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	Maths	Science	Art and Design	Computing	Design and Technology	Languages
Geography	History	Music	Physical Education	Religious Education	PSHE	SRE

English

Year Group	EYFS area linked to subject – Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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 action to another using a range of connectives Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Use new vocabulary in different contexts **ELG: Listening, Attention and Understanding** Children at the expected level of development will: Listen attentively and respond to what they hear with relevant	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 peers ♣ ask relevant questions to extend their understanding and knowledge ♣ use relevant strategies to build their vocabulary ♣ articulate and justify answers, arguments and opinions ♣ give well-structured descriptions, explanations and narratives for different purposes,	XX	xx	xx	xx	xx

	questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **ELG: Speaking** Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. **ELG: Being Imaginative and Expressive** Children at the expected level of development will: - Invent, adapt and recount narratives and stories	including for expressing feelings ♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ♣ speak audibly and fluently with an increasing command of Standard English ♣ participate in discussions, presentations, performances, role play, improvisations and debates ♣ gain, maintain and monitor the interest of the listener(s) ♣ consider and evaluate different					

	with peers and their teacher;	viewpoints, attending to and building on the contributions of others ♣ select and use appropriate registers for effective communication.					
Reading.	Engage in story times Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Engage in non-fiction books. 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	Word Reading ♣apply phonic knowledge and skills as the route to decode words ♣ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ♣ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ♣ read common exception words, noting unusual correspondences between spelling and sound and	Word Reading ♣continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ♣ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ♣ read accurately words of two or more syllables that contain the same graphemes as above ♣ read words containing common suffixes ♣ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Word Reading ♣Use knowledge of root words to understand meanings of words. ♣Use prefixes to understand meanings e.g. un-, dis-, mis-, re-, pre-, im-, in-. ♣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.	Word Reading ♣Read books at an age appropriate interest level. ♣Use knowledge of root words to understand meanings of words. Use prefixes to understand meanings e.g. in- , ir–, sub–, inter–super–, anti–, auto–. ♣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	Word Reading ♣Use knowledge of root words to understand meanings of words. ♣Apply knowledge of prefixes to understand meaning of new words, e.g. dis-, re-, pre-, mis-, over-. ♣Use suffixes to understand meanings e.g. -ant, -ance, 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	Word Reading ♣Read books at an age appropriate interest level. Work out unfamiliar words by focusing on all letters in the word, e.g. not reading invitation for imitation. ♣Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment. ♣Use suffixes to understand meanings e.g. –cious, -tious, tial, -cial. Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.

	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 narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play **ELG: Word Reading** Children at the expected level of development will: - Say a sound for each	where these occur in the word ♣ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ♣ read other words of more than one syllable that contain taught GPCs ♣ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) ♣ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words ♣ re-read these books to build up their fluency and confidence in word reading. Comprehension listen to and discuss a wide range of poems,	♣ 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 l♣isten to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ♣ discuss the sequence of events in books and how items of information are related ♣ become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales ♣ be introduced to non-fiction books that are	♣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. ♣Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups. ♣Listen to, discuss and increase familiarity with a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, re telling some of these orally. ♣ read books that are structured in different ways and reading for a range of purposes	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. ♣Navigate texts ,e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. ♣Scan for dates, numbers and names.	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 ♣ learn a wider range of poetry by heart ♣ prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience ♣check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	♣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, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. ♣Skim for gist. ♣Scan for key information ♣Use a combination of skimming, scanning and close reading across a text to locate specific detail. ♣Retrieve, record, make notes and present information from

	letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	stories and non-fiction at a level beyond that at which they can read independently ♣ be encouraged to link what they read or hear read to their own experiences ♣ become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ♣ recognise and join in with predictable phrases ♣ learn to appreciate rhymes and poems, and to recite some by heart ♣ discuss word meanings, linking new meanings to those already known ♣draw on what they already know or on background information and vocabulary	structured in different ways ♣ recognise simple recurring literary language in stories and poetry ♣ discuss and clarify the meanings of words, linking new meanings to known vocabulary ♣ discuss their favourite words and phrases ♣ continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ♣draw on what they already know or on background information and vocabulary provided by the teacher ♣ check that the text makes sense to them as they read and correct inaccurate reading ♣ make inferences on the basis of what is being said and done ♣ answer and ask questions ♣ predict what might happen on the basis of what has been read so far	♣ use dictionaries to check the meaning of words that they have read ♣ identify themes and conventions in a wide range of books ♣ prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ♣ discuss words and phrases that capture the reader's interest and imagination ♣ recognise some different forms of poetry [for example, free verse, narrative poetry]		♣ ask questions to improve their understanding ♣Explore, recognise and use the terms metaphor, simile, imagery. ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predict what might happen from details stated and implied ♣ summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ♣ identify how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ♣ distinguish between statements of fact and opinion ♣ retrieve, record and present information from non-fiction ♣ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'	non-fiction, including texts used in other subjects. ♣Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.

		provided by the teacher ♣ check that the text makes sense to them as they read and correct inaccurate reading ♣ discuss the significance of the title and events ♣ make inferences on the 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 and listening to what others say ♣ explain clearly their understanding of what is read to them.	♣ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say ♣ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.			ideas and challenging views courteously ♣ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ♣ provide reasoned justifications for their views.	
Writing Composition	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	♣Sequence ideas and events in narrative and in non-fiction. ♣Orally compose every sentence before writing.	♣Develop stamina for writing in order to write at length. ♣Evaluate their writing with adults and peers. ♣Proofread to check for errors in spelling,	♣Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up. ♣Group related material into paragraphs.	♣Reading and analyse narrative, non-fiction and poetry in order to plan their own versions. ♣Identify and discuss the purpose, audience, structure,	♣ identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. ♣ note and develop initial ideas, drawing on reading	♣Identify audience and purpose. ♣Choose appropriate text-form and type for all writing.

	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. **ELG: Writing** Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.	♣Re-read every sentence to check it makes sense. ♣Read aloud their writing audibly to adults and peers. ♣Use familiar plots for structuring the opening, middle and end of their stories. ♣Compose and sequence their own sentences to write short narratives and short non-fiction. ♣Use formulaic phrases to open and close texts. ♣Write in different forms with simple text type features. ♣ discuss what they have written with the teacher or other pupils	grammar and punctuation. ♣Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas. ♣Orally rehearse each sentence prior to writing. ♣Write narratives about personal experiences and those of others (real and fictional). ♣ write about real events. ♣ write poetry. ♣ re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. ♣ read aloud what they have written with appropriate intonation to make the meaning clear.	♣Use headings and sub headings to organise information. ♣Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. ♣Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. ♣Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type. ♣ discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ♣ discuss and record ideas. ♣ compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. ♣ organise paragraphs around a theme. ♣ in narratives, create settings, characters and plot.	vocabulary and grammar of narrative, non-fiction and poetry. ♣Discuss and record ideas for planning e.g. story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan. ♣Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. ♣Plan and write an opening paragraph which combines setting and character/s. ♣Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English. ♣Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases, alliteration. ♣Use different sentence structures. ♣Use paragraphs to organise writing in fiction and nonfiction texts. ♣Use organisational devices in non-fiction writing, e.g.	and research where necessary. ♣ in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. ♣ select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. ♣ in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. ♣ summarise longer passages. ♣ use a wide range of devices to build cohesion within and across paragraphs. ♣ use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. ♣ assess the effectiveness of their own and others' writing. ♣ propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	♣Select the appropriate structure, vocabulary and grammar. ♣Draw on similar writing models, reading and research. ♣Compare how authors develop characters and settings (in books, films and performances). ♣Use a range of planning approaches. ♣Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. ♣Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal). ♣Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. Tom stomped into the room, flung down his grubby, school bag and

					captions, text boxes, diagram, lists. ♣Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later…, Back at home… ♣Proofread to check for errors in spelling, grammar and punctuation. ♣Discuss and propose changes to own and others' writing with partners/small groups. ♣Improve writing in light of evaluation. ♣Use appropriate intonation, tone and volume to present their writing to a range of audiences.	♣ ensure the consistent and correct use of tense throughout a piece of writing. ♣ ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. ♣ Proof read.. ♣perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	announced, through gritted teeth, "It's not fair!" ♣Consciously control the use of different sentence structures for effect. ♣Use a wide range of devices to build cohesion within and across paragraphs. ♣Deviate narrative from linear or chronological sequence e.g. flashbacks, simultaneous actions, time-shifts. ♣Combine text-types to create hybrid texts e.g. persuasive speech. ♣Evaluate, select and use a range of organisational and presentational devices to structure text for different purposes and audiences e.g. headings, sub-headings, 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. ♣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. ♣Add gesture and movement to enhance meaning. ♣Encourage and take account of audience engagement.
Handwriting	Form lower-case and capital letters correctly. Develop the foundations of a handwriting style which is fast, accurate and efficient. **ELG: Fine Motor Skills** Children at the expected level of development will:	♣Sit correctly at a table, holding a pencil comfortably and correctly ♣Hold a pencil with an effective grip. ♣ begin to form lower-case letters	♣Form lower-case letters of the correct size relative to one another. ♣ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when	♣Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ increase the legibility, consistency and quality of their handwriting [for	As for Year 3 plus: ♣Pupils should be using joined handwriting throughout their independent writing. ♣Write with consistency in size and proportion of letters.	Write legibly, fluently and with increasing speed by: ♣ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. ♣be clear about what standard of handwriting is	As for Year 5 plus: ♣continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say.

	Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases;	in the correct direction, starting and finishing in the right place ♣ form capital letters ♣ form digits 0-9 ♣Have clear ascenders ('tall letters') and descenders ('tails'). ♣ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these	adjacent to one another, are best left unjoined. ♣ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. ♣Use capital letters appropriately. ♣ use spacing between words that reflects the size of the letters.	example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	♣Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.	appropriate for a particular task, for example, quick notes or a final handwritten version. ♣use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.	♣ choosing the writing implement that is best suited for a task.
Spelling	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	♣Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words. ♣Name the letters of the alphabet in order. ♣Use letter names to distinguish between alternative spellings of the same sound.	♣Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. ♣Learn to spell common exception words. ♣Learn new ways of spelling phonemes for which one or more spellings are already known. ♣Learn to spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.	♣Use further prefixes dis_, mis_, re_, and suffixes _ly, _ous, and understand how to add them. ♣Add suffixes beginning with vowel letters to words of more than one syllable. ♣Spell homophones and near homophones. ♣Spell words with the u sound spelt ou, e.g. young, touch, double. ♣Spell words with endings -sure e.g. treasure, enclosure, pleasure.	♣Use the first three letters of a word to check its spelling in a dictionary. ♣Use further prefixes, e.g. in- , im- ir–, sub–, inter–, super–, anti–, auto–. ♣Use further suffixes, e.g. –ation, - tion, –ssion, –cian. ♣Investigate what happens to words ending in f when suffixes are added, e.g. calf/calves. ♣Identify and spell words with the /k/ sound spelt ch e.g. scheme, chorus.	♣Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. ♣Use a thesaurus. ♣Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over-. ♣Recognise and spell words ending in –ant, –ance/–ancy, –ent, –ence/–ency. ♣Recognise and spell words ending in –able and –ible, ably and ibly.	♣Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus. ♣Recognise and spell endings spelt – cious or –tious. ♣Recognise and spell endings cial/ tial e.g. official, partial I♣nvestigate adding suffixes beginning with vowel letters to words ending in –fer, e.g. referring, reference. ♣Investigate and use further prefixes, e.g. bi- trans- tele- circum-.

		♣Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. off, well, miss, buzz, back. ♣Spell words with the /ŋ/sound spelt n before k, e.g. bank, think. ♣Divide words into syllables, e.g. pocket. ♣Spell words with -tch, e.g. catch, fetch, kitchen, notch, hutch. ♣Spell words with the /v/ sound at the end of words, e.g. have, live, give. ♣Add s and es to words, e.g. thanks, catches. ♣Spell words with vowel digraphs and trigraphs. ♣Spell words ending –y e.g. happy. ♣Spell words with new consonant spellings ph and wh, e.g. dolphin, wheel.	♣To spell correctly, distinguish between homophones. ♣Add suffix ment to spell longer words. ♣Add suffixes ful and less, er and est, ly, ness and er. ♣ge and dge at the end (e.g. age, badge), and spelt as g elsewhere (e.g. magic, giant). ♣S spelt c e.g. ice. ♣Kn and gn e.g. knee, gnat. ♣Wr e.g. write, wrong. ♣-le at the end of words e.g. table, apple. ♣-el at the end of words e.g. camel, tunnel. ♣-al at the end of words e.g. capital, pedal. ♣The ending -il e.g. pencil, fossil. ♣-y at the end of words e.g. try, reply. ♣A before l and ll e.g. call, walk. ♣O as in e.g. mother, Monday. ♣-ey as in key, monkey.	♣Spell words with ending -ture e.g. creature, furniture, adventure. ♣Spell words with the /eɪ/ sound spelt ei, eigh, or ey, e.g. vein, weigh, eight, neighbour, they, obey. ♣Identify and spell irregular past tense verbs, e.g. send /sent, hear / heard, think/ thought. ♣Identify and spell irregular plurals, e.g goose/ geese, woman/women, potato /es.	♣Identify and spell words with the ch making a sh sound e.g. chef, chalet, machine. ♣Identify and spell words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que e.g. tongue, antique. ♣Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. science, scene. ♣Understand how diminutives are formed using e.g. suffix -ette and prefix mini-. ♣Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. pollen (noun) and –ate = pollinate (verb). ♣The /ɪ/ sound spelt y elsewhere than at the end of words, e.g. myth, gym, Egypt.	♣Recognise I before e except after c. ♣Recognise and spell words containing the letterstring ough. ♣To recognise and spell the suffixes -al,- ary,- ic. ♣To spell further suffixes, e.g. ll in full becoming l. ♣Spell some words with 'silent' letters, e.g. knight, psalm, solemn. ♣To spell unstressed vowels in polysyllabic words. ♣ continue to distinguish between homophones and other words which are often confused ♣ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.	♣Distinguish between homophones and other words that are often confused. ♣Identify root words, derivations and spelling patterns as a support for spelling. ♣Continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.

		♣Spell words using k for the /k/ sound, e.g. Kent. ♣Add the prefix –un. ♣Spell compound words, e.g. farmyard, bedroom. ♣Spell common exception words. ♣Spell days of the week. ♣ using letter names to distinguish between alternative spellings of the same sound. ♣ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]	♣The a sound after w and qu e.g. wander, quantity. ♣-or after w e.g. worm, word. ♣-ar after w e.g. war, warm. ♣The s sound in e.g. television, usual. ♣Add –es to nouns and verbs ending in –y, e.g. copies, babies. ♣Add –ed, –ing, –er and –est to a root word ending in –y with a consonant before it, e.g. copied, copier. ♣Add the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it, e.g. hiking, hiked, hiker. ♣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	Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination).	Explore and identify main and subordinate clauses in complex sentences. Recognise simple sentences and begin to	Create complex sentences with adverb starters. Use commas to mark clauses in complex sentences. Create sentences with fronted adverbials for when and where.	Use a wide range of conjunctions to create compound and complex sentences Use relative pronouns and relative clauses beginning	Use a wide range of conjunctions to create compound and complex sentences Use full stops, commas, exclamation marks, inverted

		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 clauses using but and or. Identify and use question marks and exclamation marks. Make singular nouns plural using 's' and 'es' e.g. dog, dogs; wish, wishes. Add suffixes to verbs where no spelling change is needed to the root word e.g. helping, helped, helper. Add the prefix 'un' to verbs and adjectives to change the	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. Use subordination for reason using because and if. Use the subordinating conjunction that in a sentence, e.g. I hope that it doesn't rain on sports day. Select, generate and effectively use nouns and verbs. Add suffixes ness and er to create nouns e.g. happiness, sadness, teacher, baker.	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). Use perfect form of verbs using have and has to indicate a completed action. Use the determiner a or an according to whether the next word begins with a consonant or vowel. Explore and collect word families e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary. Explore and collect nouns with prefixes super, anti, auto.	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 apostrophes for singular and plural possession. Use adverbs to modify verbs. Use conjunctions to express time or cause. Use prepositions to express time and place. Pronouns – using pronouns to avoid repetition or ambiguity and to add clarity and cohesion.	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 expanded noun phrases to convey complicated information concisely Recognise the difference between direct and indirect speech and relate to differences between informal and formal speech structures Explore, collect and use adverbs to indicate degrees of possibility Use suffixes –ate, -ise, -ify to convert nouns and adjectives into verbs. Use apostrophes correctly Use modal verbs to indicate degrees of possibility	commas and question marks to punctuate sentences correctly. Use a wide range of adjectives and adjectival phrases, adverbs, 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 independent clauses and within lists, dashes, hyphens to avoid ambiguity, ellipsis, synonyms, antonyms. Explore active and passive voice. Use passive voice to present information in an objective way. Identify subject and object in a sentence.

		meaning e.g. untie, unkind.	Create compound words using nouns, e.g. whiteboard and football. Explore the progressive form of verbs in the 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. Add suffixes ful (playful) or less (careless), er (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.			Investigate verb prefixes e.g. dis-, de-, re-, pre-, mis-, over-.	

*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 subject Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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 steps	• 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 nearest 10 or 100	• 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 1000	• 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 number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. **ELG: Numerical Patterns** Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.		• Use place value and number facts to solve problems	• Find the effect of multiplying a one- or two-digit number by 10 and 100, identify the value of the digits in the answer • Describe and extend number sequences involving counting on or back in different steps • Read Roman numerals from I to XII • Solve number problems and practical problems involving these ideas.	• Order and compare numbers with the same number of decimal places up to two decimal places • Find 0.1, 1, 10, 100 or 1000 more or less than a given number • Round any number to the nearest 10, 100 or 1000 • Round decimals (one decimal place) to the nearest whole number • Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer • Describe and extend number sequences involving counting on or back in different steps, including sequences with multiplication and division steps • Read Roman numerals to 100 and know that over time, the numeral system changed to include the concept of zero and place value • Solve number and practical problems that involve all of the above and with increasingly large positive numbers	• Interpret negative numbers in context, count on and back with positive and negative whole numbers, including through zero • Describe and extend number sequences including those with multiplication/division steps and where the step size is a decimal • Read Roman numerals to 1000 (M); recognise years written as such • Solve number and practical problems that involve all of the above	

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 ones - a two-digit number and tens - two two-digit numbers - adding three one-digit numbers	• 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 multiples of 100 totalling 1000 • Add and subtract numbers mentally, including: - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds • Add and subtract numbers with up to three digits, using	• 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 addition and subtraction where appropriate • Estimate; use inverse	• 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 • Solve addition and subtraction multi-step problems in contexts, deciding which operations and	• 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

			• 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 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

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

					harder correspondence problems such as n objects are connected to m objects	multiplication and division, including scaling by simple fractions and problems involving simple rates	
Number: Fractions.	-	• Understand that a fraction can describe part of a whole • Understand that a unit fraction represents one equal part of a whole • Recognise, find and name a half as one of two equal parts of an object shape or quantity (including measure) • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (including measure)	• Understand and use the terms numerator and denominator • Understand that a fraction can describe part of a set • Understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be • Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity • Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ Count on and back in steps of $\frac{1}{2}$ and $\frac{1}{4}$	• Show practically or pictorially that a fraction is one whole number divided by another (e.g. $\frac{3}{4}$ can be interpreted as 3 ÷ 4) • Understand that finding a fraction of an amount relates to division • Recognise that tenths arise from dividing objects into 10 equal parts and in dividing one-digit numbers or quantities by 10 • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • Recognise and show, using diagrams, equivalent fractions with small denominators • Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7}+\frac{1}{7}=\frac{6}{7}$] • Compare and order unit fractions, and fractions with the	• Understand that a fraction is one whole number divided by another (e.g. $\frac{3}{4}$ can be interpreted as 3 ÷ 4) • Recognise, find and write fractions of a discrete set of objects including those with a range of numerators and denominators • Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten • Count on and back in steps of unit fractions • Compare and order 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 write decimal equivalents of any number of	• Recognise mixed numbers and improper fractions and convert from one form to the other • Read and write decimal numbers as fractions (e.g. 0.71 = $\frac{71}{100}$) • Count on and back in mixed number steps such as $1\frac{1}{2}$ • Compare and order fractions whose denominators are all multiples of the same number (including on a number line) • Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • Add and subtract fractions with denominators that are the same and that are multiples of the same number (using diagrams) • Write statements > 1 as a mixed number (e.g. $\frac{2}{5}+\frac{4}{5}=\frac{6}{5}=1\frac{1}{5}$) • Multiply proper fractions and mixed numbers by whole numbers, supported	• Compare and order fractions, including fractions > 1 (including on a number line) • Use common factors to simplify fractions; use common multiples to express 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 $\frac{3}{8}$) • 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. $\frac{1}{4}$ x $\frac{1}{2}=\frac{1}{8}$) • Divide proper fractions by whole numbers (e.g. $\frac{1}{3}\div 2=\frac{1}{6}$) • 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

				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 non-unit 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 $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ 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 cm^3 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 (cm^3) and cubic metres (m^3), and extending to other units (e.g. mm^3 and km^3)

		• 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 12-hour 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 $\frac{1}{10}$ 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 24-hour clocks • Write amounts of money using decimal notation • Recognise that one hundred 1p coins equal £1 and that each coin is $\frac{1}{100}$ 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 (cm^2) and square metres (m^2) 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

				simple problems involving passage of time			
Geometry.	Name 2D shapes including: Circle, square, triangle, rectangle and pentagon. Name some 3D shapes including: Cone, cylinder, cube, sphere, cuboid.	•		•	•	• Distinguish between regular and irregular polygons based on reasoning about equal sides and angles • Use the properties of rectangles to deduce related facts and find missing lengths and angles • Identify 3-D shapes from 2-D representations • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • Draw given angles, and measure them in degrees (°) • Identify: - angles at a point and one whole turn (total 360°)- angles at a point on a straight line and half a turn (total 180°) - other multiples of 90° • Describe positions on the first quadrant of a coordinate grid • Plot specified points and complete shapes Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	• Compare/classify geometric shapes based on the properties and sizes • Draw 2-D shapes using given dimensions and angles • Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • Recognise, describe and build simple 3-D shapes, including making nets • Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles • Find unknown angles in any triangles, quadrilaterals, regular polygons • Describe positions on the full coordinate grid (all four quadrants) • Draw and translate simple shapes on the coordinate plane, and reflect them in the axes

Statistics.		•	•	•	•	• 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, Proportion and Algebra.	xx	xx	xx	xx	xx	xx	• Compare and order fractions, including fractions > 1 (including on a number line) • Use common factors to simplify fractions; use common multiples to express 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 $\frac{3}{8}$) • 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. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$) • Divide proper fractions by whole numbers (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$) • 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 two variables

Science

Year Group	EYFS area linked to subject…	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Scientific knowledge and conceptual understanding/ Working scientifically The nature, processes and methods of science.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. **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; Understand some important processes and changes in the	• Ask simple questions and recognising that they can be answered in different ways • Observe closely, using simple equipment. • Perform simple tests • Identifying and classifying. • Use their observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. • Explore the world around them and raise their own questions. • Experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions.	• Ask simple questions and recognising that they can be answered in different ways • Observe closely, using simple equipment. • Perform simple tests • Identifying and classifying. • Use their observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. • Explore the world around them and raise their own questions. • Experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions. • Use simple features to compare objects, materials and living things and, with	• Ask relevant questions and using different types of scientific enquiries to answer them. • Set up simple practical enquiries, comparative and fair tests. • Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Gather, recording, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Report on findings from enquiries, including oral and written explanations,	• Ask relevant questions and using different types of scientific enquiries to answer them. • Set up simple practical enquiries, comparative and fair tests. • Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Gather, recording, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of	• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Use test results to make predictions to set up further comparative and fair tests. • Report and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.	• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Use test results to make predictions to set up further comparative and fair tests. • Report and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

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

					tables and standard units, and help to 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.		ideas have developed over time.
Plants.	•	• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees. • use the local environment throughout the year to explore and answer questions about plants growing in their habitat	• Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • Requirements of plants for germination, growth and survival, as well as to the processes of	• Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • Investigate the way in which water	xx	xx	xx

		• become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem). • Compare and contrast familiar plants; describing how they were able to identify and group them. • Draw diagrams labelling the parts of plants and trees.	reproduction and growth in plants. • Set up a comparative test to show that plants need light and water to stay healthy.	is transported within plants. • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. • Explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction. • Compare the effect of different factors on plant growth, for example, the amount of light, the amount of fertilizer. • Discover how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed.			
Animals, including humans.	Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy	• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common	• Notice that animals, including humans, have offspring which grow into adults. • Find out about and describe the basic	• Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make	• Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in	• Describe the changes as humans develop to old age. • Draw a timeline to indicate stages in the growth and	• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.

	eating – tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • 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 they eat.	needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • 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 growth in animals.	their own food; they get nutrition from what they eat. • Identify that humans and some other animals have skeletons and muscles for support, protection and movement. • 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 food groups and how they keep us healthy and design meals based on what they find out.	humans and their 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 models or images	development of 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 baby as it grows	• Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Describe the ways in which nutrients and water are transported within animals, including humans. • 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 human body.

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

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

			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 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.			
Light.	xx	xx	xx	• Recognise that they need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are	xx	xx	• Recognise that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. • Explain that we see things because light travels from light sources to our eyes or

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

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

				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 this.			
States of matter.	xx	xx	xx	xx	• 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 pool not a pile; gases	xx	xx

					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 are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the	xx	

					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.		
Electricity.	xx	xx	xx	xx	• Identify common appliances that run on electricity. construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. • Recognise that a switch opens and closes a circuit and	xx	• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • Use recognised symbols when representing a simple circuit in a diagram. • Construct simple series circuits, to help them to answer

					associate this with whether or not a lamp lights in a simple series circuit. • Recognise some common conductors and insulators, and associate metals with being good conductors. • Construct simple 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.		questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors. • Represent a simple circuit in a diagram using recognised symbols.
Earth and space.	xx	xx	xx	xx	xx	• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night	xx

						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.	
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 subject…	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use a range of materials creatively to develop and make products.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. **ELG: Creating with Materials** - Safely use and explore a variety of materials, tools and techniques, experimenting 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.	To use a range of materials and develop printmaking techniques (teacher led and supported) Creating textured pieces using resources familiar to them. Clay etching 2D Printing	Using a range of materials to design and make products using a medium or topic (KAPOW) To develop the skill of Craft Weaving Using 3D clay to create 2D printed patterns and sculptural form	**xx**	xx	xx	xx

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

			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				
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	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 use to review and revisit.	xx	Teacher led idea modelling through discussion and sketchbooks may be used voluntarily to record art work and experiment with materials	Teacher led idea modeling through discussion and sketching with focus on skill, artist or medium. Sketchbooks may be used voluntarily to record thoughts and ideas,	Using sketchbooks to generate ideas and observations Expressing thoughts and observations in sketchbooks	Using sketchbooks for planning, refining and recording ideas for materials and composition Developing skill and technique using various media in sketchbooks	Working collaboratively to explore ideas for meeting a design brief, developing and discuss ideas through sketches Enhancing knowledge of skill and technique using	Developing and discuss ideas through sketches Make personal investigations of interests and record observations in sketchbooks Record experiments with various media and try out

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

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

					Exploring composition for still life drawing through the work of Giorgio Morandi. Analysing the formal elements of David Hockeny's painting My Parents before reenacting the scene depicted. Exploring the formal elements of Paula Rego's The Dance. Analysing Edward Hopper's A Table for Ladies, pupils create a role-play of the piece from a different perspective. Exploring Pieter Brueghel's painting, Children's Games before recreating it as a photo collage, with a modern twist. Analysing abstract art through the work of Fiona Rae.	Developing the ability to read a picture with empathy through the analysis of John Singer Sargent's picture Gassed Developing ideas for 3D work through 2D drawings, following methods used by Magdalene Odundo	formal elements of the piece Learning how to represent emotion through art using the work of artist Kathe Kollwitzas an example Exploring symbolism and tone in Pablo Picasso's, Guernuca Analysing Mark Wallinger's Ecce Homo sculpture Learning about photomontage through the work of Hannah Hoch, Peter Kennard and Jerry Uelsmann Using art to communicate meaning in the style of Jenny Holzer's truisms Analysing the work of Edward Weston, children observe the abstract-looking images created through macro photography before

					Creating collages in the style of Giuseppe Arcimboldo. Exploring the work of Sokari Douglas Camp and creating word sculpture. Exploring the work of El Anatsui and creating sculpture in the same style - using recycled materials.		creating their own in a similar style Examining Edvard Munch's The Scream, looking specifically at mood and expression Using Paul Cezanne's Still Life with Apples, Jaromir Funke's Composition - glass and ball and Ben 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 physical systems; solve problems by decomposing them into smaller parts.	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 and effect sentence detailing wat will happen.	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 describe some of components of a	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 and outputs further, demonstrating how they can use programs to	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 plan and write programs to control	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 tasks to control external devices such as sensors and motors.

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

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

					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 **KS1** Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. **KS2** Understand the opportunities (networks) offer for communication and collaboration.		To recognise common uses of information technology and identify a variety of examples both in and beyond school. To understand the rules and responsibilities outlined by the school's acceptable use policy and begin to understand where to go for help when they have concerns. To develop an understanding of how to keep their personal information, such as their usernames and passwords, private and understand they need to	To know their responsibilities from their school's acceptable use policy and how to report any concerns they have 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 understanding of the importance of computers and the internet to communicate.	To use technology safely and respectfully and have an understanding of how to keep information secure. 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 develop an understanding of what is acceptable and unacceptable online	To use technology respectfully, responsibly and safely, knowing how to keep their information and passwords secure. 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 unacceptable online behaviour.	To use technology safely, respectfully and responsibly and continue to develop skills to identify risks involved 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 technologies. To understand what acceptable and unacceptable online	To be competent users of technology using it safely, respectfully and responsibly and know about digital footprints 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. To understand what acceptable and unacceptable online behaviour is.

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

Design and Technology

Year Group KAPOW THEMES AND OBJECTIVES	EYFS area linked to subject…	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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 Design arch and truss bridges	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 design criteria to help focus and evaluate their work

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

Evaluate	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria. Evaluating and adapting designs. Testing a finished product. Reflecting on their finished products. Researching and testing mechanisms.	Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria. Carrying out primary research and applying to design Examples of natural & manmade structures testing and evaluating Discuss the making process and the finished product Researching, testing and adapting mechanism.	Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world. 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	Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world. Discuss existing pavilions Researching existing products Evaluating to improve their work Testing their final products Testing products in time trials	Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world. 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	Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world. Checking accuracy of work Evaluating work continually Adapting products to improve functionality Testing finished product Exploring existing playground structures

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

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

Languages

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

Geography

Year Group	EYFS area linked to subject…	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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.

			European country- **America**		Antarctica and our local area.	Skelmersdale and a European country.	Southampton/ New York.
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.	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.	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.	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. 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.	.	local area, using a range of methods.		

History

Year Group	EYFS area linked to subject…	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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 life- **through 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 birthday.	significant or global events. Understand the cause and consequence of these events, as well as the change and continuity- **the first aeroplanes.**	to the Iron Age. E.g. Describe some aspects of 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).	achievements of the earliest civilisations. Demonstrate more in depth knowledge of one specific civilization.	of an ancient civilization (Vikings).	the time of Edward the Confessor. Demonstrate 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, people and places in their own locality.	xx	Explore Significant people in their own locality.	Explore significant historical events in their own locality.	Find out about everyday lives of people in the time studies. Compare with our life today. History of Liverpool from 1960 onwards.	Use evidence to reconstruct life in the time studied. Identify key features and events. Look for links and effects. Offer a reasonable explanation for some events. Liverpool in the Blitz.	Study different aspects of the life of different people. Examine causes and results of great events and the impact on people. Compare life then and now. Mining in Skelmersdale. Vikings in the locality.	Find out about beliefs, behaviour and characteristics of people, recognizing that not everyone shares the same views and feelings. Understand the cause and effect of significant historical events. Know 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 develop a chronologically secure knowledge and understanding of British, local and world history,	xx	Pupils should begin to develop a chronologically secure knowledge and understanding of the world history. E.g. The chronological order of the dinosaurs.	Pupils should begin to develop a chronologically secure knowledge and understanding of British, local history. E.g. The chronological order of the development of the aeroplane.	Use some dates and historical terms when ordering events and objects. Demonstrate awareness that the past can be divided into periods of time. Explore trends and changes over time.	Use dates and historical terms when ordering events and objects. Identify where people and events fit into a chronological framework. Explore links and contrast within and across different periods of time.	Use dates and appropriate historical terms to sequence events and periods of time. Identify where people, places and periods of time fit into a chronological framework. Describe links and contrasts within and across different	Use dates and a wide range of historical terms when sequencing events and periods of time. Develop chronologically secure knowledge of the events and periods of time studied. Analyse links and contrasts within and across different

				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 civilizations appeared and a depth study of one of the following: *Ancient Egypt* *Ancient Greece* *WW2.*	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. *The Viking raids and invasion.* *WW2 – Bletchley Park.*	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. *Britain's settlement by the Anglo-Saxons.* *WW1.* *Titanic.*

Music

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

Listen and Appraise	Listen attentively, move to and talk about music, expressing their feelings and responses. **Skills** To listen and respond to different songs or pieces of music in different styles. Use music to inspire imaginative movement, initially free and child-led movement. To follow and copy instruction. To begin to respond verbally and with movement.	**Skills** To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. **Knowledge** To know what the songs are about. To know and recognize the sound and names of some of the instruments they use.	**Skills -** To learn how songs can tell a story or describe an idea. **Knowledge -** To know five songs off by heart. To know that some songs have a chorus or a response/answer part. To know that songs have a musical style.	**Skills -** To identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the Music. **Knowledge** To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: Its lyrics: what the song is about, any musical dimensions featured in the song, and where they are used (texture, dynamics, 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.	**Skills** To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics) Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. In talk, try to use musical words. **Knowledge** To know five songs from memory and who sang them or wrote them. To know the style of the five songs. 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) Identify the main sections of the song (introduction, verse, chorus etc) Name	**Skills** - To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk, try to use musical words. To talk about the musical dimensions working together in the unit songs. Talk about the music and how it makes you feel. **Knowledge** - To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs in those styles. To choose two or three other songs and be able to talk about: Some of the style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about. Any musical	Skills - To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the songs. Talk about 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, when they were written and why? To know the style of the songs and to name other songs in those styles. To choose three or four other songs and be able to talk about: The style indicators of the songs (musical 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 of songs (intro, verse, chorus

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

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

		challenge, using one of the differentiated parts (a one-note part, a simple part, medium art). Listen to and follow musical instructions from a leader. **Knowledge -** Learn the names of the notes in their instrumental part when written down. Learn the names of the instruments they are playing.	part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. **Knowledge** - Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class.	from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. **Knowledge** - To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder)	from memory or using notation. To rehearse and perform their part within the context of the song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song. **Knowledge -** To know and be able to talk about: The instruments used in class (A glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends.	of the differentiated parts, a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. **Knowledge** - To know and be able to talk about: Different ways of writing music down e.g. staff notation, symbols. The notes C, D, E, F, G, A, B + C on the treble stave. The instruments they might play or be played in a band or orchestra or by their friends.	simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. **Knowledge -** To know and be able to talk about: Different ways of writing music down e.g. staff notation, symbols The notes C, D, E F, G, A, B + C on the treble stave. The instruments they might play or be played in a band or orchestra or by their friends.
Improvisation	**Skills** – clap, sing, play.	**Skills** – clap, sing, play and improvise. **Knowledge -** Improvisation 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.	**Skills** – Sing, Play and Improvise **Knowledge** Improvisation 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. Everyone can improvise, and you can use one or two notes.	**Skills** sing, play, improvise and copy back. **Knowledge.** To know and be able to talk about improvisation: 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 using one or two notes confidently is better than using five. To know that if you improvise using the notes you	**Skills -** Improvise using instruments in the context of a song they are learning to perform. Sing, play, copy back and improvise. **Knowledge** - To know and be able to talk about improvisation: Improvisation 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	**Skills** - Copy back using instruments. Use one note. Copy back using instruments. Use the two notes. Copy back using instruments. Use the three notes. **Knowledge-** know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard	**Skills** - Copy back using instruments. Use one note. Copy back using instruments. Use the two notes. Copy back using instruments. Use the three notes. Knowledge To know and be able to talk about improvisation. Improvisation 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

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

				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.)	notation). **Knowledge -** To know and be able to talk about: A composition: music 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.)	Knowledge - To know and be able to talk about: A composition: music 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. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Notation: To recognise the connection between sound and symbol.	writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Notation: recognise the connection between sound and symbol.
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 -** Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it. **Knowledge -** A performance is sharing music with other people, called an audience.	**Skills-** Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it. **Knowledge -** A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.	**Skills -** To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why. **Knowledge-** To know and be able to talk about: Performing is sharing music with other people, an audience. A performance doesn't have to be a drama!	**Skills -** To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why. **Knowledge** - To know and be able to talk about Performing, sharing music	**Skills -** To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect.. To record the performance and compare it to a previous performance. To discuss and talk musically about it. "What went well?" and "It would have been even better if...?" **Knowledge** - To know and be able to talk about: Performing is sharing music with other people, an	**Skills -** To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if...?" **Knowledge -** To know and be able to talk about: Performing is sharing music with an audience with belief. A performance doesn't have to be a drama! It can be to one

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

Physical Education

Year Group	EYFS area linked to subject…	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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 for attacking and defending.	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. ▪ Use underarm throw. ▪ Roll a ball or a hoop.	▪ 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. ▪ Take part in games were there is an opposition.	▪ 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 others during game situations.	▪ 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 and know when and how to win the ball.	▪ 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 game. ▪ Play in a range of positions and know how to contribute	▪ 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. ▪ Use marking, and/or interception to improve defending.

	▪ Show an ability to use their dominate hand to work with a partner in different activities. ▪ Explore balancing.					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.	
<u>Striking and Fielding</u> **KS2** Use running, jumping, throwing and catching in isolation and combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	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.	▪ 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.

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

	▪ Jump off and object and land safely.						
Dance **KS1** Perform dances using simple movement patterns. **KS2** Perform dances using a range of movement patterns.	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

				▪ Work with a partner and a small group. ▪ Develop basic map reading skills. ▪ Plan and attempt to apply strategies to solve a problem.	▪ Identify key symbols on a map and use a key to help navigate around a grid. ▪ Plan and apply strategies to solve problems.	small group sharing ideas and agreeing on a strategy as a team. ▪ Navigate around a course using a map.	best method to solve a problem. ▪ Orientate and map efficiently to navigate around a course. ▪ Demonstrate an understanding of how to stay safe.
<u>Swimming</u> **<u>KS2</u>** **Swim competently and proficiently over a distance of at least 25 meters.** **Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke),** **Perform safe self-rescue in different water based situations.**						▪ Swim competently and proficiently over a distance of at least 25 meters. ▪ Use a range of strokes effectively. ▪ Perform safe self-rescue in different water based situations.	▪ Swim competently and proficiently over a distance of at least 25 meters. ▪ Use a range of strokes effectively. ▪ 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 Syllabus for Religious Education.	Recognise that people have different beliefs and celebrate special times in different ways.	Explore and ask questions about some beliefs and	Ask Questions about and respond to some examples of beliefs and	Investigate the beliefs and values of founders and leaders.	Explore and reflect on beliefs and values expressed in the way's	Identify and consider the beliefs and values within	Identify and consider the beliefs and values that

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

	Springing into life Easter – beginning, middle and end Best Friends Special Places	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 children by understanding how it feels for them to take part in Chanukah activities.	**Believing -** Re-tell the Easter story and understand what Jesus' resurrection means for Christians. **Believing Behaving - Understand** the special relationship between Jews and God and the promises they make to each other. **Believing Behaving - U**nderstand different ways that Jews show their commitment to God.	Jesus really did perform miracles. **Believing - R**ecall key events in the Easter story and understand why Jesus' crucifixion symbolizes hope for Christians. **Believing - U**nderstand the Hindu belief that there is one God with many different aspects. **Believing Behaving – U**nderstand the significance of the River Ganges both for a Hindu and non-Hindu.	laws) help Jews show God they value their special relationship with Him **Believing and Behaving - U**nderstand how Jesus' life, death and resurrection teaches Christians about forgiveness. **Believing, Behaving Belonging - U**nderstand different ways that Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment. **Believing and Belonging -** To understand how important going to church is to show someone is a Christian.	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.	**Believing Belonging Behaving - E**xamine the influences Christianity still has in the world and evaluate whether it is still a strong religion. **Believing Behaving – I**dentify ways in which Muslims try to lead good lives and how their belief in Achiral influences this. **Believing Behaving - C**hallenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven.
AREAS OF ENQUIRY **SOW** Discovery RE **(By Term)**	A1 Special People Key Question: What makes people special?	A1 A Beliefs, teachings and sources. Values and commitments.	A1 Believing, Behaving Beliefs, teachings and sources. Values and commitments.	A1 Belonging. Practices and ways of life. Forms of expressing meaning.	A1 Beliefs, teachings and sources. Identity, diversity and belonging	A1 Believing, Behaving. Practices and ways of life. Forms of expressing	A1 Believing, Behaving. Practices and ways of life. Values and commitments.

	A2 Christmas Key Question: What is Christmas? SP1 Celebrations Key Question: How do people celebrate? SP2 Key Question: What is Easter? SM1 and SM2 Story Time and Special Places. Key Question: What can we learn from stories? combined with Special Places Key Question: What makes places special?	A2 Beliefs, teachings and sources. Identity, diversity and belonging. SP1 Beliefs, teachings and sources. Identity, diversity and belonging. SP2 Beliefs, teachings and sources. Forms of expressing meaning. Meaning, purpose and truth. SM1 Practices and ways of life. Identity, diversity and belonging. SM2 Forms of expressing meaning. Identity, diversity and belonging.	A2 Believing. Beliefs, teachings and sources. Meaning, purpose and truth. SP1 Believing, Belonging Practices and ways of life. Values and commitments SP2 Believing. Beliefs, teachings and sources. Meaning, purpose and truth. SM1 Believing, Behaving. Practices and ways of life. Values and commitments. SM2 Believing. Behaving. Practices and ways of life Values and commitments.	Identity, diversity and belonging. A2 Believing, Behaving. Beliefs, teachings and sources. Meaning, purpose and truth. SP1 Believing, Behaving. Beliefs, teachings and sources. Meaning, purpose and truth. Believing. Forms of expressing meaning. Meaning, purpose and truth. SM1 Beliefs, teachings and sources. Believing. Meaning, purpose and truth. SM2 Believing, Behaving. Forms of expressing meaning. Values and commitments.	A2 Forms of expressing meaning. Meaning, purpose and truth. SP1 Practices and ways of life. Meaning, purpose and truth SP2 Beliefs, teachings and sources. Meaning, purpose and truth SM1 Practices and ways of life. Forms of expressing meaning. Values and commitment. SM2 Practices and ways of life. Identity, diversity and belonging	meaning. Values and commitments. A2 Believing, Behaving. Practices and ways of life. Values and commitments. SP1 Believing. Beliefs, teachings and sources. Meaning, purpose and truth. SP2 Believing. Beliefs, teachings and sources. Meaning, purpose and truth. SM1 Believing, Belonging. Practices and ways of life. Values and commitments. SM2 Believing, Belonging. Practices and ways of life. Values and commitments.	A2 Believing. Beliefs, teachings and sources. Meaning, purpose and truth. SP1 Believing, Belonging. Beliefs, teachings and sources. Meaning, purpose and truth. SP2 Believing Belonging Behaving. Practices and ways of life. Identity, diversity and belonging. Values and commitments. SM1 Believing, Behaving. Beliefs, teachings and sources. Identity, diversity and belonging. SM2 Believing, Behaving. Beliefs, Beliefs, teachings and sources. Meaning, purpose and truth
SKILLS AND ATTITUDE **SOW** Discovery RE	Step 1 Engagement Step 2 Exploration Step 3 Expression	Step 1 Engagement Step 2 Investigation Step 3 Evaluation	Step 1 Engagement Step 2 Investigation Step 3 Evaluation	Step 1 Engagement Step 2 Investigation Step 3 Evaluation	Step 1 Engagement Step 2 Investigation Step 3 Evaluation	Step 1 Engagement Step 2 Investigation Step 3 Evaluation	Step 1 Engagement Step 2 Investigation Step 3 Evaluation

	Skills Interpretation, Empathy, Exploration and Reflection. **Attitudes** Curiosity, Appreciation, Wonder and Self Awareness	Step 4 Expression **Skills** Interpretation, Empathy, Investigation, Analysis, Application and Reflection. **Attitudes** Curiosity, Appreciation, Wonder, Critical awareness, Open Mindedness and Self-Awareness	Step 4 Expression **Skills** Interpretation, Empathy, Investigation, Analysis, Application and Reflection. **Attitudes** Curiosity, Appreciation, Wonder, Critical awareness, Open Mindedness and Self-Awareness	Step 4 Expression **Skills** Interpretation, Empathy, Investigation, Analysis, Application and Reflection. **Attitudes** Curiosity, Appreciation, Wonder, Critical awareness, Open Mindedness and Self-Awareness	Step 4 Expression **Skills** Interpretation, Empathy, Investigation, Analysis, Application and Reflection. **Attitudes** Curiosity, Appreciation, Wonder, Critical awareness, Open Mindedness and Self-Awareness.	Step 4 Expression **Skills** Interpretation, Empathy, Investigation, Analysis, Application and Reflection. **Attitudes** Curiosity, Appreciation, Wonder, Critical awareness, Open Mindedness and Self-Awareness	Step 4 Expression **Skills** Interpretation, Empathy, Investigation, Analysis, Application and Reflection. **Attitudes** Curiosity, Appreciation, Wonder, Critical awareness, Open Mindedness and Self-Awareness

PSHE /JIGSAW

Year Group	EYFS area linked to subject…	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs	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 learn. I can explain why it is important to feel valued.	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 others feel valued.	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. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	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 Role-modelling I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with 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 will: - Show an	Similarities and differences Understanding bullying and knowing how to deal with it	Assumptions and stereotypes about gender	Families and their differences Family conflict	Challenging assumptions Judging by appearance	Cultural differences and how they can cause	Perceptions of normality Understanding disability

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

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

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

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

SRE Curriculum

Year Group	Relationships
Pod	Find ways to calm themselves, through being calmed and comforted by their key person. Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. Find ways of managing transitions, for example from their parent to their key person. Thrive as they develop self-assurance. Develop friendships with other children. Make connections between the features of their family and other families.
Nursery	Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Understand gradually how others might be feeling. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns.

(Development Matters - Non-statutory curriculum guidance for the early years foundation stage)

Year	Lesson	Lesson Content	Vocab
1	Life Cycles **(Year 1 - Piece 1)**	I understand the life cycle of animals and I understand that changes happen as we grow and that this is ok.	Changes Life cycle Baby Adulthood
1	Changing me **(Year 1 - Piece 2)**	To be able to tell you some things about me that have changed and somethings about me that have stayed the same. To know that changes are ok and that sometimes they will happen whether I want them to or not.	Change Lifecycle Baby Adult Grown up Physical changes Developmental changes
1	My Changing Body **(Year 1 - Piece 3)**	To know how my body has changed since was a baby. To understand that growing up is natural and that everybody grows at different rates.	Baby Growing up Adult Mature Change

1	Boys and Girls Body **(Year 1- Piece 4)**	To identify the parts of the body that make boys different to girls and use the correct names for these penis, testicles and vagina. To respect my body and understand which parts are private.	Male Female Vagina Penis Testicles Vulva Anus
1	Learning and Growing **(Year 1 - Piece 5)**	To understand that every time I learn something new I change a little bit. To enjoy learning new things	Learn New Grow Change
1	Coping with Changes **(Year 1 - Piece 6)**	To tell you about changes that have happened in my life. To know some ways to cope with changes.	Change Feelings Anxious Worried Excited Coping
2	Life Cycles in Nature	To recognise cycles of life in nature.	Change

	(Year 2 - Piece 1)	To understand that some changes are outside my control and to recognise how I feel about this.	Grow Lifecycle Control Baby Adult Fully grown
2	Growing from Young to Old **(Year 2 - Piece 2)**	To tell you about the natural process of growing from young to old and understand that this is not in my control. To identify people who I respect that are older than me.	Growing up Old Young Change Respect Appearance Physical
2	The Changing Me **(Year 2 - Piece 3)**	To recognise how my body has changed since I was a baby and where I am ion the continuum from young to old. To feel proud about becoming more independent.	Baby Toddler Child Teenager Adult Independent Timeline

			Freedom Responsibilities
2	Boys' and Girls' Bodies **(Year 2 - Piece 4)**	To recognise the physical differences between boys and girls, use the correct names for the parts of the body (Penis, testicles, vagina, vulva and anus.) and appreciate that some parts of my body are private. To tell you what I like/ don't like about being a boy or a girl.	Male Female Vagina Penis Testicles Vulva Anus Public Private
2	Assertiveness **(Year 2 - Piece 5)**	To understand that there are different types of touch and tell you which ones I like and don't like. To be confident to say what I like and don't like and ask for help.	Touch Texture Cuddle Hug Squeeze Like Dislike Acceptable

			Unacceptable Comfortable Uncomfortable
2	Looking Ahead Assessment Opportunity **(Year 2 - Piece 6)**	To identify what I am looking forward to when I move to my next class. To start thinking about the changes I will make in my next year at school and know how to go about this.	Change Looking forward Excited Nervous Anxious Happy

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

			Challenge
3	4. Looking Ahead **(Year 3 - 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 **(Year 4 - 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 **(Year4 - Piece 2 - Adapted)**	I understand the responsibilities of having a baby.	Responsibilities Changes
4	3. Girls and Puberty **(Year 4 - 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 **(Year 4 - Piece 4)**	I know how the circle of change works and can apply it to changes I want to make in my life.	Circle

			Seasons Change Control
4	5. Accepting Change **(Year 4 - Piece 5)**	I can identify changes that have been and may continue to be outside of my control that I learnt to accept.	Range of emotions - see emotions card resource Control Change Acceptance
4	6. Looking ahead **(Year 4 - 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 **(Year 5 - 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 **(Year 5 - 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 **(Year 5 - 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 **(Year 5 - 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 **(Year 5 - 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 **(Year 6 - 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 **(Year 6 - Piece 2)**	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally.	Opportunities Freedoms 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 **(Year 5 – Piece 4 and Year 6 - Piece 3)**	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. **I can understand that sexual intercourse can lead to conception and that is how babies are usually made. (Taken from Year 5 Curriculum).**	Pregnancy Embryo Foetus Placenta Umbilical cord 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 **(Year 6 - Piece 4)**	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. (Age of Consent)	Attraction Relationship Pressure Love Sexting
6	Real self and Ideal Self **(Year 6 - Piece 5)**	I am aware of the importance of a positive self-esteem and what I can do to develop it.	Self-esteem Negative body-talk Choice Feelings/emotions Challenge Mental health
6	The Year Ahead **(Year 6 - Piece 6)**	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.	Transition Secondary Looking forward Journey Worries

			Anxiety Hopes Excitement

- **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.
  - 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).
  - 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.
  - **Computing** – 1 hour/ week. Files saved in digital portfolio (shared child drive) 2/3 files per half term.
  - **Design and technology** – 1 hour/ week (alternate with Art & Design). In sketchbook, class portfolio, wall displays.
  - **Languages** – 30 mins/ week - 2/3 pieces of work per half term in topic book (KS1) or curriculum book (KS2).
  - **Geography** – 1 hour/ week (as topic demands). 4/5 pieces per half term in topic book (KS1) or curriculum book (KS2).
  - **History** – 1 hour/ week (as topic demands). 4/5 pieces per half term in topic book (KS1) or curriculum book (KS2).
  - **Music** – 1 hour/ week. 1/2 pieces per half term evidenced on IPad or topic book (KS1), curriculum book (KS2). (Includes collective singing).
  - **Physical education** – 2 hours/ week. 1/2 pieces per half term. Photographs on IPad.
  - **RE** – 1 hour 30 mins/ week (includes collective worship). 2/3 pieces per half term in topic book (KS1) or curriculum book (KS2).
  - **RSE and PSHE** – 1 hour/ week. 4/5 pieces per half term in topic book (KS1) or curriculum book (KS2) or class Jigsaw Journal.