Improving painting skills, developing skill and control when painting Developing their knowledge of mixing primary colours to create secondary colours (paint and pastels) Describing their use of colour to achieve a specified intention	XX	xx	xx	XX

The work of a range of	xx	Recognising and	When looking at creative		
artists, craft makers and		describing key features of	work, expressing clear		
designers describing the		their own and the work of	preferences and giving		
differences and		others	some reasons for these		
similarities between,		Describing what they think about the work of	using some basic language of art (formal elements)		
		Piet Mon Drian Understanding that abstract art uses shapes and colours and	Inspired by the work of Max Ernst, pupils learn the technique 'frottage' (taking a rubbings from uneven surfaces)		
		experimenting with composition and	Exploring and replicating Ed Ruscha's use of		
		experimenting with line drawing	shading and tone to create a 3D look		
		Exploring Claude Monet use of materials to represent water	Recreating Clarice Cliff's Circle Tree plate designs		
		Exploring Jasper Johns' use of colour	Using Nancy McCroskey's mural, Suite in Black, White and Grey to explore and develop the skill of		
		Comparing Kandinsky and Piet Mon Drian use of	shading.		
		Exploring the stories behind seaside inspired	Analysing the work of Julian Opie and creating portraits in his style		
		pieces by Joaquín Sorolla	Using the work of Edwina Bridgeman as inspiration		

Develop techniques, including control and use of materials with creativity, experimentation and increasing awareness of different kinds of art, craft and design.	ELG-Use a range of small tools, including scissors, paint brushes and cutlery;	xxx	for creating clothes peg figures and evaluating her work Creating a giant piece of mixed media work in a pop art style inspired by Roy Lichtenstein xx	Enhance the skill of Weaving using paper and other materials. Learn and develop sewing techniques.	Making art from recycled materials Printing using different materials Learning how to present and display works of art Showing creativity in their choice of materials and composition Begin to create 3D sculptures	Using recycled materials within mixed media art Selecting materials for a given purpose Sculpture using tools and multiple resources.	Creating photomontages, focusing on composition Using polyprint tiles to create repeating printed patterns Creating digital art using photography to create abstract and self portrait pieces
Create sketchbooks to record observations and	xx	Teacher led idea modelling through	Teacher led idea modeling through discussion and	Using sketchbooks to generate ideas and	Using sketchbooks for planning, refining and	Working collaboratively to explore ideas for	Developing and discuss ideas through sketches
use to review and		discussion and	sketching with focus on	observations	recording ideas for	meeting a design brief,	Make personal
revisit.		sketchbooks may be used voluntarily to record art work and experiment with materials	skill, artist or medium. Sketchbooks may be used voluntarily to record	Expressing thoughts and observations in sketchbooks	materials and composition Developing skill and technique using various	developing and discuss ideas through sketches Enhancing knowledge of	investigations of interests and record observations in sketchbooks
			thoughts and ideas,		media in sketchbooks	skill and technique using	Record experiments with various media and try out

			develop skills and	Making records of	Using their own and	various media in	tachniques and processes
			·		Using their own and		techniques and processes
			experiment with materials	experiments with various	other's opinions of their	sketchbooks	in sketchbooks before
				materials	work to identify how to	Regularly analysing and	applying them
				Define the second second	improve		Ci in many
				Reflecting on preferences		reflecting on their	Giving reasoned
				about their work in order	Building a more complex	progress taking account	evaluations of both their
				to improve it	vocabulary when	of intentions and	own and others' work
				Discussion and value and	discussing art (formal	opinions and developing	which takes account of
				Discussing art using an	elements)	a greater understanding	the starting points,
				increasingly sophisticated		of vocabulary when	intentions and context
				use of language (formal		discussing their own and	behind the work
				elements)		the work of others	
							Using the language of art
							with greater
							sophistication to discuss
							art
Improve mastery of art	xx	xx	xx	Identifying and	Creating geometric and	Drawing from	Creating detailed portraits
and design techniques,				representing subject	mathematical drawings	observation	chiaroscuro techniques
including drawing,				matter using geometry			
painting and sculpture				and tonal shading	Still life drawing with tone	Drawing using the	Developing the
with a range of					Developing technical	continuous line method	continuous line technique
materials (eg pencil,				Drawing from observation			
					mastery of painting skills •	Using 2D drawings to	Drawing for expression
charcoal, paint, clay).				Drawing with charcoal	Use a range of different	develop ideas for 3D	Sketching methods
(refer to Formal				Making own paint from	strokes and shades	work	Still life using charcoal
Elements KAPOW)							Still life using charcoal
				natural pigments Creating	Analysing and describing	Drawing from different	Drawing using a negative
				tints and shades	the use of colour within	perspectives	medium, identifying areas
				Developing ability to	artists' work	Creating detailed	of light and dark
					Manipulating colour and		or light und dark
				control the tonal quality	Manipulating colour and	drawings	Developing colour mixing
	ĺ		I	of paint	pattern to create prints		I
					, , , , , , , , , , , , , , , , , , , ,		and tonal shading with

				Experimenting with and	Describing how great	Drawing using	colour Painting in an
				discussing the pigments in	artists mixed and applied	mathematical processes	impressionist style
				natural products to make	paint		
				different coloured paints		Further improving skill	Further improving skill
						and control when	and control when painting
				Increasing awareness of		painting	
				manipulating paint to			Creating tonal paintings
				achieve more accurate		Defining and using more	Selecting colours to
				colours and shades		complex colours,	accurately reflect objects
						selecting and mixing	
				Articulating their		colours to depict own	in a still life composition
				understanding of		thoughts, feelings and	Expressing feelings,
				application of colour to		intentions	emotions and events
				paint sculptural forms			through colour mixing
							Recreating colours used
							by impressionist painters
Great artists, architects	xx	xx	xx	Discussing and analyzing	Luz Perez Ojeda's	Using architect	Researching and adopting
and designers in				Mother's Day by Carl	lenticular prints as	Friedensreich	the style of the
history.				Giles, before using the	inspirations for creating	Hundertwasser's work as	impressionist painters,
				piece as inspiration for	optical illusion portraits.	inspiration for their own	inspired by the work of
				their own cartoon style		house designs	Claude Monet
				drawings to represent	Using Barbara Hepworth's		
				their family	work as inspiration for	Analysing the messages	Creating a repeated
					soap sculptures.	within Banksy's Clacton	pattern through printing,
				Diego Velázquez. C's	Looming about the life	Pigeon Mural	inspired by William Morris
				painting Old Woman	Learning about the life		
				Cooking Eggs to illustrate	and work of Paul Cézanne	Creating symmetrical,	Analysing and evaluating
				tints and shades of colour	and how he influenced the	abstract prints in the	Nighthawks by Edward
					shift to modern art, pupils	style of Andy Warhol's	Hopper, looking at what
					learn to replicate his	Rorschach	the scene depicts and the
					painting style.		

Exploring composation for still life drawing through the ability to still life drawing through the work of Ginage the work of Ginage analysis of John Singer Sargert's picture Gassed elements of David elements o					
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through the work of Fiona Rae.			Analysing abstract art		observe the abstract-
Rae. through macro					looking images created
					through macro
			nac.		photography before

	T T		
		Creating collages in the	creating their own in a
		style of Giuseppe	similar style
		Arcimboldo.	
			Examining Edvard
		Exploring the work of	Munch's The Scream,
		Sokari Douglas Camp and	looking specifically at
		creating word sculpture.	mood and expression
		Exploring the work of El	Using Paul Cezanne's Still
		Anatsui and creating	Life with Apples, Jaromir
		sculpture in the same	Funke's Composition -
		style - using recycled	glass and ball and Ben
		materials.	Nicholson's 1946 (still life)
			as inspiration for still life
			composition
			Using Paul Cezanne's Still
			Life with Apples, to
			develop ability to add
			colour effectively to still
			life

Computing

Year Group	EYFS area linked to subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computer Science KS1 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. KS2 Design, write and debug programs that accomplish specific goals, including controlling or simulating	To follow instructions to programme Beebots. To introduce key features/vocabulary of a laptop. To use a simple programme to complete an activity.	To understand that algorithms are a set of instructions used to solve a problem. To know that an algorithm written for a computer is called a program. To develop strategies to help find bugs in programs. To make very simple programs. Purple Mash Units: 1.4 – Lego Builders 1.5 - Maze Explorers 1.7 - Coding	To use algorithms and know that they can be implemented as programs used to complete a task. To carefully plan an algorithm before creating it to ensure it will work when made into code. To design a simple program (Using 2code) that achieves a purpose. To know and use strategies to debug and find errors in their programs. To make predictions as to what will happen in a program. Ex. write a cause	To plan and write algorithms and programs using sequence and repetition to simulate a real-life situation by deconstructing it into manageable parts. To solve (fix) problems and errors in their algorithms and programs. To have knowledge and experience of using a range of different inputs and outputs including timers and repetition effects. To start to use and understand 'if' statements.	To design and write more complex algorithms and programs using sequence, selection and repetition. To further develop their computational thinking to help debug their programs and design and solve problems and tasks. To have a simple understanding of how search engines work. To use selection (decision) in their programming. Ex. using an 'if' statement for a question being asked and the program takes one of two paths. To develop their understanding of inputs	To design and write programs using sequence, repetition, selection, and variables. To develop a greater understanding of how to use selection and repetition in more complex programs. To understand how search engines work. To further develop their computational thinking showing they can plan and decompose tasks; explain how the algorithms they write work and correct errors in their programs.	To design and create more complex programs using sequence, repetition, selection, and variables appropriately. To develop their computational thinking to demonstrate that they can decompose and evaluate their tasks and correct errors in their algorithms and programs. To identify a specific line of code that is causing a problem in my program and attempt a fix. To be confident in their knowledge of inputs and outputs and plan and write programs to solve
physical systems; solve problems by decomposing them into smaller parts.			and effect sentence detailing wat will happen.	To describe some of components of a	and outputs further, demonstrating how they can use programs to	To plan and write programs to control	tasks to control external devices such as sensors and motors.

		Purple Mash Units:	computer network and	control external devices.	external devices such as	To know how different
Use sequence, selection,		2.1 - Coding	some of the ways in	Ex. 'Print to screen'.	sensors and motors and	computer networks work,
and repetition in			which computer		explain about the inputs	including the roles of the
programs; work with			networks can be used,	To understand the	and outputs used.	components and the
variables and various			including using 2Email to	difference between the		opportunities and
forms of input and			5 5	internet and World Wide		
output.			model appropriate email	Web.	To have an	benefits that they offer
			conventions when		understanding of how a	for communication and
Use logical reasoning to			communicating.	To recognize the main	computer network works	collaboration.
explain how some simple			Purple Mash Units:	component parts of	and the opportunities	
algorithms work and to				hardware which allow	that it offers for	To understand the
detect and correct errors			3.1 – Coding	computers to join and	communication and	difference between the
in algorithms and			3.5 - Email	. ,	collaboration.	internet and internet
programs.				form a network.	Collaboration.	services (world wide
				To use variables within		web).
Understand computer					To recognise the main	
networks including the				their program and know	dangers that can be	To know how search
internet; how they can				how to change the value	perpetuated via	engines work and what
provide multiple services,				of the variable.	computer networks.	'ranking' is when related
such as the world wide						to search engines.
web.				Purple Mash Units:	I can use the most	to scarcif engines.
				4.1 – Coding	appropriate form of	To explain what a LAN and
Appreciate how (search)				4.2 – Online safety		WAN is and describe the
results are selected and				4.5 – Logo	online communication	process of how access to
ranked.				4.7 – Effective Searching	according to the digital	
				4.8 – Hardware	content.	the internet in school is
						possible.
				investigations	Purple Mash Units:	
					5.1 – Coding	Purple Mash Units:
					5.2 – Online Safety	6.1 – Coding
					-	6.2 – Online safety
					5.5 – Game Creator	6.4 – Blogging
						6.6 – Networks
						6.7 – Binary

Information technology		To use technology with	To use technology with	To use a variety of	To use and combine a	To select, use and	To independently select,
		support, to create, store	purpose to create, store	software and devices to	variety of software and	combine a range of	use and combine a wide
<u>KS1</u>	To explore internet	(name) and retrieve	(name), organise, retrieve	create digital assets such	devices with increasing	software and use a wider	range of software on a
Use technology	safety – Who should you	digital content such as	and manipulate digital	as programs, graphs and	independence, to create a	range of devices to	variety of devices.
purposefully to create,	speak to when you have	text and images.	content.	multimedia content for a	range of digital assets	create a variety of digital	
organise, store,	a problem?			defined purpose. This	such as programs,	assets such as programs,	To design and create a
manipulate and retrieve	To avalous information	To use a simple search to	To learn to make a range	includes analysing data	databases, systems and	systems, databases,	range of digital assets
digital content.	To explore information	find information or files	of simple digital assets	using features within	multimedia content.	spreadsheets and	such as programs,
VC2	gathering – pictograms.	and access online	such as presentations,	software. (Excel)		multimedia content for a	systems and multimedia
KS2		resources.	movies, audio files and		To understand the	defined purpose.	content for a defined
Use search technologies			graphs.	To develop their search	purpose of search engines	defined purpose.	purpose and audience.
effectively.		Purple Mash Units:		strategies further by	and the main features	To understand about the	To use advanced searches
			To navigate the web and	refining their use of	within them.	use of operators in	including the use of
Select, use and combine a		1.2 – Grouping and	carry out simple searches	keywords and starting to	To be able to form alternation	searching and continue	operators.
variety of software		sorting. 1.3 – Pictograms	using suitable search	use appropriate key	To look at information on	developing their effective	
(including internet services) on a range of		1.6 – Animated stories.	engines and begin to	phrases and questions.	a webpage and make	search techniques by	To create spreadsheet
digital devices to design		1.7 – Coding	understand that not		predictions about the	using Boolean operators	models to investigate real
and create a range of		1.8 – Spreadsheets.	everything on the internet	To use more complex	accuracy of information	in their searches.	life problems, using their
programs, systems and			is true.	simulations and	contained.		knowledge to make
content that accomplish				understand the effects of	To use models and	To create simple	predictions.
given goals, including			To use simple simulations	changing variables.	simulations to produce	spreadsheet models to	To do do o o o do o o o o o do o do o d
collecting, analysing,			and understand how they		graphs and explore	investigate real life	To design and create their
evaluating and presenting			work.	Purple Mash Units:	patterns and	problems.	own online blogs.
data and information.			Purple Mash Units:		relationships.	I can explain in detail	To consider the intended
				3.3 – Spreadsheets	·	how accurate, safe and	audience carefully when
			2.3 – Spreadsheets	3.4 – Typing	To share digital content	reliable the content is on	designing and making
			2.4 – Questioning	3.5 – Email 3.6 – Branching data	using a variety of	a webpage.	digital content.
			2.5 – Effective searching	3.7 – Simulations	applications such as: 2Blog, 2Email and Display		
			2.6 – Creating pictures 2.7 – Making music	3.8 – Graphing	Boards.	Purple Mash Units:	To explain in detail how
			2.8 – Presenting ideas	3.9 – Presenting	Purple Mash Units:	5.1 – Coding	accurate and reliable a
					4.1 – Coding	5.2 – Online safety	
L						-	

					4.3 – Spreadsheets 4.4 – Writing for different audiences. 4.6 – Animation 4.7 – Effective searching 4.8 – Making music	5.3 – Spreadsheets 5.4 – Databases 5.5 – Game creator 5.6 – 3D modelling 5.7 – Concept maps 5.8 – Word processing	webpage and its content is. Purple Mash Units: 6.1 – Coding 6.2 – Online Safety 6.3 – Spreadsheets 6.4 – Blogging 6.5 – Text adventures 6.7 – Quizzing 6.9 – Spreadsheets (Excel)
Digital Literacy		recognise common s of information	To know their responsibilities from their	To use technology safely and respectfully and have	To use technology respectfully, responsibly	To use technology safely, respectfully and	To be competent users of technology using it safely,
<u>KS1</u>	techr	nnology and identify a	school's acceptable use	an understanding of how	and safely, knowing how	responsibly and continue	respectfully and
Recognise common uses	varie	ety of examples both	policy and how to report	to keep information	to keep their information	to develop skills to	responsibly and know
of information	in an	nd beyond school.	any concerns they have to	secure.	and passwords secure.	identify risks involved	about digital footprints
technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	and routling acceptions where where the control of	I responsibilities Il responsibilities Ilined by the school's eptable use policy and in to understand ere to go for help en they have concerns. develop an lerstanding of how to	a trusted adult. To understand the consequences of not searching online safely, including uploading digital content (taught using 2Email and PM display boards). To begin to develop an	To realise the importance of reporting any concerns they have using the internet and other communication technologies, and know some ways in which they can do it.	To know different ways of reporting concerns about content and contact involving the internet and other communication technologies. To have a greater understanding of what is acceptable and	with contact and content including developing an understanding of digital footprints. To know a range of ways of reporting concerns about content and contact involving the internet and other communication	and 'strong' passwords. To demonstrate that they can identify the risks involved with content and contact and they know a wide range of ways of reporting any concerns they have.
<u>KS2</u>		p their personal ormation, such as their	understanding of the importance of computers	understanding of what is	unacceptable online	technologies.	acceptable and
Understand the	userr	rnames and	and the internet to	acceptable and	behaviour.	To understand what	unacceptable online
opportunities (networks) offer for communication and collaboration.		swords, private and lerstand they need to	communicate.	unacceptable online		acceptable and unacceptable online	behaviour is.

	use technology safely and	To develop their	behavior, including	To start to develop	behaviour is and to have	To use strategies to verify
Use technology safely,	respectfully.	knowledge of the	internet safety.	strategies to verify the	a secure knowledge of	and evaluate the
respectfully and		technology used in		reliability and accuracy of	online safety rules taught	reliability and accuracy of
responsibly; recognise	Purple Mash Units:	everyday life in a range of	To realise that not all	information on the	at school.	information on the
acceptable/unacceptable		situations and be able to	information on the	internet and develop an		internet and understand
behaviour; identify a	1.1 – Online Safety	discuss their ideas.		awareness of copyright.	To use strategies to verify	
range of ways to report	1.9 – Tech outside school		internet is trustworthy	awareness of copyright.	the reliability and	what copyright and
concerns about content		(Taught through use of	and there is a need to		accuracy of information	plagiarism is and how it
and contact.		2Code to create an	verify its reliability	To recognize that my	on the internet and	relates to their work.
Be discerning in		everyday program).	Purple Mash Units:	wellbeing can be affected	understand copyright.	To understand the value
		Purple Mash Units:	3.2 – Online Safety	by how I use technology.	anderstand copyright.	of protecting their privacy
evaluating digital		r ur pie iviasii Otiits.	3.5 - Email		To know how to not let	and others online.
content.		2.1 – Coding	5.5 - EIIIdii	Purple Mash Units:	my mental wellbeing or	and others offilie.
		2.2 – Online Safety		4.2 - Online safety	others be affected by use	To identify more discrete
		2.5 – Effective searching			of online technologies	inappropriate behaviours
					and services.	online.
					and services.	oninie.
					Purple Mash Units:	Purple Mash Units:
					5.2 – Online safety	6.2 – Online safety
						6.4 – Blogging

Design and Technology

Year Group	EYFS area linked to	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KAPOW THEMES AND OBJECTIVES	subject						
Design		Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Designing for others Designing Mechanics- Moving story books slider	Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Creating and using design criteria, generating ideas Planning for design and manufacture Designing for others, using criteria and applying their knowledge of structures Considering purpose in the design process Designing mechanisms – moving monsters, ferris wheels	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Generating and communicating ideas using sketching and modelling, using the views of others to improve their designs Planning for manufacture Establishing and using a design criteria to help focus and evaluate their work Designing for a purpose	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Exploring and designing within a given context/theme Designing for others and planning production Developing designs using the views of others to improve them Using nets and tabs to design and make the car body	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross- sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Planning using storyboards and designs, communicating through words and illustrations Designing for a purpose Applying knowledge to generate design ideas Identifying target audiences	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Experimenting with cams to make suitable design decisions Designing for a process Generating ideas through sketching and discussion Modelling ideas through prototypes Establishing and using a
				S S Press		Design arch and truss bridges	design criteria to help focus and evaluate their work

				Using design criteria to develop ideas			
Make	•	Select from and use a range of	Select from and use a range of	Select from and use a wider	Select from and use a wider	Select from and use a wider	Select from and use a wider
		tools and equipment to perform	tools and equipment to	range of tools and equipment	range of tools and equipment	range of tools and	range of tools and equipment
		practical tasks [for example,	perform practical tasks [for	to perform practical tasks [for	to perform practical tasks [for	equipment to perform	to perform practical tasks [for
		cutting, shaping, joining and	example, cutting, shaping,	example, cutting, shaping,	example, cutting, shaping,	practical tasks [for example,	example, cutting, shaping,
		finishing]	joining and finishing]	joining and finishing],	joining and finishing],	cutting, shaping, joining and	joining and finishing],
		Select from and use a wide range	Select from and use a wide	accurately	accurately	finishing], accurately	accurately
		of materials and components,	range of materials and	Select from and use a wider	Select from and use a wider	Select from and use a wider	Select from and use a wider
		including construction materials,	components, including	range of materials and	range of materials and	range of materials and	range of materials and
		textiles and ingredients, according	construction materials,	components, including	components, including	components, including	components, including
		to their characteristics	textiles and ingredients,	construction materials,	construction materials,	construction materials,	construction materials,
			according to their	textiles and ingredients,	textiles and ingredients,	textiles and ingredients,	textiles and ingredients,
		Assembling accurately using	characteristics.	according to their functional	according to their functional	according to their functional	according to their functional
		movements (up, down, along and		properties and aesthetic	properties and aesthetic	properties and aesthetic	properties and aesthetic
		around) and components to work	Cutting and assembling accurately	qualities.	qualities.	qualities.	qualities.
		together creating motion –	Colonting appropriate				
		Windmills	Selecting appropriate equipment and materials- Ferris wheel and moving	Selecting appropriate materials and equipment for functional and aesthetic	Using a range of materials and equipment to create frame structures	Making functional components Using layers and spacers to construct pages	Measuring, marking and cutting woodwork accurately Selecting appropriate
		Cutting neatly.	monsters.	purposes		Cutting and assembling with	equipment Assembling
		Selecting suitable equipment	Cutting and assembling	Using more demanding	Selecting suitable tools	accuracy	components accurately
		Sequencing steps for	accurately	practical skills (paper	Creating neatly presented	Accurately cutting and	Accurate cutting and joining,
		construction- puppets	Threading a needle	engineering/paper folding techniques)	work Making an electrical circuit	joining Making circuits	using running stitch Creating something in a given style
		Adapting Mechanisms – Sliders, story books.	Sewing a running stitch Preparing fabrics for sewing – pouches	Sewing cross stitch and using appliqué	Measuring, marking, cutting and assembling accurately	Selecting materials and equipment according to	Cutting and assembling with accuracy
		Measuring accurately Following a design brief Working to scale Identifying materials commonly used for wheels	Measuring and cutting accurately, working to scale and following a design brief – baby bears chair	Using electrostatic energy to move objects in isolation as well as part of a system		functional properties Working with increasing accuracy in practical tasks Use triangulation for bracing	Increasingly more demanding practical skills Selecting materials for their aesthetic and functional properties Make, strengthen and stiffen
		Make a smoothie, sandwich or fruit kebabs.	Balanced Diet- Food and Nutrient				a range of structures

Evaluate	Return to and build on their previous learning, refining ideas and developing their ability	Explore and evaluate a range of existing products	Explore and evaluate a range of existing products	Investigate and analyse a range of existing products	Investigate and analyse a range of existing products	Investigate and analyse a range of existing products	Investigate and analyse a range of existing products
	to represent them.	Evaluate their ideas and products	Evaluate their ideas and	Evaluate their ideas and	Evaluate their ideas and	Evaluate their ideas and	Evaluate their ideas and
		against design criteria.	products against design criteria.	products against their own design criteria and consider	products against their own design criteria and consider	products against their own design criteria and consider	products against their own design criteria and consider
		Evaluating and adapting designs.	criteria.	the views of others to	the views of others to	the views of others to	the views of others to
		Testing a finished product.	Carrying out primary research and applying to design	improve their work	improve their work	improve their work	improve their work
		Reflecting on their finished products. Researching and testing	Examples of natural & manmade structures testing and evaluating Discuss the making process and the finished product	Understand how key events and individuals in design and technology have helped shape the world.	Understand how key events and individuals in design and technology have helped shape the world.	Understand how key events and individuals in design and technology have helped shape the world.	Understand how key events and individuals in design and technology have helped shape the world.
		mechanisms.	Researching, testing and adapting mechanism.	Assessing how well their product works and if it matches their design Evaluating as they work Evaluating their own and other's final product Compare designs and evaluate and adapt designs	Discuss existing pavilions Researching existing products Evaluating to improve their work Testing their final products Testing products in time trials	Constantly evaluating progress against design Comparing 3D object to 2D design Experimenting with circuits to consolidate knowledge of function Testing function of product Testing to destruction to evaluate the successful and unsuccessful properties of a design and its materials	Checking accuracy of work Evaluating work continually Adapting products to improve functionality Testing finished product Exploring existing playground structures

	Tauri III	Laure e e				
Technical knowledge	Build structures, exploring how	Build structures, exploring	Apply their understanding of	Apply their understanding of	Apply their understanding of	Apply their understanding of
	they can be made stronger, stiffer	how they can be made	how to strengthen, stiffen and	how to strengthen, stiffen and	how to strengthen, stiffen	how to strengthen, stiffen and
	and more stable	stronger, stiffer and more	reinforce more complex	reinforce more complex	and reinforce more complex	reinforce more complex
	Explore and use mechanisms [for	stable	structures	structures	structures	structures
	example, levers, sliders, wheels	Explore and use mechanisms	Understand and use	Understand and use	Understand and use	Understand and use
	and axles], in their products.	[for example, levers, sliders,	mechanical systems in their	mechanical systems in their	mechanical systems in their	mechanical systems in their
		wheels and axles], in their	products [for example, gears,	products [for example, gears,	products [for example, gears,	products [for example, gears,
	Understanding what a	products.	pulleys, cams, levers and	pulleys, cams, levers and	pulleys, cams, levers and	pulleys, cams, levers and
	mechanisms are.		linkages]	linkages]	linkages]	linkages]
	Understand how to create	Learning mechanical components				
	different movements.		Understand and use electrical	Understand and use electrical	Understand and use	Understand and use electrical
		Identifying input and output	systems in their products [for	systems in their products [for	electrical systems in their	systems in their products [for
	Develop an awareness of	Understanding the definition	example, series circuits	example, series circuits	products [for example, series	example, series circuits
	structure for purpose.	and importance of strength, stability and stiffness	incorporating switches, bulbs,	incorporating switches, bulbs,	circuits incorporating	incorporating switches, bulbs,
			buzzers and motors]	buzzers and motors]	switches, bulbs, buzzers and	buzzers and motors]
	Understand how to turn a 2D net	Knowing that different shapes can strengthen or weaken	Apply their understanding of	Apply their understanding of	motors]	Apply their understanding of
	into a 3D.	structures and that materials	Apply their understanding of	Apply their understanding of	Apply their understanding of	Apply their understanding of
		can be manipulated to improve strength and stiffness	computing to program,	computing to program,	Apply their understanding of	computing to program,
	Know and understand how fabrics		monitor and control their	monitor and control their	computing to program,	monitor and control their
		Identifying parts of a needle (point and eye) Understand	products.	products.	monitor and control their	products.
		the alternative ways of joining	Understanding how	Knowing what a pavilion is	products.	Naming types of cam Knowing
		fabrics and embellishments	pneumatic systems work	Building on prior knowledge	Understand sliders, levers	how cams impacts follower
		Understanding how an axle	Application of prior	of net structures and broadening knowledge of	and linkages Understand	movements
		works Know materials commonly used for wheels	knowledge and increasing	frame structures Knowing that	structures and mechanisms	Knowing how to create
			knowledge of nets	architects consider light, shadow and patterns when	Understand constructions	hidden seams
			Construction of cushions	designing	methods for 3D shapes Knowing how to create a	Creating and using electric
			Understanding that fabrics can be layered for effect	Understanding stitches and	hidden seam	circuits in their designs Knowing how to make
			Knowing different stitch types	their benefits Knowing how to	Drawing circuit diagrams	electromagnetic motors
			Understanding what static	use templates	Knowing the function of	Applying knowledge of
			electricity means and how to	Electricity is energy Batteries	different components Understanding the	construction techniques to
			generate it Knowing what a target audience is	are used to store electricity Know terminology of:	terminology: insulator,	realise design ideas Stabilising more complex structures
				insulator, conductor, L.E.D.,	conductor, LED, battery	using bracing
				battery, coin cell batteries	Understanding the	
					importance of compression	

				Component names (chassis,	and tension in bridge	
				axle etc.) Car body shape can	structures	
				impact speed (air resistance)	Stractares	
				, , ,		
Cooking and nutrition	Use the basic principles of a	Use the basic principles of a	Understand and apply the	Understand and apply the	Understand and apply the	Understand and apply the
	healthy and varied diet to prepare	healthy and varied diet to	principles of a healthy and	principles of a healthy and	principles of a healthy and	principles of a healthy and
	dishes	prepare dishes	varied diet	varied diet	varied diet	varied diet
	Understand where food comes	Understand where food	Prepare and cook a variety of	Prepare and cook a variety of	Prepare and cook a variety of	Prepare and cook a variety of
	from.	comes from.	predominantly savoury dishes	predominantly savoury dishes	predominantly savoury	predominantly savoury dishes
			using a range of cooking	using a range of cooking	dishes using a range of	using a range of cooking
	Designing food/smoothie for	Designing packaging for their smoothie	techniques	techniques	cooking techniques	techniques
	others					
		Preparing food safely and	Understand seasonality, and	Understand seasonality, and	Understand seasonality, and	Understand seasonality, and
	Chopping fruit and vegetables	hygienically	know where and how a	know where and how a	know where and how a	know where and how a
	Describing and grouping fruits by	Chopping safely using the bridge grip	variety of ingredients are	variety of ingredients are	variety of ingredients are	variety of ingredients are
	texture and taste.	bridge grip	grown, reared, caught and	grown, reared, caught and	grown, reared, caught and	grown, reared, caught and
		Conducting product research	processed.	processed.	processed.	processed.
	Understanding the difference	Evaluating a design				
	between fruit and vegetables.	Evaluating a design	Designing to criteria	Working within a design brief	Adapting a recipe	Using recipe books/websites
		Understanding how fruit and				
		vegetables grow	Safely preparing fruit and vegetables	Following but adapting a recipe	Cutting and preparing vegetables hygienically	Working with food hygienically and safely
		Knowing the food groups	vegetables	Тестре	Cooking meat safely	Working to a timescale
			Following a recipe	Preparing food hygienically		
		Understanding what makes a		Discuss flavours identified	Tasting and adapting the dish	Tasting and evaluating their
		balanced diet	Tasting and evaluating their	Understanding the costs	during cooking process	own food
			dessert	Understanding the costs behind professional food	Know where meat comes	Understanding the risks of
			Knowing what foods are in	preparation	from and understand ethical	meat or fish when not cooked
			season and when		issues around beef Know	or stored properly
			Understanding the benefits of	Understanding the factors	nutritional values of	Understanding safe storage of
			foods by their colour	that contribute to product design	packaged food	meat/fish
			Knowing how climate alters	uesign		
			the sweetness of food			

Languages

Year Group	EYFS area linked to	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	subject						
		Red – School curriculum.	Red – School curriculum.	Listen attentively to spoken	♣ speak in sentences, using	A present ideas and	& broaden their vocabulary
				language and show	familiar vocabulary, phrases	information orally to a range	and develop their ability to
		Greetings in sign language	Counting and recognising	understanding by joining in	and basic language structures	of audiences* & read	understand new words that
		and French.	numbers to 20 in French.	and responding & explore the	develop accurate	carefully and show	are introduced into familiar
				patterns and sounds of	pronunciation and intonation	understanding of words,	written material, including
		Counting to ten in	To discuss different	language through songs and	so that others understand	phrases and simple writing &	through using a dictionary *
		sequence.	languages within our	rhymes and link the spelling,	when they are reading aloud	appreciate stories, songs,	write phrases from memory,
			classroom and sharing	sound and meaning of words	or using familiar words and	poems and rhymes in the	and adapt these to create new
		Ask and answer simple	simple phrases.	♣ engage in conversations;	phrases*	language	sentences, to express ideas
		questions e.g. how are		ask and answer questions;			clearly 4 describe people,
		you?	To communicate	express opinions and respond			places, things and actions
			effectively using simple	to those of others; seek			orally* and in writing
			sentences when given	clarification and help*			
			appropriate vocabulary.				

Geography

Year Group	EYFS area linked to	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	subject						
Location knowledge.	Draw information from a simple map. ELG: People, Culture and Communities Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Locate UK, the four countries, their capital cities and surrounding seas. Local area observational study.	Name and locate the worlds 7 continents and 5 oceans. Study of human and physical landscape in local area.	Name and locate: characteristics of the four countries and capital cities and regions of the UK and surrounding seas, human and physical characteristics including the main geographical features of the UK e.g. naming significant rivers, mountains. Some countries of Europe e.g. our closest neighbours.	Name and locate: continents on a world map. The countries of Europe beyond the UK's nearest neighbours. The equator, Northern/ Southern hemispheres, Arctic/ Antarctic circles, latitude and longitude.	Name and locate: some of the countries and cities of Europe (including Russia) and the world and some of their identifying human and physical characteristics including hills, mountains, rivers, topographical features, land use patterns and how they have changed over time. The Prime/ Greenwich Meridian and time zones (including day and night).	Name and locate: Locate the worlds countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate the topographical features of rivers (River Severn and the Amazon) and land use patterns; and understand how some of these aspects have changed over time.
Place knowledge.	Recognise some similarities and differences between life in this country and life in other countries	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK; and a small area in a contrasting non-European country- Africa	Understand geographical similarities and differences through studying the human and physical geography of a small area in the UK; and a small area in a contrasting non-	Understand geographical similarities and differences through study of human and physical geography of a region in UK and a region in a European country. Liverpool and Paris.	Understand geographical similarities and differences through study of human and physical geography of a region of the UK and the wider world.	Understand geographical similarities and differences through study of human and physical geography of a region of the UK and a region within Europe including significant features and events.	Understand geographical similarities and differences through study of human and physical geography of a region of the UK and a region within North or South America including significant features and events.

Human and Physical geography.		Identify seasonal and daily weather patterns in the UK. Use basic geographical vocabulary to refer to key physical features including forest, sea, season, weather, hill, mountain and key human features including farm, city, town, village, house, shop.	European country- America Locate hot and cold areas in the world in relation to the Equator and North and South poles. Use basic geographical vocabulary to refer to physical features including beach, coast, ocean, valley, vegetation, cliff, river, soil and key human features including factory, office, port, harbour.	Human geography including types of settlements and land use, economic activity including trade links. Mayans and Romans. Use geographical language to describe human and physical features and patterns.	Antarctica and our local area. Physical geography including climate zones (Polar Regions) and vegetation belts, rivers (River Nile), mountains, volcanoes and earthquakes. Human geography including types of settlement and land use, economic activity including trade links (Egyptian settlement along the Nile). Use geographical language to describe human and physical features and patterns.	Skelmersdale and a European country. Physical geography including climate zones, extreme weather, biomes. Human geography including types of settlement and land use, economic activity including trade links (the Vikings), and the distribution of natural resources (UK coal mining) including energy, food, minerals and water. Use geographical language to describe human and physical features and patterns.	Physical geography including rivers and the water cycle. Human geography including types of settlement and land use, economic activity including trade links (rivers), and the distribution of natural resources including energy, food minerals and water (Keen to be Green). Use geographical language to describe human and physical features and patterns.
Geographical skills and fieldwork	Draw information from a simple map.	Use maps, atlases and globes to identify the UK and it's countries. Use simple compass directions (north,south,east,west) and locational and directional language to describe the location of features and routes on a map.	Use maps, atlases and globes to identify the continents and oceans studies at this key stage. Use aerial photographs and plan perspectives to recognise landmark and basic human and physical features; devise a map;	Use maps, atlases and globes and digital maps to locate countries and describe features studied. Use locational and directional language such as near, far, left, right. Use fieldwork to observe human and physical features in the local area.	Use eight points of a compass, four and six figure grid references (Polar Regions), symbols and key to build their knowledge of the UK and the wider world. Use fieldwork to observe and measure human and physical features in the	Use geographical keys (including the use of Ordnance survey maps) to build their knowledge of the UK and the wider world. Use fieldwork to observe, measure and record human and physical features in the local area, using a range of methods such as sketch maps and plans.	Use field work to observe, measure, record and present the human features in the local area including use of sketch maps, plans, graphs, and digital technologies.

and use and construct basic symbols in a key.	local area, using a range of methods.
Use a simple fieldwork	
and observational sky's to study the geography	
of their school and it's	
grounds and the key human and physical	
features of its	
environment.	

History

Year Group	EYFS area linked to	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	subject						
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Comment on images of familiar situations in the past. Talk about members of their immediate family and community. Name and describe people who are familiar to them. ELG: Past and Present Children at the expected level of development will: 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 experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.	Study changes within living memory. E.g. Know some similarities and differences between the past, present and future of their families, toys, vehicles etc.	Study changes within living memory. Where appropriate these should be used to reveal aspects of change in national lifethrough their own family history. Develop understanding of cause and consequence through significant inventions-Alexander Graham Bell.	The continuity and change within popular culture, music, economy – Liverpool Topic.	The cause and consequence and chronological order of WW2.	The cause and consequence, and similarities and differences of WW2 - code breakers at Bletchley Park.	The significance, cause and consequence of WW1 and the Suffragette movement .
Events beyond living memory that are significant nationally or globally	•	Explore festivals and anniversaries. E.g. Bonfire	Understand, recall and order the events of	Describe and give reasons for some of the changes in Britain from the Stone Age	Describe and compare some of the characteristic features and	Describe some aspects of Britain's settlement. Demonstrate knowledge	Describe aspects of the Anglo Saxon struggle for the kingdom of England in

		night, the Queens	significant or global	to the Iron Age. E.g.	achievements of the	of an ancient civilization	the time of Edward the
		birthday.	events.	Describe some aspects of	earliest civilisations.	(Vikings).	Confessor. Demonstrate
			Understand the cause and consequence of these events, as well as the change and continuity-the first aeroplanes.	the Roman Empire and recognize its impact on Britain. Develop a broad understanding of ancient civilisations. Describe key aspects of a non European society (Mayans).	Demonstrate more in depth knowledge of one specific civilization.		knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066 (WW1).
The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	XX	Study the lives of significant individuals who have contributed to national and international achievements- Edith Carell	Study the lives of significant individuals who have contributed to national and international achievements some should be used to compare aspects of life in different periods-Florence Nightingale, Christopher Columbus, Neil Armstrong	Learn about a significant individual using given sources. Look at representations of the individual. Julius Caeser.	Learn about significant individuals using a range of given primary and secondary sources. Begin to understand how sources can be used to make historical claims. Robert Scott Roald Amundsen Ernest Shackleton.	Learn about significant individuals by using a wider range of sources as a basis for research. Compare accounts from different sources. Offer some reasons for different versions of events. Fact or fiction. Alan Turing Neil Armstrong Tim Peake David Attenborough.	Learn about significant individuals by linking sources to work out how conclusions were reached. Consider ways of checking the accuracy of interpretations. Fact, fiction or opinion? Be aware that different evidence will lead to different conclusions. Be able to research independently. Emmeline Pankhurst. Leaders during WW1.

							Edward the Confessor.
Significant historical events,	xx	Explore Significant people	Explore significant	Find out about everyday	Use evidence to	Study different aspects of	Find out about beliefs,
people and places in their		in their own locality.	historical events in their	lives of people in the time	reconstruct life in the time	the life of different	behaviour and
own locality.			own locality.	studies. Compare with our	studied. Identify key	people. Examine causes	characteristics of people,
				life today.	features and events. Look	and results of great	recognizing that not
					for links and effects. Offer	events and the impact on	everyone shares the same
				History of Liverpool from	a reasonable explanation	people. Compare life	views and feelings.
				1960 onwards.	for some events.	then and now.	Understand the cause and
							effect of significant
					Liverpool in the Blitz.	Mining in Skelmersdale.	historical events. Know
						Vikings in the locality.	key dates, characters and
							events of times studied.
							Study differences between
							men and women in
							history.
							Suffragettes.
							Warhorses in WW1.
							Titanic links to Liverpool.
Pupils should continue to	xx	Pupils should begin to	Pupils should begin to	Use some dates and historical	Use dates and historical	Use dates and appropriate	Use dates and a wide range of
develop a chronologically		develop a chronologically	develop a chronologically	terms when ordering events	terms when ordering events	historical terms to sequence	historical terms when
secure knowledge and		secure knowledge and	secure knowledge and	and objects.	and objects.	events and periods of time.	sequencing events and
understanding of British, local		understanding of the	understanding of British,	Demonstrate awareness that	Identify where people and	Identify where people, places	periods of time.
and world history,		world history. E.g. The	local history. E.g. The	the past can be divided into	events fit into a chronological	and periods of time fit into a	Develop chronologically
		chronological order of the	chronological order of the	periods of time.	framework.	chronological framework.	secure knowledge of the
		dinosaurs.	development of the			-	events and periods of time
			aeroplane.	Explore trends and changes	Explore links and contrast within	Describe links and contrasts	studied. Analyse links and contrasts
				over time.	and across different periods of	within and across different	within and across different
					time.		within and across directent

	Use relevant historical terms and vocabulary linked to chronology. Select and organize historical information to present in a range of ways. Stone Age. The Romans. The Mayans.	Use relevant and appropriate historical terms and vocabulary linked to chronology. Select and organize historical information to present in a range of ways. Achievements of the earliest civilizations- an overview of where and when the first	periods of time, including short and long term scales. Use appropriate historical vocabulary to construct responses to historical questions, including dates and terms. Choose relevant ways to communicate historical findings.	periods of time, including short and long term scales. Use appropriate vocabulary when discussing, describing and explaining historical events. Choose the most appropriate way of communicating different historical findings.
		civilizations appeared and a depth study of one of the following: Ancient Egypt Ancient Greece WW2.	The Viking raids and invasion. WW2 – Bletchley Park.	Britain's settlement by the Anglo-Saxons. WW1. Titanic.

Music

Year Group	EYFS area linked to	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	subject						
	Watch and talk about	♣ Use their voices	♣ Use their voices	A Play and perform in solo	A Play and perform in solo	A Play and perform in solo	A Play and perform in solo and
	dance and performance art, expressing their	expressively and creatively	expressively and creatively	and ensemble contexts,	and ensemble contexts,	and ensemble contexts,	ensemble contexts, using their
	feelings and responses.	by singing songs and	by singing songs and	using their voices and	using their voices and playing	using their voices and	voices and playing musical
	ELG: Being Imaginative	speaking chants and rhymes	speaking chants and rhymes	playing musical instruments	musical instruments with	playing musical instruments	instruments with increasing
	and Expressive -Sing a	♣ Play untuned instruments	♣ Play untuned instruments	with increasing accuracy,	increasing accuracy, fluency,	with increasing accuracy,	accuracy, fluency, control and
	range of well-known	musically &Listen with	musically & Listen with	fluency, control and	control and expression 4	fluency, control and	expression 4 limprovise and
	nursery rhymes and songs; Perform songs,	concentration and	concentration and	expression & Improvise and	Improvise and compose	expression & Improvise and	compose music for a range of
	rhymes, poems and	understanding to a range of	understanding to a range of	compose music for a range of	music for a range of	compose music for a range	purposes using the inter-related
	stories with others, and	high-quality live and	high-quality live and	purposes using the inter-	purposes using the inter-	of purposes using the inter-	dimensions of music & Listen
	 – when appropriate – try to move in time with 	recorded music ♣	recorded music 4	related dimensions of music	related dimensions of music	related dimensions of music	with attention to detail and
	music.	Experiment with, create,	Experiment with, create,	♣ Listen with attention to	♣ Listen with attention to	♣ Listen with attention to	recall sounds with increasing
		select and combine sounds	select and combine sounds	detail and recall sounds with	detail and recall sounds with	detail and recall sounds with	aural memory & Use and
	Create simple representations of						·
	events, people and objects. Initiate new combinations of	using the inter-related	using the inter-related	increasing aural memory.	increasing aural memory &	increasing aural memory &	understand staff and other
	movement and gesture in order to	dimensions of music.	dimensions of music.	Appreciate and understand a	Use and understand staff and	Use and understand staff	musical notations Appreciate
	express and respond to feelings, ideas and experiences.			wide range of high-quality	other musical notations	and other musical notations	and understand a wide range of
	Represent their own ideas, thoughts			live and recorded music	Appreciate and understand	♣Appreciate and	high-quality live and recorded
	and feelings through design and technology, art, music, dance, role play			drawn from different	a wide range of high-quality	understand a wide range of	music drawn from different
	and stories.			traditions and from great	live and recorded music	high-quality live and	traditions and from great
				composers and musicians.	drawn from different	recorded music drawn from	composers and musicians 4
	·				traditions and from great	different traditions and	Develop an understanding of the
					composers and musicians	from great composers and	history of music.
					Develop an understanding of	musicians & Develop an	
					the history of music.	understanding of the history	
						of music.	
I							

and table about most, expressing their feelings and responses. Salillo To Sate and feegonal to different stage. Where make to implie heady to make an expression of much call different stage. The make this implie heady to mean and stade movement. To follow and movement	Listen and	Listen attentively, move	Skills To learn how they can	Skills - To learn how songs	Skills - To identify and move	Skills To confidently identify	Skills - To identify and move	Skills - To identify and move to
and responses. Salis To listen and responses. Salis To liste		· ·	enjoy moving to music by	can tell a story or describe an	to the pulse. To think about	and move to the pulse. To	to the pulse with ease. To	the pulse with ease. To think
Sails To later and report for difference sorge or protect of much as different style. Use much to singular singular for follow and cooperant for follow and cooperant for follow and cooperant follow and cooperant for follow and cooperant fol	Appraise	1	dancing, marching, being	idea. Knowledge - To know	what the words of a song	talk about the musical	think about the message of	about the message of songs. To
Salit To licens and regard to different styles. Use music to inside in different styles. Use music to inside in management for bound and compared the bound an			animals or pop stars.	five songs off by heart. To	mean. To take it in turn to	dimensions working	songs. To compare two songs	compare two songs in the same
the different songs or pieces of mask in different stores or pieces or pie		Skills To liston and respond	Knowledge_To know what	know that some songs have a	discuss how the song makes	together in the Unit songs	in the same style, talking	style, talking about what stands
of music in different styles. Use music to regord without good good good good good good good goo		·	the songs are about. To know	chorus or a response/answer	them feel. Listen carefully	e.g. if the song gets louder	about what stands out	out musically in each of them,
imaginative movement, initially free and child-led movement. To follow and copy instruction. To Depth to respond websiley and with movement. Now in the spride of the five songs. To choose one song and be able to talk about citely risk; what the song, and where they are used (firsture, dynamics, tempo, rhythm, and into song.) Now introduction, verse, chorus etc.): Name and who sare given the song is throught sabout the musical words, when talking about the musical words, when talking about the songs. To talk about the musical dimensions working together in the songs. Talk about the musical dimensions working together in the songs. Talk about the musical dimensions working together in the songs. To talk about the musical dimensions working together in the songs. To talk about the musical dimensions working together in the songs. To talk about the musical dimensions working together in the songs. To talk about the musical dimensions working together in the songs. To work the movement to talk about sone of the song to talk about the musical words. Knowledge To know the song in those styles. To choose the song in those styles. To choose one song and be able to talk about the musical dimensions working together in the songs. To work the movement of the song to the movement of the song to talk about the musical dimensions working together in the songs. To work the movement of the musical dimensions working together in the songs to talk about the musical dimensions working together in the songs. To work the movement of the musical dimensions working together in the songs to the musical dimensions working together in the songs to work the musical dimensions working together in the songs to the musical dimensions working together in the songs to work the musical dimensions working together in the songs to work the musical dimensions working together in the songs to work the musical dimensions working together in the songs to work the musical works. Knowledge To work the musical works to work the musical works. Know			and recognize the sound and	part. To know that songs have	and respectfully to other	in the chorus (dynamics)	musically in each of them,	their similarities and
initially free and child-led revenent. To follow and copy influention. To begin to respond verbally and with movement. In the copy influention is to begin to respond verbally and with movement. In the copy influention is to begin to respond verbally and with movement. In the copy influention is to begin to respond verbally and with movement. In the copy in the copy is thoughts about the music words. Knowledge To about the songs, To talk about its song and be able to talk about its verbs. Knowledge To word them, To know the syste of the five songs, and where they are used (texture, dynamics, the instruments they heard in the song. In the copy in the copy is thoughts about the music all words. Knowledge To word who sang them or wrote them. To know the syste of the five songs, and where they are used (texture, dynamics, dimensions they heard in the song. In the copy		Use music to inspire	names of some of the	a musical style.	people's thoughts about the	Talk about the music and	their similarities and	differences. Listen carefully and
movement. To follow and copy instruction. To begin to respond verbally and with movement. It is respond verbally to other supplied shout the musical words. To talk about the musical words words musical words with exponding to talk about the musical words. To talk about the musical words. Now within about the musical words. To talk about the musical words. To ta		imaginative movement,	instruments they use.		Music. Knowledge To know	how it makes them feel.	differences. Listen carefully	respectfully to other people's
who sang them or wrote them. To know the style of the five songs. To choose one asong and be able to talk about: its lyrics: what the song and be able to talk about: its lyrics: what the song, and where they are used (itesture, dynamics, the song (introduction, verse, chorus etc.). Name some of the initiation of the initiations featured in the song and where they are used (itesture, dynamics, the song (introduction, verse, chorus etc.). Name some of the initiation of the initiation of the initiation of the songs and where they are used (itesture, dynamics, tempo, rhythm and pitch) identify the main sections of the song and where they are used (itesture, dynamics, tempo, rhythm and pitch) identify the main sections of the initiation of the song and where they are used (itesture, dynamics, tempo, rhythm and pitch) identify the main sections of the initiation of the song and the are the song and where they are used (itesture, dynamics, tempo, rhythm and pitch) identify the main sections of the song introduction, verse, chanus etc). Name one of the style of the five songs from memory, who sang or wrote them usical whords. Too know the the musical words. Too know t					five songs from memory and	Listen carefully and	and respectfully to other	thoughts about the music. Use
them. To know the style of the five songs. To choose one song and be able to talk about the song and where they are used (introduction, wares, chorus etc). Name where they are used (resture, dynamics, tempo, rhythm and pitch) if dentify the main sections of the song. To know the style of the five songs. To choose one song and be able to talk about the songs. To talk about the musical dimensions working together in the song. Talk about the musical admorphisms working together in the song. Talk about the musical admorphisms working together in the song. Talk about the musical dimensions working together in the song. Talk about dispersion working together in the song. Talk about the musical admorphism working together in the song. Talk about the musical dimensions working together in the song. Talk about the musical dimensions working together in the song. Talk about the musical dimensions working together in the song together the music and how it makes you feel. Knowledge - To a know five song from memory, who sang or wrote them, when they were written to talk about smoor of the song in the unit songs. Talk about the musical dimensions working together in the song. Talk about the musical dimensions working together in the song the five five five songs in the unit songs. Talk about the musical dimensions working together the music and how it makes you feel. Knowledge - To a know five songs from memory, who sang or wrote them, song five song five song and be able to talk about the song in the unit songs. Talk about the musical dimensions working together in the songs in the unit songs and be song in the unit songs. Talk about the musical dimensions working together the musical dimensions working together the musical dimensions or wrote them, the musical dimensions or wrote them, to he musical dimensions or wrote them. To know the style of the five songs or wrote them, when they were will describe the music and now it makes you feel. Knowledge - To show five songs from memory, who sang or wrote them, when they were					who sang them or wrote	respectfully to other	people's thoughts about the	musical words when talking
movement. the five songs. To choose one song and be able to talk about. Any musical memory and who sang them used (texture, dynamics, them, with the song. the song introduction, verse, chouse departs and where they are used (texture, them songs.) the five songs. To choose one song and be able to talk about them, were written and, if possible, the songs in those styles. To choose two or three other songs and to name other songs and to name other the song and where they are used (texture, dynamics, the possible, the song in those styles.) the song. the song. the five songs. To choose one song and be able to talk about sone of the instruments they heard in the song. the song (introduction, verse, chouse etc.) Name the song and be able to talk about sone of the instruments they heard in the song and the song (introduction, verse, chouse etc.) Name the song introduction, verse, chouse etc.) Name the song the musical words. To talk bout the musical bobut the musical dimensions working together the the subget of dimensions working together in the sons; Talk about the musical object the musical dimensions working together the themsical the five songs. Talk about the musical dimensions working together the song time the sons of the musical object the musical dimensions working together the musical and how it makes you the the musicand how it makes you the themsic and now it makes you the themsic and now it makes to the musicand now it makes you the themsic and now it makes y					them. To know the style of	people's thoughts about the	music. When you talk, try to	about the songs. To talk about
about: its lyrics: what the song is about. any musical dimensions featured in the song, and whore they are used (texture, dynamics, tempo, rhythm and pitch) lidentify the main sections of the song. about: Any musical dimensions working together in the music and how it makes you feel, using musical language to describe the music. Knowledge - To know five songs from memory, who sang or wrote them. To know the songs. To choose one song and be able to talk about some of the song. The main sections of the instruments they heard in the song. about. Any musical dimensions featured in the song and whore they are used (texture, dynamics, tempo, rhythm and pitch) lidentify the main sections of the song (introduction, werse, chorus etc.) Name some of the instruments they heard in the song. about. Any musical dimensions featured in the song in those styles. To choose the song song the song the song the song in those styles. To choose the song song the song in those styles. To choose the song song song the song song song the song song song song song song song song					the five songs. To choose one	music. In talk, try to use	use musical words. To talk	the musical dimensions working
song is about, any musical dimensions featured in the song. song and where they are used (texture, dynamics, the song. song introduction, verse, chorus etc.) Name song in those styles. To choose one song and be able to talk about. Some of the song and where they are used (texture, dynamics, the monor, mythm and pitch) lidentify the main sections of the song and where they are used (texture, dynamics, the monor). Indicators of the song (introduction, verse, chorus etc.) Name song of the song in those styles. To choose one song and be able to talk about some of the song in those styles. To know five songs from memory, who sang or wrote them, when they were written and why? To know the style of them, when they were written and why? To know the style of the songs in those styles. To choose the songs and be able to talk about. The style about the music and how it makes the hours it music and how it makes the show it makes the songs from music. Knowledge To know five songs from music. Knowledge To know five songs from music, whose and or wrote them. Show of we songs from music, who sang or wrote them. Show how the style of them, when they were written and why? To know the style of them, when they were written and why? To know the style of white songs in those styles. To cho					song and be able to talk	musical words. Knowledge To	about the musical	together in the songs. Talk about
dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) the instruments they heard in the song. dimensions featured in the song is and where they are used (texture, dynamics, tempo, rhythm and pitch) the main sections of the song (introduction, verse, used (texture, dynamics, tempo, rhythm and pitch) the song (introduction, where they are used (texture, dynamics, tempo, rhythm and pitch) the main sections of the song (introduction, werse, chorus etc.) Name of the song (introduction, werse, chorus etc.) Name of the song sheir dynamics, tempo, rhythm, pitch and timbre) identify the structure dimensions featured in the song (introduction, werse, chorus etc.) Name of the song sheir style) The lyrics: what the song sheir style) The lyrics: what the song sheir style) Identify the structure and them the song. dimensions featured in the song sheir style) The lyrics: what the song sheir style) The lyrics: what the song sheir style) The lyrics: what the song sheir style) Identify the structure and them the song sheir style) Identify the structure and them the song sheir style of the songs their style of the style of the songs their style of the style of the song sheir style) Identify the structure and them they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure and them they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure and them they are used them. The songs their style of the structure and them they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure and them they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure and them they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure and them they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure and them they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure and them they are used them. T					about: Its lyrics: what the	know five songs from	dimensions working together	the music and how it makes you
song, and where they are used (texture, dynamics, chorus etc.) Name some of the instruments they heard in the song. song and where they are used (texture, dynamics, tempo, rhythm and pitch) lidentify the main sections of the song. song and where they are used (texture, dynamics, tempo, rhythm and pitch) lidentify the main sections of the song (introduction, the song introduction, the song in those styles. To choose one song and be able to talk about some of the style indicators of that song (Musical characteristics that give the song its style) The lyrics: what the song is about. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) lidentify the main sections of the song (Introduction, verse, chorus etc) Name style of the five songs. To choose one song and be able to talk about some of the show five songs from memory, who sang or wrote them, when they were and why? To know the style of written and, if possible, written					song is about, any musical	memory and who sang them	in the unit songs. Talk about	feel, using musical language to
used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song. (Musical characteristics that it he song. (Musical characteristics that of the instruments they heard in the song. (Mostro dec.) Name some of the instruments they heard in the song. (Mostro dec.) Name some of the instruments they heard in the song. (Mostro dec.) Name some of the instruments they heard in the song. (Musical characteristics that written and, if possible, written and, if possible, written and, if possible, written and, if possible, the songs and to name other songs in those styles. To choose the five songs and to name other songs in those styles. To choose the five songs in those styles. To choose two or three other indicators of the songs (musical shout: Some of the style indicators of the songs (musical shout: Some of the style indicators of the songs (musical characteristics that give the songs (musical characteristics that they are used (texture, dynamics, tempo, rhythm, pitch the song (introduction, verse, chorus etc.) Name style) The lyrics: what the and timbre) Identify the structure					dimensions featured in the	or wrote them. To know the	the music and how it makes	describe the music. Knowledge -
tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song. to have some of the song and to name other song and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main section, of the song (musical characteristics that dimensions of the song (musical characteristics that dimensions of the song (musical characteristics that dimensions featured in the song and to name other songs and to name other songs in those styles. To choose two or three other songs and be able to talk about: The style indicators of the songs (musical characteristics that give the song and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main section, verse, chorus etc.) Name style) The lyrics: what the and timbre) Identify the structure and why? To know the style of them, when they were written and why? To know the style of the songs in those styles. To know the style of the songs and to name other songs in those styles. To choose two or three other songs and be able to talk about: The style indicators of the songs of the song					song, and where they are	style of the five songs. To	you feel. Knowledge - To	To know five songs from
Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song. Identify the main sections of the song (Musical characteristics that give the song lits style) The lyrics: what the song is the five songs and to name other songs in those styles. To choose the five songs and to name other songs in those styles. To choose the five songs and to name other songs in those styles. To choose the five songs and to name other songs in those styles. To choose two or three other songs in those styles. To choose two or three other songs and be able to talk about: The style indicators of the song song and be able to talk about: Some of the style songs and be able to talk song their style) The lyrics: tempo, rhythm and pitch identify the main sections of the song (introduction, verse, chorus etc) Name style) The lyrics: what the songs their typic the structure and why? To know the style of the songs and to name other songs in those styles. To choose the songs in those styles. To choose two or three other songs and be able to talk about: The style indicators of the songs and be able to talk song: (musical characteristics that give the songs their style) The lyrics: what the song street is they are used (texture, dynamics, tempo, rhythm, pitch verse, chorus etc) Name style) The lyrics: what the song their dynamics, tempo, rhythm, pitch and timbre) Identify the structure					used (texture, dynamics,	choose one song and be able	know five songs from	memory, who sang or wrote
the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song. (Musical characteristics that give the song its style) The lyrics: what the song is the five songs and to name other songs in those styles. To choose the five songs and to name other songs in those styles. To choose the five songs and to name other songs in those styles. To choose the five songs and to name other songs in those styles. To choose the five songs and to name other songs in those styles. To choose the five songs in those styles. To choose the five or four other songs and be able to talk about: The style indicators of the song (musical characteristics that give the song their style) The lyrics: the song (introduction, give the songs their dynamics, tempo, rhythm, pitch verse, chorus etc) Name style) The lyrics: what the and timbre) Identify the structure					tempo, rhythm and pitch)	to talk about some of the	memory, who sang or wrote	them, when they were written
chorus etc.) Name some of the instruments they heard in the song. give the song is the five songs and to name three or four other songs and be able to talk about: The style indicators of the songs of the songs and be able to talk characteristics that give the song (Introduction, verse, chorus etc.) Name some of the song is those styles. give the song its style) The why? To know the style of the songs in those styles. To choose the songs in those styles. To choose the songs and be able to talk about: The style indicators of the songs (musical characteristics that give the songs and be able to talk about: Some of the style songs their style) The lyrics: (musical characteristics that they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure					Identify the main sections of	style indicators of that song	them, when they were	and why? To know the style of
the instruments they heard in the song. Ithe song is about. Any musical about. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch)					the song (introduction, verse,	(Musical characteristics that	written and, if possible,	the songs and to name other
the song. about. Any musical other songs in those styles. able to talk about: The style indicators of the songs (musical song and where they are used (texture, dynamics, tempo, rhythm and pitch) ldentify the main sections of the songs (introduction, verse, chorus etc) Name about. Any musical other songs in those styles. To choose two or three other indicators of the songs (musical characteristics that give the songs their style) The lyrics: (musical characteristics that they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure					chorus etc.) Name some of	give the song its style) The	why? To know the style of	songs in those styles. To choose
dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ldentify the main sections of the song (introduction, verse, chorus etc) Name dimensions featured in the songs their style indicators of the songs (musical characteristics that give the songs of the style indicators of the songs (musical dimensions where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ldentify the structure					the instruments they heard in	lyrics: what the song is	the five songs and to name	three or four other songs and be
song and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc) Name songs and be able to talk characteristics that give the songs their style) The lyrics: Musical dimensions where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure					the song.	about. Any musical	other songs in those styles.	able to talk about: The style
used (texture, dynamics, tempo, rhythm and pitch) the song (introduction, verse, chorus etc) Name used (texture, dynamics, about: Some of the style songs their style) The lyrics: Musical dimensions where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure						dimensions featured in the	To choose two or three other	indicators of the songs (musical
tempo, rhythm and pitch) indicators of the songs Musical dimensions where Identify the main sections of the song (introduction, verse, chorus etc) Name indicators of the songs Musical dimensions where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure						song and where they are	songs and be able to talk	characteristics that give the
Identify the main sections of the song (introduction, verse, chorus etc) Name (musical characteristics that they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure						used (texture, dynamics,	about: Some of the style	songs their style) The lyrics:
the song (introduction, verse, chorus etc) Name give the songs their dynamics, tempo, rhythm, pitch structure						tempo, rhythm and pitch)	indicators of the songs	Musical dimensions where
verse, chorus etc) Name style) The lyrics: what the and timbre) Identify the structure						Identify the main sections of	(musical characteristics that	they are used (texture,
						the song (introduction,	give the songs their	dynamics, tempo, rhythm, pitch
songs are about. Any musical of songs (intro, verse, chorus						verse, chorus etc) Name	style) The lyrics: what the	and timbre) Identify the structure
							songs are about. Any musical	of songs (intro, verse, chorus

					some of the instruments	dimensions featured in the	etc.) Name some of the
					they heard in the song.	songs and where they are	instruments used in songs. Think
						used (texture, dynamics,	about the historical context of
						tempo, rhythm and pitch)	the songs. What else was going
						Identify the main sections of	on at this time, musically and
						the songs (intro, verse,	historically? Know and talk about
						chorus etc.) Name some of	that fact that we each have a
						the instruments they heard	musical identity.
						in the songs. Think about the	
						historical context of the	
						songs. What else was going	
						on at this time?	
Games	Skills – Listen to rhythm,	Skills – Listen to rhythm,	Skills To listen to pulse,	Skills – To identify pulse,	Skills – To identify pulse,	Skills - Find the pulse Copy	Skills - Find the pulse Copy back
	copy back, Internalise the	copy back, pitch copy back.	rhythm, pitch and copy back	rhythm and pitch in vocal	rhythm, pitch in vocal warm-	back rhythms based on the	rhythms based on the words of
	song and learn about the	Knowledge - To know that	Knowledge To know that	warm-ups and copy back.	ups and copy back.	words of the main song,	the main song, that include
	dimensions of music through games. Learn	music has a steady pulse, like	music has a steady pulse, like	Knowledge Know how to find	Knowledge Know and be able	that include syncopation/off	syncopation/off beat. Copy back
	about pulse and rhythm.	a heartbeat. To know that we	a heartbeat. Rhythms are	and demonstrate the	to talk about, how pulse,	beat. Copy back one-note	one-note riffs using simple and
		can create rhythms from	different from the steady	pulse. Know the difference	rhythm and pitch work	riffs using simple and	syncopated rhythm patterns.
		words, our names, favourite	pulse. We add high and low	between pulse and rhythm. K	together. Pulse: Finding the	syncopated rhythm patterns.	Knowledge - Know and be able to
		foods, colours and animals.	sounds, pitch, when we sing	now how pulse, rhythm and	pulse, the heartbeat of the	Knowledge- Know and be	talk about: How pulse, rhythm,
			and play our instruments.	pitch work together to create	music. Rhythm: the long and	able to talk about: How	pitch, tempo, dynamics, texture
				a song. Know that every piece	short patterns over the	pulse, rhythm, pitch, tempo,	and structure work together to
				of music has a pulse/steady	pulse. Know the difference	dynamics, texture and	create a song or music. How to
				beat. Know the difference	between pulse and rhythm.	structure work together and	keep the internal pulse. Musical
				between a musical question	Pitch: High and low sounds	how they connect in a song.	Leadership: creating musical
				and an answer.	that create melodies. How to	How to keep the internal	ideas for the group to copy or
					keep the internal pulse.	pulse. Musical Leadership:	respond to.
					Musical Leadership: Creating	creating musical ideas for the	
					musical ideas for the group	group to copy or respond to.	
					to copy or respond to.		
Singing	Sing in a group or on	Skills - Learn about voices,	Skills - Learn that they can	Skills To sing in unison and in	Skills - To sing in unison and	Skills - To sing in unison and	Skills - To sing in unison and to
-···o····b	their own, increasingly	singing notes of different	make different types of	simple two-parts. To	in simple two-parts. To	to sing backing vocals. To	sing backing vocals. To

	annet ale in a the a situal annet	pitches (high and low) Learn	sounds with their voices you	demonstrate a good singing	domonstrato a good, singing	enjoy exploring singing	domonstrate a good singing	
	matching the pitch and following the melody.				demonstrate a good singing		demonstrate a good singing	
	3 • • • • • • • • • • • • • • • • • • •	that they can make different	can rap (spoken word with	posture. To follow a leader	posture. To follow a leader	solo. To listen to the group	posture. To follow a leader when	
	Skills – To sing nursery	types of sounds with their	rhythm). Learn to find a	when singing. To enjoy	when singing. To enjoy	when singing. To	singing. To experience rapping	
	rhymes and action songs.	voices, to rap, or say words	comfortable singing	exploring singing solo. To sing	exploring singing solo. To	demonstrate a good singing	and solo singing. To listen to each	
		in rhythm. Learn to start and	position. Knowledge - To	with awareness of being 'in	sing with awareness of being	posture. To follow a leader	other and be aware of how you	
		stop singing when following a	know that unison is everyone	tune' To have an awareness	'in tune'. To rejoin the song	when singing. To experience	fit into the group. To sing with	
		leader. Knowledge - To	singing at the same time.	of the pulse internally when	when lost. To listen to the	rapping and solo singing. To	awareness of being 'in tune'.	
		confidently sing or rap five	Songs include other ways of	singing. Knowledge - Singing	group when singing.	listen to each other and be	Knowledge - To know and	
		songs from memory and sing	using the voice e.g. rapping.	in a group can be called a	Knowledge - To know and be	aware of how you fit into the	confidently sing five songs and	
		them in unison.	(spoken word). To know why	choir. To know a leader or	able to talk about: Singing in a	group. To sing with	their parts from memory, and to	
			we need to warm up our	conductor is a person who	group can be called a choir,	awareness of being 'in tune'.	sing them with a strong internal	
			voices.	the choir or group	the leader or conductor is a	Knowledge - To know and	pulse. To know about the style of	
				follow. Songs can make you	person who the choir or	confidently sing five songs	the songs, to represent the	
				feel different things e.g.	group follow, Songs can make	and their parts from	feeling and context to your	
				happy, energetic or sad.	you feel different things e.g.	memory, and to sing them	audience. To choose a song and	
				Singing as part of an	happy, energetic or sad.	with a strong internal pulse.	be able to talk about: Its main	
				ensemble or large group is	Singing as part of an	To choose a song and be able	features singing in unison, the	
				fun, but that you must listen	ensemble or large group is	to talk about: Its main	solo, lead vocal, backing vocals or	
				to each other. To know why	fun, but that you must listen	features. Singing in unison,	rapping. To know what the song	
				you must warm up your	to each other. Texture: How	the solo, lead vocal, backing	is about and the meaning of the	
				voice.	a solo singer makes a	vocals or rapping. To know	lyrics. To know and explain the	
					thinner texture than a large	what the song is about and	importance of warming up your	
					group. To know why you	the meaning of the lyrics. To	voice.	
					must warm up your voice	know and explain the		
						importance of warming up		
						your voice.		
Playing	Skills - Treat instruments	Skills - Treat instruments	Skills – Treat instruments	Skills - To treat instruments	Skills - To treat instruments	Skills - Play a musical	Skills - Play a musical instrument	
Instruments	carefully and with respect.	carefully and with respect.	with respect. Learn to play a	carefully and with	carefully and with respect.	instrument with the correct	with the correct technique	
Instruments	To learn about music,	Play a tuned instrumental	tuned instrumental part that	respect. Play any one, or all of	Play any one, or all four	technique within the context	within the context of the song.	
	exploring and playing classroom instruments.	part with the song they	matches their musical	four, differentiated parts on a	differentiated parts on a	of the song. Select and learn	Select and learn an instrumental	
	Gassiooni nisti unients.	perform. Learn to play an	challenge, using one of the	tuned instrument – a one-	tuned instrument – a one-	an instrumental part that	part that matches their musical	
		instrumental part that	differentiated parts (a one-	note, simple or medium part	note, simple or medium part	matches their	challenge, using one of the	
	matches their musical		note, simple or medium	or the melody of the song)	or the melody of the song	musical challenge, using one	differentiated parts, a one-note,	
				1				

Affice-making part, and the part with the tackop public Laber to and follow model and follow model instructions from a follow model instruction from the manufacture to the follow model instruction from the manufacture to the follow model instructions from a follow model instruction from the manufacture to the follow model instructions from a follow model instruction from a follow from the model follow model instruction from a follow from the model follow model instruction from a follow from the model follow model instruction from a follow from the model follow model instruction from a follow from the model follow model instruction from a follow from the model follow model instruction from a follow from the model follow model			challenge, using one of the	part). Play the part in time	from memory or using	from memory or using	of the differentiated parts, a	simple or medium part or the
content of the Lint song, To listen to and follow mostal instructions from a backer. Knowledge-Learn the names of the most in their instrumental part from where written down. Learn the names of the instruments and the manes of the instruments of the most in their instruments apart where written down. Learn the names of the instruments of their instruments of the instrumen			differentiated parts (a one-	with the steady pulse. Listen	notation. To rehearse and	notation. To rehearse and	one-note, simple or medium	melody of the song from
follow mustcal instructions from a leader. Knowledge - Locars the neares of the neates in their instrumental part to the neates of the neates in their instrumental part to the neates of unitured percussion. The neates of the n			note part, a simple part,	to and follow musical	perform their part within the	perform their part within the	part or the melody of the	memory or using notation. To
from a loader. Knowledge to ten the names of the notes in the instrumental part from the instrumental			medium art). Listen to and	instructions from a	context of the Unit song. To	context of the song. To listen	song from memory or using	rehearse and perform their part
Learn the names of the notes in their instrumental part from memory or who wartern down. Learn the memory or who wartern down. Learn the marker of the instruments and be able to talk about. The instruments beed instruments the proposition of			follow musical instructions	leader. Knowledge - Learn	listen to and follow musical	to and follow musical	notation. To rehearse and	within the context of the song.
Improvisation Stills - Ctap, sing, play. Stills - Ctap, sing, play and improvised in a bound or orchestra or by their friends. Stills - Ctap, sing, play and improvise and improvised in a bound or orchestra or by their friends. Stills - Ctap, sing, play and improvise and improvised in the position of the provised on the position of the provised of the playing of the			from a leader. Knowledge -	the names of the notes in	instructions from a	instructions from a leader. To	perform their part within the	To listen to and follow musical
where written down. Learn the names of the instruments they are playing. Improvisation Skills—clap, sing, play. Skills—clap, sing, play and improvise. Knowledge—Improvisation is about migrovises thorus as on the spar. When someone new provises, when written down and belongs to them. Improvisation Skills—clap, sing, play and improvise. Knowledge—Improvise store the next was not written down and belongs to them. Where written down and beliengs to them. Where was not be able to talk about the start in the context of a song they are learning about migrovises tone and be able to talk about. The instruments used in class. (A glockenspiel, a context or sylophone). Other instruments used in class. (A glockenspiel, a context or sylophone). Other instruments used in class. (A glockenspiel, a context or sylophone). Other instruments used in class. (A glockenspiel, a context or sylophone). Other instruments used in class. (A glockenspiel, a context or sylophone). Other instruments used in class. (A glockenspiel, a context or sylophone). Other instruments used in class. (A glockenspiel, a context or by their friends. Skills—clap, sing, play and improvise the start instruments used in class. (A glockenspiel, a context or sylophone). Other instruments used in class. (A glockenspiel, a context or by their friends. Skills—clap, sing, play and improvise the start instruments used in class. (A glockenspiel, a context or by their friends. Skills—clap, sing, play and improvise the start instruments used in class. (A glockenspiel, a context or by their friends. Skills—clap, sing, play and improvise the start instruments used in class. (A glockenspiel, a context or by their friends. Skills—clap, sing, play and improvise the start instruments used in class. (A glockenspiel, a context or by their friends. The clap sting play is the playing section of the sone. Knowledge - To know and be able to talk about time must down a system or the system or the system or system or the system or the system or the system or the system			Learn the names of the notes	their instrumental part from	leader. Knowledge - To know	experience leading the	context of the song. To listen	instructions from a leader. To
the names of the instruments they are playing. Improvisation Salits - Clap, sing, play and improvises. Knowledge - Ingrovisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Improvise from the song. Salits - Clap, sing, play and improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. In class (a glockenspiel, a recorder) In class (a glockenspiel, a recorder or such to tak about: Different ways of writing music down eg. staff notation, should the frether writing music down eg. staff writin			in their instrumental part	memory or when written	and be able to talk	playing by making sure	to and follow musical	lead a rehearsal session.
they are playing. Improvisation SMIIIs - clap, ang, play. SMIIIs - clap, ang, play and improvise. Knowledge- improvises they make up their own trune that has never been heard before. It is not written down and belongs to them. SMIIIs - clap, ang, play. Improvisation is making up your own tunes on the sone because before. It is not written down and belongs to them. SMIIIs - clap, ang, play. Improvisation is making up your own tunes on the someone improvise. they make up their own tune that has never been heard before. It is not written down and belongs to them. SMIIIs - clap, ang, play. Improvise knowledge Improvisation is making up your own tunes on the someone improvise. SMIIIs - clap, ang, play. Intruments Use on ence. Copy back using instruments. Use			when written down. Learn	down. Know the names of	about: The instruments used	everyone plays in the playing	instructions from a leader.	Knowledge - To know and be
be able to talk about: The instruments used in class (A glockenspiel, recorder or writing music down e.g. staff to talk about: Different ways of glockenspiel, recorder or writing music down e.g. staff to talk about: Different ways of writing music down e.g. staff to talk about: Different ways of writing music down e.g. staff to talk about: Different ways of writing music down e.g. staff to talk about: Different ways of writing music down e.g. staff to talk about: Different ways of writing music down e.g. staff to talk about: Different ways of writing music down e.g. staff to talk about: Different ways of writing music down e.g. staff to talk about: Different ways of writing music down e.g. staff to talk about: The instruments they might play or be played in a band or orchestra or by their friends. Skills - clap, sing, play and improvise. Knowledge. Improvises Knowledge. Improvise Knowledge. Improvise in sabing up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Bind - clap, sing, play. Skills - clap, sing, play and improvise in sabing up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Bind - clap, sing, play and improvise in sabing up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that if you using instruments. Use the town ontoses. Bind - clap, sing, play and improvise in sabing up your own tunes. Bind - clap, sing, play and improvise in sabing up your own tunes. Bind - clap, sing, play and improvise in sabing up your own tunes. Bind - clap, sing, play and improvise in some improvise in saking up your own tunes. Bind - clap, sing, play and improvise in some improvise in saking up your own tunes. Bind - clap, sing, play and improvise in some improvise in saking up yo			the names of the instruments	untuned percussion	in class (a glockenspiel, a	section of the song.	To lead a rehearsal	able to talk about: Different ways
Improvisation Skills - clap, sing, play. Skills - clap, sing, play and improvise. Knowledge improvisetion is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Emprovise, and you can use one or two notes. Instruments used in class. (A glock recorder or axylophone). Clother writing music down e.g. staff treble stave. The instruments they might play or be played in a band or orchestra or by their friends. Skills - clap, sing, play. Skills - clap, sing, play and improvise. Knowledge improvise knowledge improvised in a band or orchestra or by their friends. Skills - clap, sing, play. Skills - clap, sing, play and improvise using improvi			they are playing.	instruments played in class.	recorder)	Knowledge - To know and	session. Knowledge - To	of writing music down e.g. staff
Improvisation Skills - clap, sing, play and improvise. Knowledge - Improvisation is about miprovises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Skills - without the spot. When someone improvises, and you can use one or two notes. When someone improvises, they make up their work tune that has never been heard before. It is not written down and belongs to them. Skills - without the spot. When someone improvises, and you can use one or two notes. When someone improvises, they make up their own tune that has never been heard before. When someone improvises, and you can use one or two notes. When someone improvises, they make up their own tune that has never been heard before in the not written down and belongs to them. When someone improvises, and you can use one two notes. When someone improvises, they make up their own tune that has never been heard before in the context of a song they are learning to provide using instruments. Use one note. Copy back using instruments. Use one note. Instruments in the context of a song they are learning to provide using instruments. Use one note. Copy back using instruments. Use one note. Copy back using instruments. Use the two notes. Copy back using instruments. Use the true notes.						be able to talk about: The	know and be able to talk	notation, symbols The notes C,
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not written down and belongs to belongs to them. To know belongs to them. Everyone can improvise, and you can use one or two notes. belongs to them. belongs to them. To know that using one or two notes confidently is better than using five. To know that if you their own tune that has never they make up their own tune that has never they make up their own tune that has never they make up their own tune that has never they make up their own tune that has never been that using up your own tunes on the spot. When someone improvises, they make up their own tune that has never they make up their own tune that has never been they make up their own tune that has never been they make up their own tune that has never been they make up their own tune that has never been they make up their own tune that has never been they make up their own tune that has never been they make up their own tune that has never been they make up their own tune that has never been they make up their own tune that has never been they make up their own tune that has never been they make up their own tune that has never they make up their own tune that has never been they make up their own tune that has never they make up their own tune that ha			their own tune that has	their own tune that has never	has never been heard before.	be able to talk about	know and be able to talk	be able to talk about
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one or two notes. using five. To know that if you their own tune that has never they make up their own tune own tune that has never been			belongs to them.	them. Everyone can	that using one or two notes	on the spot. When someone	your own tunes on the spot.	the spot When someone
				improvise, and you can use	confidently is better than	improvises, they make up	When someone improvises,	improvises, they make up their
improvise using the notes you been heard before. It is not that has never been heard heard before. It is not written				one or two notes.	using five. To know that if you	their own tune that has never	they make up their own tune	own tune that has never been
					improvise using the notes you	been heard before. It is not	that has never been heard	heard before. It is not written

				are given, you cannot make a	written down and belongs to	before. It is not written down	down and belongs to them. To
				mistake.	them. To know that using one	and belongs to them. To	know that using one, two or
					or two notes confidently is	know that using one or two	three notes confidently is better
					better than using five. To	notes confidently is better	than using five. To know that if
					know that if you improvise	than using five. To know that	you improvise using the notes
					using the notes you are given,	if you improvise using the	you are given, you cannot make
					you cannot make a mistake.	notes you are given, you	a mistake To know that you can
					To know that you can use	cannot make a mistake. To	use some of the riffs and licks
					some of the riffs you have	know that you can use some	you have learnt in the
					heard in the challenges in	of the riffs you have heard in	Challenges in your
					your improvisations.	the challenges in your	improvisations To know three
						improvisations. To know	well-known improvising
						three well-known	musicians.
						improvising musicians.	
Composition	Skills – To explore sounds in	Skills - Help to create a	Skills - Help create three	Skills - Plan and create a	Skills - Help create at least	Skills - Create simple	Skills- Create simple melodies
	the environment. Use	simple melody using one,	simple melodies with the	section of music that can be	one simple melody using	melodies using up to five	using up to five different notes
	materials and simple instruments to create	two or three notes. Learn	Units using one, three or five	performed within the context	one, three or all five different	different notes and simple	and simple rhythms that work
	sound.	how the notes of the	different notes. Learn how	of the unit song. Talk about	notes. Plan and create a	rhythms that work musically	musically with the style of the
		composition can be written	the notes of the composition	how it was created. Listen to	section of music that can be	with the style of the Unit	song. Explain the keynote or
		down and changed if	can be written down and	and reflect upon the	performed within the	song. Explain the keynote or	home note and the structure of
		necessary. Knowledge	changed if	developing composition and	context of the unit song.	home note and the structure	the melody. Listen to and reflect
		Composing is like writing a	necessary. Knowledge	make musical decisions about	Talk about how it was	of the melody. Listen to and	upon the developing
		story with music. Everyone	Composing is like writing a	pulse, rhythm, pitch,	created. Listen to and reflect	reflect upon the developing	composition and make musical
		can compose.	story with music. Everyone	dynamics and tempo. Record	upon the developing	composition and	decisions about how the melody
			can compose	the composition in any way	composition and make	make musical decisions	connects with the song. Record
				appropriate that recognises	musical decisions about	about how the melody	the composition in any way
				the connection between	pulse, rhythm, pitch,	connects with the	appropriate that recognises the
				sound and symbol (e.g.	dynamics and tempo.	song. Record the	connection between sound and
				graphic/pictorial notation).	Record the composition in	composition in any way	symbol (e.g. graphical notation)
				Knowledge - To know and be	any way appropriate that	appropriate that recognizes	. Knowledge - T o know and be
				able to talk about: A	recognises the connection	the connection between	able to talk about composition,
			1		1	1	
1				composition: music that is	between sound and symbol	sound and symbol (e.g.	music that is created by you and

Performance Expirer and engage in music making and consideration of the year's well, preformance, and performed. Easilis - Reflect, Revind and Regay learning - Aconsolidation of the year's expire formate.					some way. It's like writing a	notation). Knowledge - To	Knowledge - To know and be	writing a story. It can be played
Performance Explore and engage in music making and dance, performing solo of ingroups. Sails - Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance. Record the performance. Record the performance and asy how they were feeling about the viewere feeling about the viewere feeling about the viewere and by tour gently and compare it to a performance and asy how the performance and asy how they were feeling about the viewere feeling about the viewere and compare it to performance and asy how the performance and say how the performance and say how they were feeling about the viewere feeling about the viewere and perform. It is how to the performance and asy how they were feeling about the viewere feeling about the performance and asy how the performance and say how they were feeling about the viewere feeling about the viewere and performance. It is foreigned that is created by you and kept in some way, It's like writing a story, it can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) ### Skills - To choose what to performand create a programme. Present a performand create a programme. Present a performance communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and compare it to a previous performance and as phow the performance and say how the performance and say how they were feeling about they were feeling					story. It can be played or	know and be able to talk	able to talk about: A	or performed again to your
Performance Explore and engage in music making and dance, performing solo or in groups. A compolidation of the year's work, prepare for a performance. A scord the year's work, prepare for a performance and say how year's work, prepare for a performance. A composition to the year's work, prepare for a performance. **Now Medge - A performance with other people, called an with other people,					performed again to your	about: A composition: music	composition: music that is	friends. A composition has
Performance Explore and engage in music making and dance, performing solo or in groups. Skills - Reflect, Rewind and Replay searing - A consolidation of the year's work, prepare for a performance. Replay searing - A consolidation of the year's work, prepare for a performance. It is well because the performance and say how they were feeling about they were feeling, what they were feeling about they were feel					friends. Different ways of	that is created by you and	created by you and kept in	pulse, rhythm and pitch that
Performance Explore and engage in music making and dance, performs sol or in groups. Skills - Refect, Rewind and Replay learning - A consolidation of the wars or they were feeling about with other people, called an with an audience. A Explore and engage in music making and dance, performance and structure. Notation: To recognise the connection between sound and symbol. Skills - To choose what to perform and create a programme. Present a programme. Present a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to be when performance and to be when performance and to they were feeling about they were feeling about with other people, called an with an audience. A Explore and engage in music ways or recording compositions letter names, symbols, audio etc.) Skills - To choose what to perform and create a programme. Present a programme. Present a programme. Present a programme. Present a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to be when performance and to be when performance and to be when performing and to be when performing and to be when performance and to be when performance and to be when performing and to be when performance and to be w					recording compositions	kept in some way. It's like	some way. It's like writing a	work together and are shaped
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Performance Explore and engage in music making and dance, performing solo or in groups. Skills - Reflect, Rewind and Replay learning - A consolidation of the year's work, prepare for a performance. Skills - Reflect, Rewind and perforn it. They can add they were feeling about the yever feeling about the year formance is sharing music with other people, called an with an audience. A Explore and engage in music making and dance, reprofruing solo or in groups. Skills - To choose what to perform and create a programme. To communicate the meaning of the words and the meaning of the words and capter or a performance. Record the performance and say how they were feeling about they were feeling about they were feeling about with other people, called an with an audience. A Skills - To choose what to perform and create a programme. Present a programme. Present a designed to apture the design of the words and clearly articulate them. To talk about the best place they were feeling about they were feeling					etc.)	played or performed again	performed again to your	and structure. Notation:
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Performance Name Performance Name Performance Name Performance Name Performance Name Performance Name Performance Name Performance Name Performance P								
Performance A consolidation of the year's work, prepare for a performance. They were feeling about they were feeling about they were feeling about they were feeling about they were feeling music with other people, called an with an audience. A performand create a perform and create a perform and create a programme. To communicate programme. Present a programme. Present a programme. To communicate the meaning of the words and designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place the performance and say how they were feeling, what they were feeling about they were feeling, what they were feeling, what they were feeling about to be when performing and they were feeling about they were feeling about they were feeling, what they were feeling, what they were feeling about to be when performing and they were feeling about they were feeling, what they to be when performing and they were feeling about to be when performing and they were feeling, what they to be when performing and they were feeling about to be when performing and they were feeling, what they to be when performing and to be when performing and they were feeling about to be when performing and they were feeling about to be when performing and to be when performing and they were feeling about the performance. To discuss and talk musically about the performance to a previous discuss and talk musically about the performance to and they were feeling about they were feeling, what they to be when performing and they were feel to a previous discuss and talk musically about they were feeling about they were fee			Skills - Choose a song they	Skills- Choose a song they	Skills - To choose what to	Skills - To choose what to	Skills - To choose what to	Skills - To choose what to
Skills – Reflect, Rewind and Replay learning - A consolidation of the year's work, prepare for a performance. It is, Knowledge - A performance is sharing music with other people, called an with an audience. A compare it to a previous The ir ideas to the performance with emeaning of the words and clearly articulate them. To talk and clearly articulate them. To talk about the best place and clearly articulate them. To talk about the best place to be when performing and the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To performance and say how to stand or sit. To record the performance and say how to the performance and say how they were feeling, what they to be when performing and they were feeling, what they to be when performing and compare it to a previous To talk about the best place with other people, called an their ideas to the performance and say how the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To performance and compare it to the performance and say how to stand or sit. To record the performance and say how they were feeling, what they to be when performing and clearly articulate them. To talk about the venue and how to use it to best effect. To performance and compare it to a previous discuss and talk musically about they were feeling, what they to be when performing and compare it to a previous discuss and talk musically about they were feeling, what they to be when performing and they were feeling about the performance and say how to stand or sit. To record the performance and a previous discuss and talk musically about they were feeling ab	_	•	have learnt from the Scheme	have learnt from the Scheme	perform and create a	perform and create a	perform and create a	perform and create a
Skills – Reflect, Rewind and Replay learning - A consolidation of the year's work, prepare for a performance. It. Knowledge - A performance is sharing music with other people, called an with an audience. A consolidation of the year feeling, what they were feeling and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk about the words and clearly articulate them. To talk	Performance	or in groups.	and perform it. They can add	and perform it. They can add	programme. To communicate	programme. Present a	programme. To	programme. To communicate
A consolidation of the year's work, prepare for a performance. Deformance and say how year's work, prepare for a performance is sharing music with other people, called an with an audience. A Deformance and say how year's work, prepare for a performance and say how they were feeling about the wends about the venue and how to use the meaning of the words and clearly articulate them. To talk about the best place to be when performing and they were feeling, what they were feeling, what they to be when performing and the words about the wenue and how to use to be when the words and clearly articulate them. To talk about the wenue and how to use the meaning of the words and clearly articulate them. Deformance and say how the wenue and how to use the words and clearly articulate them. To talk about the wenue and how to use the meaning of the words and clearly articulate them. To talk about the wenue and how to use the words and clearly articulate them.		Skills – Reflect, Rewind and	their ideas to the	their ideas to the	the meaning of the words	musical performance	communicate the meaning of	the meaning of the words and
they were feeling about it. Knowledge - A performance is sharing music with other people, called an with an audience. A they were feeling about it was were feeling about they were feeling about the meaning of the words about the venue and how to use it to best effect. To performance and compare it to a previous performance. To talk about the best place they were feeling, what they to be when performing and the meaning of the words about the venue and how to use it to best effect. To performance and compare it to a previous performance. To discuss and talk musically about		Replay learning -	performance. Record the	performance. Record the	and clearly articulate them.	designed to capture the	the words and clearly	clearly articulate them. To talk
it. Knowledge - A it. Knowledge - A it. Knowledge - A it. Knowledge - A performance is sharing music with other people, called an with an audience. A it. Knowledge - A how to stand or sit. To record the performance and say how		A consolidation of the	performance and say how	performance and say how	To talk about the best place	audience. To communicate	articulate them. To talk	about the venue and how to use
performance is sharing music performance and say how with other people, called an with an audience. A they were feeling, what they to be when performing and compare it to a previous discuss and talk musically about		year's work, prepare for a	they were feeling about	they were feeling about	to be when performing and	the meaning of the words	about the venue and how to	it to best effect. To record the
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			performance is sharing music	performance is sharing music	the performance and say how	To talk about the best place	record the performance and	a previous performance. To
audience. performance can be a special were pleased with what they how to stand or sit. To record performance. To discuss and it — "What went well?" and "It			with other people, called an	with an audience. A	they were feeling, what they	to be when performing and	compare it to a previous	discuss and talk musically about
			audience.	performance can be a special	were pleased with what they	how to stand or sit. To record	performance. To discuss and	it – "What went well?" and "It
occasion and involve a class, a would change and the performance and say how talk musically about it. would have been even better				occasion and involve a class, a	would change and	the performance and say how	talk musically about it.	would have been even better
year group or a whole why. Knowledge- To know they were feeling, what they "What went well?" and "It if?" Knowledge - To know and				year group or a whole	why. Knowledge- To know	they were feeling, what they	"What went well?" and "It	if?" Knowledge - To know and
school. An audience can and be able to talk were pleased with what they would have been even better be able to talk about: Performing				school. An audience can	and be able to talk	were pleased with what they	would have been even better	be able to talk about: Performing
include your parents and about: Performing is sharing would change and if?" Knowledge - To know is sharing music with an				include your parents and	about: Performing is sharing	would change and	if?" Knowledge - To know	is sharing music with an
friends. music with other people, an why. Knowledge - To know and be able to talk audience with belief. A				friends.	music with other people, an	why. Knowledge - To know	and be able to talk	audience with belief. A
audience. A performance and be able to talk about about: Performing is sharing performance doesn't have to be					audience. A performance	and be able to talk about	about: Performing is sharing	performance doesn't have to be
doesn't have to be a drama! Performing, sharing music music with other people, an a drama! It can be to one					doesn't have to be a drama!	Performing, sharing music	music with other people, an	a drama! It can be to one

		It can be to one person or to	with other people, an	audience. A performance	person or to each other
		it can be to one person or to	with other people, an	addictice. A performance	person of to each other
		each other. You need to know	audience. A performance	doesn't have to be a drama!	Everything that will be
		and have planned everything	doesn't have to be a drama!	It can be to one person or to	performed must be planned and
		that will be performed. You	It can be to one person or to	each other. Everything that	learned. You must sing or rap
		must sing or rap the words	each other. You need to know	will be performed must be	the words clearly and play with
		clearly and play with	and have planned everything	planned and learn. You must	confidence. A performance can
		confidence. A performance	that will be performed. You	sing or rap the words clearly	be a special occasion and
		can be a special occasion and	must sing or rap the words	and play with confidence. A	involve an audience including of
		involve an audience including	clearly and play with	performance can be a special	people you don't know. It is
		of people you don't know. It	confidence. A performance	occasion and involve an	planned and different for each
		is planned and different for	can be a special occasion and	audience including of people	occasion. A performance
		each occasion. It involves	involve an audience including	you don't know. It is planned	involves communicating ideas,
		communicating feelings,	lots of people you don't	and different for each	thoughts and feelings about the
		thoughts and ideas about the	know. It is planned and	occasion. A performance	song/music.
		song/music.	different for each occasion.	involves communicating	
			It involves communicating	ideas, thoughts and feelings	
			feelings, thoughts and ideas	about the song/music.	
			about the song/music.		

Physical Education

Year Group	EYFS area linked to	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	subject						
Target and Invasion Games KS1 Participate in team games, developing simple tactics for attacking and defending. Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities. KS2 Use running, jumping, throwing and catching in isolation and combination. Play competitive games, modified where appropriate and apply basic principles suitable	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping — climbing Progress towards a more fluent style of moving, with developing control and grace. ELG: Gross Motor Skills Children at the expected level of development will-Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	 Develop heir hand eye coordination. Explore different ways of using a ball. Explore different ways to send a ball and other equipment. Travel in a variety of way including running and jumping. Retrieve and stop a ball using different parts of the body. Throw accurately to a target using control. Participate I simple games. 	Confidently send the ball to others in a range of ways. Begin to apply and combine a variety of skills to a game situation. Catch and control a ball in movement working with a partner or in a small group. Develop strong special awareness. Develop simple tactics and use them appropriately. Begin to develop an understanding of attacking and developing.	 Understand their role as an attacker and as a defender. Move with a ball towards goals with increasing control. Move into a space to help support a team. Defend an opponent and try to win the ball. Use skills with coordination and control. Begin to understand how to compete with each other in a controlled manner. Begin to communicate with 	 Show confidence in using ball skills in various way, and can link these together. e.g. dribbling, bouncing, kicking. Take part in competitive games with a strong understanding of tactics. Apply skills for attacking and defending. Pass, receive and shoo the ball with increasing control. Use simple tactics to help a team score or gain possession. Defend one on one 	Show confidence in using ball skills in various way, and can link these together. Use skills with coordination, control and fluency. Can create their own games using knowledge and skills. Use running, jumping, throwing and catching in isolation and in combination. Can make suggestions as to what resources can be used to differentiate a	 Pass, receive and shoot the ball with increasing control under pressure. Select the appropriate action for a situation. Create and use a variety of tactics to help a team. Apply different movement skills to lose a defender. Keep position of balls during games situations. Use running, jumping, throwing and catching in isolation and in combination.
for attacking and defending.	Use underarm throw.Roll a ball or a hoop.		 Take part in games were there is an opposition. 	others during game situations.	and know when and how to win the ball.	game.Play in a range of positions and know how to contribute	 Use marking, and/o interception to improve defending.

Christian and Stalding F	Show an ability to use their dominate hand to work with a partner in different activities. Explore balancing.	To be confident and				when attacking and defending. Understand there are different skills for different situations and begin to use them. Pass, receive and shoot the ball with some control under pressure.	Chriting a housted hell
Use running, jumping, throwing and catching in isolation and combination.	refine a range of ball skills including: throwing, catching, kicking, passing, patting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	 To be confident and keep themselves safe in the space in which an activity is being played. Show an ability to work with a partner in throwing ad catching games. Choose and use skills effectively for particular games: Throw a ball accurately using underarm to a target using increasing control. Show increasing control when rolling an object. Explore throwing 	 Improve coordination and control of their bodies in various activities. Choose and use simple tactics. Catch and control a ball in movement working with a partner or small group. Decide where to stand during a team game. To be able to hit a ball accurately using a piece of 	 Use over arm and underarm throwing and catching skills. Bowl a ball towards a target. Develop an understanding of tactics and begin to use them in game situations. 	 Use over arm and underarm throwing and catching skills with increasing accuracy. Choose and use simple tactics. Strike a ball after a bounce. Bowl a ball with some accuracy and consistency. 	 To sometimes strike a bowled ball. Begin to develop a wider range of skills and use these under pressure. Use tactics effectively in a competitive situation. 	 Strike a bowled ball with consistency. Use tactics in a games as a bowler, batter and fielder. Select the appropriate action for a situation.

		and catching in different ways.		equipment.						
Athletics KS1 Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities. Develop balance, agility and co-ordination and begin to apply these in a range of activities. KS2 Use running, jumping, throwing and catching in isolation and combination. Develop flexibility, strength, technique, control and balance (For example, through athletics and gymnastics.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Learn skills of running, jumping and throwing with a range of equipment. • Vary speeds of running based on commands given.	Can run at different speeds. Can jump from a standing position. Perform a variety of throws with increasing control.		Can change the speed and direction whilst running. Can stand jump from a standing position with accuracy. Perform a variety of throws with control and coordination. Can use equipment safely.	 Begin to run at speeds appropriate for the distance. Perform a running jump with some accuracy. Develop jumping for distance and height. Record distances, numbers and times. Perform a variety of throws using a range of equipment. Use equipment safely and with good control.	 Demonstrate the difference between sprinting and running over a distance. Demonstrate different throwing techniques. Jump for distance and height with control and balance. Throw with some accuracy and power into a target area. Describe good athletic performance using the correct vocabulary. Use equipment safely and with good control.		Choose the best pace for a running event. Perform a running jump with ore than one component e.g. triple jump (hop, skip, jump) Show control at take-off in jumping activities. Understand how stamina and power help people to perform well in different athletic activities. Lead a partner through short warm-up routines. Use equipment safely and with good control.		Select and apply he best pace for a running event. Exchange a baton with success. Perform jumps for height and distance using good technique. Show good technique and accuracy when throwing for distance. Lead a small group through a short warm-up routine. Use equipment safely and with good control.
Gymnastics KS1 Develop balance, agility and co-ordination and begin to apply these in a	Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility	Explore and perform gymnastic actions (pencil/straight, tuck, star, pike, dish and arch).	•	Remember, repeat and link combinations of gymnastics, actions, body shapes and	Work independently and with others to create a sequence. Copy, explore and remember a variety	Safely perform balances individually and with a partner. Plan and perform sequences with a	•	Create and perform sequences individually or with a partner, sign apparatus.	•	Plan and perform with precision, control and fluency.

	needed to engage	1				1		1		1			
range of activities.	successfully with future	•	Copy and explore		balances with		of movements ad		partner ha include a	•	Use cannon and	•	Adapt sequences to
KS2	physical education		basic movements		control.		use these to create		range of level and		synchronisation, and		include a partner of
Develop flexibility,	sessions and other		with some control		Constant		their own sequence.		shape.		matching and		a small group.
strength, technique,	physical disciplines including dance,		and ordination.	•	Create routines						mirroring when		
	gymnastics, sport and				which have a clear	•	Describe their own	•	Evaluate a		performing with a	•	Combine and
control and balance (For	swimming.	•	Perform different		beginning and		work using simple		performance and		partner and a group.		perform gymnastics
example, through			body shapes.		ending.		gymnastics		suggest how it can				actions, shapes and
athletics and gymnastics.	Confidently and safely use a range of large and small		Fundame different		NA/aulith a nauturau		vocabulary.		be improved.	•	Use strength and		balances with
Compare their	apparatus indoors and	•	Explore different	•	Work with a partner						flexibility to improve		control and fluency.
	outside, alone and in a		ways of stretching,		sharing ideas and	•	Move in union with	•	Understand how		the quality of		
performances with	group.		balancing, rolling		creating a simple		a partner.		body tension can		movements.	•	Suggest changes
previous ones and	Develop overall body-		and travelling.		sequence.		Choose actions that		improve the control				and use feedback to
demonstrate	strength, balance, co-		Han and and		Han an damantin a	-			and quality of	•	Use criteria to		improve a
improvement to achieve	ordination and agility.	•	Use equipment	•	Use equipment in a		flow well into one		movements.		evaluate a		performance.
their personal best.			safely.		variety of ways to		another.				performance.		
their personal best.			Link 2-3 simple		create a sequence.		Use turns whilst						
		_	movements.				travelling in a			•	Use more complex		
			movements.				_				gymnastics		
	 Move safely and 						variety of ways.				vocabulary to		
	confidently in their						Begin to develop				describe how to		
	own and general						good technique				improve a		
	space.						when traveling,				performance.		
							_						
	 Move and stop, 						balancing and using						
	recognizing both						equipment.						
	commands and						With help, recognize						
	acting immediately.						how performances						
							can be improved.						
	 Show contrast in 						can be improved.						
	their bodies –												
	tall/short,												
	wide/thin,												
	straight/curved.												
	 Make shapes with 												
	their bodies.												

Dance KS1 Perform dances using simple movement patterns. KS2 Perform dances using a range of movement patterns.	Jump off and object and land safely. Combine different movements with ease and fluency Explore and copy basic body actions and rhythms. Use space confidently. Use their bodies to imitate animals. To begin to respond with heir bodies to different types of music.	Copy and remember basic movements and body patterns. Link movements to sound and music.		Copy and explore basic movements with clear control. Add change of direction to a sequence. Use and negotiate space safely. Explore the change of rhythm, speed, level and direction. Compose and perform short dances.	Begin to improvise both independently and with a partner to create a simple dance. Begin to compare and adapt movements to improve a routine. Use simple dance vocabulary to compare and improve work. Use counts to keep in time with a group and music.	Use simple movement patters to structure dance phrases on their own, with a partner or in a group. Use formation, canon and unison to develop dance. Perform dances clearly and with fluency. Describe, interpret and evaluate dance, using appropriate language.	Recognise and comment on dances, showing an understanding of style. Perform different styles of dance clearly and fluently. Suggest ways to improve their own and other people's work.	Work creatively and imaginatively individually, with a partner and in a group to choreograph and structure simple dances. Choreograph a dance using props. Perform dances fluently and with control. Use appropriate language to evaluate and refine their own and others' work.
OAA KS2 Take part in outdoor and adventurous activity challenges both individually and within a team.		 To listen to and follow simple instructions. Work with a partner to complete a task. Develop awareness of the outdoors. 	-	To listen to and follow instructions. Work well with a partner and a small group. Develop simple map reading skills.	Develop listening skills. To follow and give instructions. Communicate ideas and listen to others	Develop listening skills. Accurately follow and give instructions. Work effectively with a partner and a small group.	Develop strong listening skills. Reflect on when and how they were successful in solving challenges and find ways to improve. Work effectively with a partner and a	Develop strong listening skills. Use critical thinking to form ideas. Come up with ideas within a group and select and apply the

								1	
		•	Work with a partner	•	Identify key symbols		small group sharing		best method to
			and a small group.		on a map and use a		ideas and agreeing		solve a problem.
					key to help navigate		on a strategy as a		
		•	Develop basic map		around a grid.		team.	•	Orientate and map
			reading skills.						efficiently to
			Plan and attempt to	•	Plan and apply	•	Navigate around a		navigate around a
			apply strategies to		strategies to solve		course using a map.		course.
			solve a problem.		problems.				Demonstrate an
			solve a problem.						understanding of
									how to stay safe.
									now to stay sare.
Swimming						•	Swim competently	•	Swim competently
<u>KS2</u>							and proficiently over		and proficiently
Swim competently and							a distance of at least		over a distance of at
proficiently over a							25 meters.		least 25 meters.
distance of at least 25							lice a range of		Use a range of
						-	Use a range of	-	
meters.							strokes effectively.		strokes effectively.
Use a range of strokes							Perform safe self-		Perform safe self-
effectively (for example,							rescue in different		rescue in different
front crawl, backstroke							water based		water based
and breaststroke),							situations.		situations.
Perform safe self-rescue									
in different water based									
situations.									

Religious Education

Year Group	EYFS area linked to subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Lancashire Agreed Syllabus for Religious Education. Shared Human Experience	Reception - Explore and ask questions about the experiences of wondering and puzzling questions.	Explore and ask questions about the experiences of wondering about puzzling questions.	Identify, explore and reflect on people's experiences of identifying what is of worth and how they respond to show it's worth.	Ask questions about and make links between their own experience and stories of people who are followed.	Consider questions about commitment and change and explore people's experiences of life, as it connects to what we believe and value.	Investigate the role of the written word including story, wisdom and rules as sources of guidance.	Develop awareness of what guides people's lives, of turning points in life and where they might be 'going'.
Lancashire Agreed Syllabus for Religious Education. Living Religious Traditions	Understand that some places are special to members of their community. Reception - Explore and recognise some things religious people say about God. Buddhism, Christianity, Islam, Hinduism, Sikhism (stories)	Explore and recognize some things religious people say about God. • Christianity • Judaism.	Enquire into examples of worship in religions locally, nationally and globally. • Christianity • Judaism • Islam	Ask questions about the lives and examples of founders and leaders of religion. Christianity Hinduism Sikhism	Consider the impact of religion as individuals, in family and in community, in the religions studied. • Judaism • Christianity	Research, describe and explain the use and impact of teachings from revered literature in local, national and/or global religious life and community. Christianity Sikhism Hinduism	Identify and question how religious traditions support the journey of life and celebrate or mark life's milestones. Christianity Islam

Lancashire Agreed	Recognise that people have different beliefs and	Explore and ask questions	Ask Questions about and	Investigate the beliefs and	Explore and reflect on	Identify and consider the	Identify and consider the
Syllabus for Religious	celebrate special times in	about some beliefs and	respond to some	values of founders and	beliefs and values	beliefs and values within	beliefs and values that
Education.	different ways.	stories about God and	examples of beliefs and	leaders.	expressed in the way's	religious teachings from	underpin a religious life at
		human life.	values seen in worship		individuals live their faith	revered literature.	its different stages.
Beliefs and Values	Reception - Explore and		and celebration.		and follow their beliefs.		
	ask questions about						
	some beliefs and stories						
	about God and Human						
	life.						
Lancashire Agreed	Reception - Explore	Explore simple beliefs	Think about how to	Consider the example of	Make links between their	Consider the teaching,	In light of what has been
Syllabus for Religious	simple beliefs about God	about God and suggest	respond to things that	those people who are	own lives and what they	stories and treatment of	learnt about religious
Education.	and suggest their own	their own responses.	matter most to them and	followed for their own	believe to be of value.	revered literature, asking	lives, reflect on their own
	responses.		express their thoughts	lives and their own beliefs		questions of authority	life as a journey, thinking
The Search For Personal			about the meaning of	and values.		and meaning in their own	about the past, present
Meaning			worship in the religions			lives.	and future and the beliefs
			they have studied.				and values that may
							influence them.
SPIRITUAL, MORAL,	Pod, Nursery	Believing Behaving -Re-	Believing Behaving - Re-	Belonging – Investigate	Believing and Belonging -	Believing, Behaving -	Believing Behaving -
SOCIAL AND CULTURAL	and Reception	tell the Christian Creation	tell Bible stories that show	what happens during the	Understand the special	Compare the different	Understand some of the
	which are same	story and to explore how	kindness, and to explore	festival of Diwali and	relationship between Jews	ways Sikhs put their	ways Muslims show
SOW Discovery RE	themes but differentiated	this influences how	how this makes Christians	whether the celebrations	and God and the promises	religion into practice.	commitment to God and
	on SOW	Christians behave towards	behave towards other	bring a sense of belonging	they make to each other.		to evaluate whether there
	planning.	nature and the	people.	to Hindus.		Believing Behaving -	is a best way.
	Promission .	environment.			Believing and Belonging -	Understand how Hindus	
	Special People		Believing - Reflect on the	Believing Behaving -Find	U nderstand the	show their commitment	Believing - Analyze the
	Role Models	Believing Belonging -	Christmas story and the	out what the true	symbolism in the	to God and to evaluate if	Christian belief in the
	Giving	Reflect on the Christmas	reasons for Jesus' birth.	meaning of Christmas is to	Christmas story and think	there is a best way.	Virgin Birth and to assess
	Saying Thank you	story and decide what		Christians and compare	about what the different		the significance of this to
	The Christmas Story -the	gifts would be meaningful	Believing Belonging -	this with what Christmas	parts mean to Christians	Believing Behaving -	Christians.
	Shepherds and Wise Men	for Jesus.	Understand how	means to us.	today	Understand the	
	Time to celebrate		celebrating Passover and				

Happy New Year	Believing Behaving - We	keeping Kashrut (food	Believing Behaving Re-	Believing and Behaving -	relevance of Sikh stories	Believing Belonging -
Chinese New Year	are learning to identify	laws) help Jews show God	tell Bible stories when	Understand how	today.	Evaluate different beliefs
Holi – Hindu Festival of	when it is easy and	they value their special	miracles have happened	celebrating Passover and		about eternity and to
	difficult to show	relationship with Him.	and question whether	keeping Kashrut (food		understand the Christian
Holi – Hindu Festival of colour Signs of Spring Springing into life Easter – beginning, middle and end Best Friends Special Places	when it is easy and difficult to show friendship and explore when Jesus may have found it difficult Believing Behaving - Know that Jesus is special to Christians and how His welcome on Palm Sunday shows this. Believing Belonging - Empathize with Jewish children by understanding what they do during Shabbat and why it is important to them. Believing Belonging - Empathize with Jewish	they value their special	miracles have happened and question whether Jesus really did perform miracles. Believing - Recall key events in the Easter story and understand why Jesus' crucifixion symbolizes hope for Christians. Believing - Understand the Hindu belief that there is one God with many different aspects. Believing Behaving — Understand the significance of the River Ganges both for a Hindu	celebrating Passover and	Believing - Question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. Believing Belonging - Understand how Sikhs show their commitment to God and to evaluate if there is a best way.	about eternity and to understand the Christian perspective on this. Believing Belonging Behaving - Examine the influences Christianity still has in the world and evaluate whether it is still a strong religion. Believing Behaving — Identify ways in which Muslims try to lead good lives and how their belief in Achiral influences this. Believing Behaving - Challenge stereotyping through understanding different Muslim
	Empathize with Jewish children by understanding		Ganges both for a Hindu and non-Hindu.	most commitment.		different Muslim interpretations of Jihad
	how it feels for them to		and non-rinidu.	Believing and Belonging -		and how this links to
	take part in Chanukah			To understand how		getting to Heaven.
	activities.			important going to church		
				is to show someone is a		
				Christian.		

SOW Discovery RE people special? (by Term) A 2 Christmas Key Cuestion: What is Surces. Identify, diversity and belonging. SP1 Celebrations Key Cuestion: What a Surces. Identify, diversity and belonging. SP2 Key Question: What a Is Easter? SP2 Key Question: What a Is Easter? SP3 Rev Question: What a Is Easter? SP4 Rev Question: What a Is Easter? SP5 Rev Question: What a Is Easter? SP5 Rev Question: What a Is Easter? SP5 Rev Question: What a Is Easter? SP6 Rev Question: What a Is Easter? SP7 Reviews and a sources. Identify, diversity and belonging. SP7 Rev Question: What a Is Easter? SP6 Rev Question: What a Is Easter? SP7 Reviews and a sources. Identify, diversity and belonging. SP7 Rev Question: What a Is Easter? SP7 Reviews and a sources. Identify, diversity and belonging. SP8 Rev Question: What a Is Easter? SP7 Reviews and a sources. Identify, diversity and belonging. SP8 Rev Question: What a Is Easter? SP7 Reviews and a sources. Identify, diversity and belonging. SP8 Rev Question: What a Is Easter? SP7 Reviews and a sources. Identify, diversity and belonging. SP8 Rev Question: What a Is Easter? SP7 Reviews and a sources. Identify, diversity and belonging. SP8 Reviews and commitments. SP9 Reviews and a sources. Identify, diversity and belonging. SP8 Reviews and commitments. SP9 Reviews and sources. Identify, diversity and belonging. SP8 Reviews and commitments. SP9 Reviews and sources. Meaning, purpose and truth. SP9 Reviews and sources. Meaning, purpose and truth. SP8 Reviews and sources. SP8 Reviews and sources. SP8 Reviews and sources. Meaning, purpose and truth. SP8 Reviews and sources.		1	T	1	T	1	T	T
SOWE Discovery RE People special? Commitments Sources Values and Sources Values and Commitments Sources Values and Sources Values	AREAS OF ENQUIRY		A1 A Beliefs, teachings	A1 Believing, Behaving	A1 Belonging. Practices	A1 Beliefs, teachings and	A1 Believing, Behaving.	A1 Believing, Behaving.
Commitments. Sources. Values and Commitments. Sources. Values and Commitments. Commitments. Commitments. Sources. Values and Commitments. Commitment	COM Discovery DE		and sources. Values and	Beliefs, teachings and	and ways of life. Forms of	sources. Identity, diversity	Practices and ways of life.	Practices and ways of life.
A2 Christmax key Question: What is Chrismar? A2 Belleving, Bellering, Belleri	SOW DISCOVERY RE	people special?	commitments.	sources. Values and	expressing meaning.	and belonging	Forms of expressing	Values and commitments.
SP1 Celebrations Key Question: What ls Easter? SP2 Rey Question: What ls Easter? SP3 Beliefs, teachings and sources. Forms of sources. Forms of we learn from stories? Combined with Special Places Key Question: What makes places SP2 Rey Compliance SP3 Believing, Belonging SP4 Believing, Belonging SP5 Believing, Belonging SP5 Believing, Belonging SP6 Believing, Belonging SP7 Believing, Belonging SP7 Believing, Belonging SP8 Believing, Belonging SP8 Believing, Belonging SP9 Believing, Belonging SP9 Believing, Belonging SP1 Believing, Belonging SP1 Believing, Belonging SP3 Believing, Belonging SP4 Believing, Belonging SP5 Believing, Belonging SP6 Believing, Belonging SP7 Believing, Belonging SP8 Believing, Belonging SP8 Believing, Belonging SP8 Believing, Belonging SP8 Believing, Behaving, Practices and ways of life. Values and commitments. SM1 Believing, Behaving, Practices and ways of life. Values and commitments. SM2 Believing, Behaving, Practices and ways of life. Values and commitments. SM2 Believing, Behaving, Practices and ways of life. Values and commitments. SM2 Believing, Behaving, Practices and ways of life. Values and commitments. SM2 Believing, Behaving, Practices and ways of life. Values and commitments. SM2 Believing, Behaving, Practices and ways of life. Values and commitments. SM2 Believing, Behaving, Practices and ways of life. Values and commitments. SM2 Believing, Behaving, Practices and ways of life. Values and commitments. SM2 Believing, Belonging, Beliefs, teachings and sources. Meaning, purpose and truth. SM1 Believing, Belonging, Beliefs, teachings and sources. Meaning, purpose and truth. SM1 Believing, Belonging, Beliefs, teachings and sources. Meaning, purpose and truth. SM1 Believing, Belonging, Beliefs, teachings and sources. Meaning, purpose and truth. SM2 Practices and ways of life. SM2 Practices and ways of life. SM3 Practices and ways of life. SM3 Practices and ways of life. SM4 Pr	(By Term)	Question: What is	sources. Identity, diversity	A2 Believing. Beliefs,	belonging.	meaning. Meaning,	commitments.	A2 Believing. Beliefs, teachings and sources. Meaning, purpose and
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SKILLS AND ATTITUDE Step 1 Engagement Step 1 Eng					Forms of expressing meaning. Values and		Practices and ways of life. Values and	Beliefs, Beliefs, teachings and sources. Meaning, purpose and truth
	SKILLS AND ATTITUDE	Step 1 Engagement	Step 1 Engagement	Step 1 Engagement	Step 1 Engagement	Step 1 Engagement	Step 1 Engagement	Step 1 Engagement

SOW Discovery RE	Step 2 Exploration	Step 2 Investigation					
	Step 3 Expression	Step 3 Evaluation					
	Skills Interpretation,	Step 4 Expression					
	Empathy, Exploration and Reflection.	Skills Interpretation,					
		Empathy, Investigation,					
	Attitudes Curiosity,	Analysis, Application and					
	Appreciation, Wonder	Reflection.	Reflection.	Reflection.	Reflection.	Reflection.	Reflection.
	and Self Awareness						
		Attitudes Curiosity,					
		Appreciation, Wonder,					
		Critical awareness, Open					
		Mindedness and Self-					
		Awareness	Awareness	Awareness	Awareness.	Awareness	Awareness

PSHE /JIGSAW

Year Group	EYFS area linked to	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	subject						
Year Group		Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behavior I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, Participating I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behavior Rolemodelling I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with
				learn. I can explain why it is important to feel valued.	others feel valued.	I can explain how the actions of one person can affect another and can give examples of this	others in my community and globally and explain how this can influence the choices I make
	ELG: Self-Regulation Children at the expected level of development	Similarities and differences Understanding bullying and	Assumptions and stereotypes about gender	Families and their differences Family conflict	Challenging assumptions Judging by appearance	from school and a wider community context. Cultural differences and how they can cause	Perceptions of normality Understanding disability

						7
understanding of their own feelings and those of	Making new friends Celebrating	Understanding bullying	and how to manage it	Accepting self and others	conflict Racism Rumours	Power struggles
others, and begin to	the differences in everyone	Standing up for self and	(child-centered)	Understanding influences	and name-calling Types	Understanding bullying
regulate their behaviour			Witnessing hullving and	_	of bullying Material	
accordingly;	I can tell you some ways that I	others Making new friends	Witnessing bullying and	Understanding bullying	of bullying Material	Inclusion/exclusion
	am different and similar to other	Gender diversity	how to solve it	Problem-solving	wealth and happiness	Differences as conflict,
- Set and work towards	people in my class, and why this	Celebrating difference and	Recognising how words	Identifying how special	Enjoying and respecting	difference as celebration
simple goals, being able to wait for what they	makes us all special.	remaining friends	can be hurtful Giving and	and unique everyone is	other cultures	Empathy
want and control their		remaining menus			other carcares	Empathy
immediate impulses	I can explain what bullying is and	I can explain that	receiving compliments	First Impressions	I can explain the	l can explain ways in
when appropriate;	how being bullied might make	r can explain that			r can explain the	i call explain ways in
C'a face de la laction	somebody feel	sometimes people get	I can describe different	I can tell you a time when	differences between	which difference can be a
- Give focused attention to what the teacher says,		bullied because they are	conflicts that might	my first impression of	direct and indirect types	source of conflict or a
responding appropriately		seen to be different; this	happen in family or	someone changed as I got	of bullying and can offer	cause for celebration.
even when engaged in		•				
activity, and show an		might include people who	friendship groups and how	to know them. I can also	a range of strategies to	I can show empathy with
ability to follow		do not conform to gender	words can be used in	explain why bullying might	help myself and others if	
instructions involving		stereotypes.	hurtful or kind ways when	be difficult to spot and	we become involved	people in situations where
several ideas or actions.			conflicts happen.	what to do about it if I'm	(directly or indirectly) in a	their difference is a source
		I can explain how it feels	connicts nappen.	what to do about it ii i iii		of conflict or a cause for
		to have a friend and be a	I can tell you how being	not sure.	bullying situation.	celebration.
ELG: Managing Self						celebration.
Children at the expected level of development		friend. I can also explain	involved with a conflict		I can explain why racism	
will: - Be confident to try		why it is OK to be different	makes me feel and can		and other forms of	
new activities and show		from my friends.	offer strategies to help the	I can explain why it is good	discrimination are	
independence, resilience				to accept myself and		
and perseverance in the			situation. e.g. Solve It	others for who we are.	unkind. I can express how	
face of challenge;			Together or asking for		I feel about	
- Explain the reasons for			help.		discriminatory behaviour.	
rules, know right from						
wrong and try to behave						
accordingly;						
- Manage their own basic						
hygiene and personal						
needs, including dressing,						
going to the toilet and						
understanding the						
importance of healthy						
food choices.						
1						

	I	T	T	I	T	
ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.						
	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of Success I can explain how I feel when I am successful and how this can be celebrated positively.	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments I can explain different ways to work with others to help make the world a better place.

	I can say why my internal	identify a range of feelings	success with others. I can		explain how this makes	
	treasure chest is an important	about group work.	explain how these feelings		me feel	
	place to store positive feelings		can be stored in my			
			internal treasure chest			
			and why this is important.			
	Keeping myself healthy		5 . 5			- 1:
	Healthier lifestyle choices	Motivation Healthier	Exercise Fitness challenges	Healthier friendships	Smoking, including vaping	Taking personal
	Keeping clean Being safe	choices Relaxation	Food labelling and healthy	Group dynamics Smoking	Alcohol Alcohol and anti-	responsibility How
	Medicine safety/safety with	Healthy eating and	swaps Attitudes towards	Alcohol Assertiveness Peer	social behaviour	substances affect the
	household items Road safety	nutrition Healthier snacks	drugs Keeping safe and	pressure Celebrating inner	Emergency aid Body	body Exploitation,
	Linking health and happiness	and sharing food	why it's important online	strength	image Relationships with	including 'county lines'
	I can explain why I think my	Lancardet de la Carda	and offline scenarios		food Healthy choices	and gang culture
	body is amazing and can identify	I can explain why foods	Respect for myself and	I can recognise when	Motivation and behavior	Emotional and mental
	a range of ways to keep it safe	and medicines can be	others Healthy and safe	people are putting me		health Managing stress
	and healthy.	good for my body	choices	under pressure and can	I can explain different	
		comparing my ideas with		explain ways to resist this	roles that food and	I can explain when
	I can give examples of when being healthy can help me feel	less healthy/ unsafe	I can identify things,	when I want to.	substances can play in	substances including
	happy.	choices.	people and places that I	I can identify feelings of	people's lives. I can also	alcohol are being used
			need to keep safe from,		explain how people can	anti-socially or being
		I can compare my own	and can tell you some	anxiety and fear	develop eating problems	misused and the impact
		and my friends' choices	strategies for keeping	associated with peer	(disorders) relating to	this can have on an
		and can express how it	myself safe and healthy	pressure.	body image pressures	individual and others.
		feels to make healthy and	including who to go to for		and how smoking and	
		safe choices.	help and how to call		alcohol misuse is	I can identify and apply
			emergency services.		unhealthy.	skills to keep myself
						emotionally healthy and
			I can express how being		I can summarise	to manage stress and
			anxious/ scared and		different ways that I	pressurel can explain what
			unwell feels.		respect and value my	motivates me to make the
					body.	world a better place.

Belonging to a family Making Different types of family Family roles and Jealousy Love and loss Self-recognition and self-Mental health Identifying friends/being a good friend Physical contact responsibilities Friendship Memories of loved ones worth Building selfmental health worries and Physical contact preferences boundaries Friendship Getting on and Falling Out and negotiation Keeping esteem Safer online sources of support Love People who help us Qualities as and conflict Secrets Trust safe online and who to go Girlfriends and boyfriends communities Rights and and loss Managing a friend and person Selfto for help Being a global and appreciation Showing appreciation to responsibilities online feelings Power and control Acknowledgement Being a good friend to myself Celebrating Expressing appreciation citizen Being aware of people and Animals Online gaming and Assertiveness Technology special relationships for special relationships how my choices affect gambling Reducing safety Take responsibility I can recognise how others Awareness of how screen time Dangers of with technology use I can explain why I have special I can explain why some people are feeling when relationships with some people other children have online grooming SMARRT things might make me they miss a special person and how these relationships different lives Expressing internet safety rules help me feel safe and good feel uncomfortable in a or animal. appreciation for family I can identify when people about myself. I can also explain relationship and compare I can compare different and friends I can give ways that might may be experiencing how my qualities help these this with relationships types of friendships and relationships. help me manage my feelings associated with that make me feel safe I can explain how my life the feelings associated feelings when missing a loss and also recognise I can give examples of behaviour is influenced positively by with them. I can also and special. when people are trying to special person or animal in other people that I appreciate people I know and also by explain how to stay safe I can give examples of gain power or control. and behaviours that I don't like. people from other when using technology to some different problemcountries. communicate with my solving techniques and friends, including how to explain how I might use I can explain why my I can explain the feelings I stand up for myself, them in certain situations choices might affect my might experience if I lose negotiate and to resist in my relationships. family, friendships and somebody special and peer pressure. people around the world when I need to stand up who I don't know. I can apply strategies to for myself and my friends manage my feelings and in real or online situations. the pressures I may face I can offer strategies to to use technology in ways help me manage these that may be risky or feelings and situations. cause harm to myself or others.

Life cycles - animal and human Life cycles in nature How babies grow Being unique Having a Self- and body image Self-image Body image Changes in me Changes since Understanding a baby's Growing from young to baby Girls and puberty Influence of online and Puberty and feelings being a baby Differences needs Outside body media on body image Conception to birth old Increasing Confidence in change between female and male independence Differences changes Inside body Accepting change Puberty for girls Puberty Reflections about change bodies (correct terminology) in female and male bodies changes Family Preparing for transition for boys Conception Physical attraction Linking growing and learning Coping with change Transition (correct terminology) stereotypes Challenging Environmental change (including IVF) Growing Respect and consent Boyfriends/girlfriends **Assertiveness Preparing** my ideas Preparing for responsibility Coping with I can compare how I am now to I can summarise the for transition transition change Preparing for **Sexting Transition** when I was a baby and explain changes that happen to some of the changes that will transition I can explain how boys' boys' and girls' bodies that I can describe how a baby I can use the correct happen to me as I get older. terms to describe penis, and girls' bodies change prepare them for making I can explain how boys develops from conception I can use the correct names for and girls change during testicles, anus, vagina, on the inside/outside a baby when they are through the nine months penis, testicles, anus, vagina, vulva and explain why during the growing up older. I can explain some puberty and why looking of pregnancy, and how it vulva, and give reasons why they they are private. process and can tell you of the choices I might after myself physically is born. are private. why these changes are make in the future and and emotionally is I can explain why some changes I can explain why some I recognise how I feel necessary so that their some of the choices that I important. I can also I might experience might feel types of touches feel when I reflect on bodies can make babies summarise the process of have no control over. I can better than others. OK and others don't. becoming a teenager and when they grow up. offer some suggestions conception. how I feel about the about how I might I can tell you what I like I recognise how I feel I can express how I feel development and birth of manage my feelings when and don't like about about these changes about the changes that a baby changes happen being a boy/ girl and happening to me and can will happen to me during getting older, and suggest some ideas to puberty, and that I accept recognise that other cope with these feelings. these changes might people might feel happen at different times differently to me. to my friends.

Changes to SRE Curriculum - JIGSAW

	Lesson	Lesson Content	Vocab
3	1. How babies grow? (Piece 1)	I understand that in animals and humans lots of	Changes
		changes happen between birth and growing up, and that it is the female that usually has the baby.	Birth
			Animals
			Babies
			Mother
			Growing up
3	2. Babies (Piece 2)	I understand how babies grow and develop in the	Baby
		mother.	Grow
			Womb
		I understand what a baby needs to live and grow.	Nutrients
			Survive
			Love
			Affection
			Care
3	3. Family Stereotypes (Piece	I can start to recognise stereotypical ideas I might	Stereotypes
	5)	have about parenting and family roles.	Task
			Roles

			Challenge
3	4. Looking Ahead (Piece 6)	I can identify what I am looking forward to when I move to my next class.	Change Looking forward Excited Nervous Anxious Happy
4	1. Unique Me (Piece 1)	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.	Personal Unique Characteristics Parents
4	2. Having a baby (Piece 2 - Adapted)	I understand the responsibilities of having a baby.	Responsibilities Changes
4	3. Girls and Puberty (Piece 3 - Adapted)	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.	Puberty Menstruation Periods
4	4. Circles of change (Piece 4)	I know how the circle of change works and can apply it to changes I want to make in my life.	Circle

4	5. Accepting Change (Piece 5)	I can identify changes that have been and may continue to be outside of my control that I learnt to accept.	Seasons Change Control Range of emotions - see emotions card resource Control
4	C Looking shood (Diago C)		Change Acceptance
4	6. Looking ahead (Piece 6)	I can identify what I am looking forward to when I move to a new class.	Change Looking forward Excited Nervous Anxious Happy
5	Self and Body Image (Piece 1)	I am aware of my own self-image and how my body image fits into that.	Self Self-image Body image Self-esteem Perception Characteristics Aspects

			Affirmation
5	Puberty for Girls (Piece 2)	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.	Puberty Menstruation Periods Sanitary towels Sanitary pads Tampons Ovary/ Ovaries Vagina Oestrogen Vulva Womb/Uterus
5	Puberty for Boys (Piece 3)	I can describe how boys' and girls' bodies change during puberty.	Puberty Sperm Semen Testicles/Testes Larynx Facial hair Growth spurt Hormones

5	Looking Ahead 1 (Piece 5)	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities.	Teenager Milestone Perceptions Puberty Responsibilities Peer Pressure
5	Looking Ahead 2 (Piece 6)	I can identify what I am looking forward to when I move to my next class.	Change Hope Manage Cope Opportunities Emotions Fear Excitement Anxious
6	My Self-Image (Piece 1)	I am aware of my own self-image and how my body image fits into that.	Self-image Self-esteem Real Self Celebrity

6	Puberty (Piece 2)	I can explain how girls' and boys' bodies change	Opportunities
		during puberty and understand the importance of	Freedoms
		looking after myself physically and emotionally.	Responsibilities
			Puberty
			Pubic Hair
			Voice Changes
			Menstruation
			Semen
			Growing Taller
			Hips Widen
			Facial Hair
			Erection
			Tampon
			Breast
			Hormones
			Ovulation
			Testicles
			Sperm
			Underarm Hair
			Penis
			Feeling Moody

			Vagina
			Womb
			Fallopian Tube
			Vulva
6	Conception to Birth (Piece 3)	I can describe how a baby develops from	Pregnancy
		conception through the nine months of pregnancy, and how it is born.	Embryo
			Foetus
		I can understand that sexual intercourse can lead	Placenta
		to conception and that is how babies are usually	Umbilical cord
		made. (Taken from Year 5 Curriculum).	Labour
			Contractions
			Cervix
			Midwife
			Relationships
			Conception
			Making love
			Sexual intercourse
			Fallopian tube
			Fertilisation
			Pregnancy

			Embryo
			Umbilical cord Contraception
			Fertility treatment (IVF)
6	Boyfriends and Girlfriends	I understand how being physically attracted to	Attraction
	(Piece 4)	someone changes the nature of the relationship and what that might mean about having a	Relationship
		girlfriend/boyfriend. (Age of Consent)	Pressure
			Love
			Sexting
6	Real self and Ideal Self (Piece	I am aware of the importance of a positive self-	Self-esteem
	5)	esteem and what I can do to develop it.	Negative body-talk Choice
			Feelings/emotions
			Challenge
			Mental health
6	The Year Ahead (Piece 6)	I can identify what I am looking forward to and	Transition
		what worries me about the transition to secondary school /or moving to my next class.	Secondary
			Looking forward
			Journey
			Worries

	Anxiety
	Hopes
	Excitement

Curriculum Guidance.

- 'xx' means no NC area for the specific year groups, you may add in some RED school curriculum.
- Schemes will be in RED our curriculum. Our school curriculum will be added to half-termly after each plan unit is completed (2020-2021). Edited yearly afterwards.
- NC in BLACK, topic planning areas added to each subject in RED minimum expectations for each year group this is the planning we will carry forward and
 publish. We still will be able to make changes –adding bits in and taking out (the RED bits) as the curriculum evolves.
- Support on MTP planning RED school curriculum very specific. Tweaked for next year. What NC elements are taught (BLACK) and then what will be taught as school curriculum (K,S and U) in RED must be on EVERY MTP.
- WHATEVER IS ON THIS PLANNING MUST BE IN BOOKS. THIS DOCUMENT NEEDS UPDATING FIRST MEETING EACH HALF TERM TO ENSURE THAT THE CONTENT FOR EACH HT IS ON THIS DOCUMENT (RED CONTENT).
- Whole school audit of tier 2 AND TIER 3 age-appropriate-ness. Staff meeting time.

Teaching expectations, with work evidenced in:

This is flexible and subjects may be taught in blocks.

- English 7 hours/ week.
- Writing a minimum of 3 pieces of extended writing for all year groups per half term in the green folder, all other work recorded in English books.
- o Grammar focus weekly in English book.
- Handwriting taught weekly in handwriting or English book.
- Phonics in KS1 and KS2 spellings/vocab 15 mins daily in vocabulary book (KS2).
- o Comprehension skills taught weekly in English or topic book.
- Guided reading taught weekly.
- **Maths** 6 hours/week in maths book.
- Science 1 hour 30 mins/ week 2 investigations per half term (where science topic permits). In science book.
- Art and Design 1 hour/ week at least 2/3 pieces per half term. Alternate with D&T. In sketchbook, class portfolio, wall displays.
- o **Computing** 1 hour/ week. Files saved in digital portfolio (shared child drive) 2/3 files per half term.
- o **Design and technology** 1 hour/ week (alternate with Art & Design). In sketchbook, class portfolio, wall displays.
- o Languages 30 mins/ week 2/3 pieces of work per half term in topic book (KS1) or curriculum book (KS2).
- o Geography 1 hour/ week (as topic demands). 4/5 pieces per half term in topic book (KS1) or curriculum book (KS2).
- o **History** 1 hour/ week (as topic demands). 4/5 pieces per half term in topic book (KS1) or curriculum book (KS2).
- o Music 1 hour/ week. 1/2 pieces per half term evidenced on IPad or topic book (KS1), curriculum book (KS2). (Includes collective singing).

- o Physical education 2 hours/ week. 1/2 pieces per half term. Photographs on IPad.
- o RE 1 hour 30 mins/ week (includes collective worship). 2/3 pieces per half term in topic book (KS1) or curriculum book (KS2).
- o RSE and PSHE 1 hour/ week. 4/5 pieces per half term in topic book (KS1) or curriculum book (KS2) or class Jigsaw Journal.

• Coordinators for 2020/2021...

English - Rachel

Maths - Zoe

Science - Anna

Art and Design - Zoe

Computing - Laura

Design and technology – Natalie D

Languages - Roz

Geography - Kate

History - Kate

Music - Lorraine

Physical education - Richard

RE - Lorraine

RSE/PSHE - Roz

OFSTED stated 'The school's curriculum plans do not provide enough information about what teachers should teach during each unit of work. This stops pupils from building on their learning in a systematic way. Leaders should ensure that the plans for each subject identify exactly what pupils should learn during each topic in each year group.