Our School Curriculum

Our Vision:
Though we are many, we are one body. Together, we learn and grow.
God is at the heart of all we do, shining His light to guide us on our journey.
Together, we face change and transformation with courage.
In love, we nurture all to be resilient, hopeful and aspirational; to become the very best version of ourselves, knowing that we are loved.
Each member of our school community is honoured and celebrated for our unique character and qualities: difference is met with dignity and compassion.

Our Curriculum
We are determined that our curriculum will enable every child to succeed and have expectations which are aspirational.
Our curriculum has been designed in order to promote communication and language alongside children's personal, social and emotional development.
We aim to provide stimulating opportunities which allow children to discover and learn in a supportive, nurturing environment in order for them to feel confident, be resilient so they can take on new challenges along their journey, developing communication and language skills along the way.
We care about our children's well-being and listen to what they think and say. We encourage all pupils to have a voice and know that they are valued as unique individuals.
We create a sense of respect, tolerance and understanding of difference and diversity.
We embrace our local community and the wider world around us and seek to make a positive contribution.
We want our children to continue their journey as well-prepared, courageous, compassionate and determined individuals who are proud to belong to our Brierley family.

Contents

Curriculum Enrichment

Curriculum Enrichment at Brierley CE Primary School

School Environment We provide:

- A Christian environment where every child is valued
- Opportunities for children to celebrate and learn about religious and cultural differences and diversity in modern life.
- Celebrations for religious festivals
- Community members who deliver worship
- Learning which embeds social, moral, spiritual, cultural (SMSC) influences, citizenship and British Values.
- An outdoor worship area and peace garden
- Outdoor learning opportunities: Peace garden, pond area, allotment, Y1 outdoor provision, bird watching area, school grounds

- **Opportunities for Learning** We provide:
- Music: Y4 (Wider Opportunities)
- Themed days/weeks – e.g. Art, Maths, Science, DT, Geography, Enterprise
- Same day interventions to support learning
- Healthy lifestyle awareness
- The THRIVE approach for children experiencing emotional difficulties.
- Out of school visits to enrich our curriculum
- Trips to the theatre
- Visitors who come into school to enhance our curriculum
- Visitors who come into school to share own experiences to enrich children's understanding of the world
- Choir: Y2–Y6
- Needlecraft Club
- Sports specialist delivering Sports Clubs
- Inter-School sports competitions
- Friday lunch time disco
- Reading club
- Gardening/Pond activities
- Cookery/Baking skills
- Free fruit for all
- Opportunities to purchase milk
- Choice of a morning greeting by staff or Friendly helpers: High five, handshake, fist bump, verbal greeting or hug

Pupil Led Initiatives We provide:

- Playground Leaders
- Head boy & Head girl: Greeting and welcoming visitors
- Young Leaders Award
- Worship Ambassadors: Y1-Y6
- Assembly monitors (Y6) trained from Summer term in Y5
- School Council Y2 – Y6
- Friendly helpers (2 in each class) to provide a friendship buddy
- Friendship benches in both playgrounds
- Tech Teams in each class

Rewards and Sanctions We provide:

- House Point reward system
- Attendance and punctuality rewards
- Postcard rewards
- End of year awards and trophies
- Top table for lunchtimes (2 children per class to be invited)
- Opportunities to share achievements/certificates in class Show and Tell time
- Opportunities for parents to celebrate children's achievements

Parent Involvement: We provide:

- Daily greetings for parents each morning
- Daily apps and tweets
- Parent Support Worker for advice and signposting
- Coffee mornings for parents
- Parents with regular updates on their child's learning and progress – parent and teacher consultations, learning plans, end of year reports, half termly newsletters, website, twitter updates
- Parent reading with children mornings
- Support/information for parents of children with SEND and medical needs

Our Brierley Pledge

Brierley CE Primary School was opened in 1981.
To recognise and celebrate this, we have made 41 promises to the children of our school.
By the time each child has completed their education at
Brierley Primary School, we promise that they will be given the opportunity to:

Education

- Learn in a kind, Christian environment where hard work is celebrated and rewarded
- Receive extra support to help support learning
- Learn about our local area
- Learn how to swim
- Participate in science experiments
- Listen to and learn about different types of music

Personal Development

- Become a member of the school council
- Know how to be safe around open water
- Receive support and guidance to promote good mental health
- Receive nutritious meals and snacks
- Receive and demonstrate forgiveness
- Learn how to be safe online
- Learn to ride a bike or scooter
- Take part is road safety events
- Have the opportunity to explore and develop their talents
- Tie their own shoe laces
- Give children time and opportunities for awe and wonder
- Learn to take care or personal belongings independently
- Work together to solve problems
- Receive rewards and praise for positive attitudes and actions
- Become leaders in school, modelling good practice to others

Curriculum Enrichment

- Take part in after school or lunchtime clubs
- Grow fruit and vegetables
- Attend an artistic or sporting event at a theatre. stadium or arena
- Take part in a play that involves acting, reading or helping with the production
- Sing in a choir
- Visit church for service and celebration
- Learn to play a musical instrument
- Take part in an overnight school trip
- Use a computer with some confidence
- Receive 30 minutes of physical activity each day

Citizenship

- Understand and follow the school's Christian Values
- Learn and understand the 5 British Values (Democracy; The rule of law; Individual liberty; Mutual respect; Tolerance of those of different faiths and beliefs)
- Visit elderly citizens in the community
- Plant something in the local environment
- Have the opportunity to donate food to those in need
- Fundraise for different charities
- Value every child as an individual
- Go into the community to be of service
- Be treated with respect and courtesy and be taught to do the same to others
- Take part in planning and designing enterprise projects in order to fundraise

Our Expectations

The Brierley child will:

- Demonstrate courageous advocacy – Archbishop Young Leaders Award
- Show an understanding of the importance of social action
- Look smart – shirts tucked in and wearing uniform and correct PE kit
- Use manners at all times – good morning/afternoon, please, thank you, excuse me
- Use standard English appropriately– all staff to correct speech
- Use full staff names
- Use cutlery correctly
- Be responsible for personal hygiene – tissues and hand washing
- Be responsible and show respect for school environment – keeping tidy, clean and organised (cloakrooms, bookshelves, library area, hall, alcove areas, corridor spaces, toilet cubicles/sink areas and flushing toilets)
- Demonstrate good social skills (sharing, turn taking, empathy, compassion)
- To show resilience in all aspects of school life (comforters used in exceptions)
- Know how to keep themselves safe (e-safety, road safety, Crucial Crew)
- Understand their place in the world eg Beautiful Brierley – Using the local area to enhance learning
- Link with local places of worship – St Paul's, Methodist church
- Treat with respect visitors/worship from different religious denominations
- Understand local, UK, Global issues – donate our time, resources, fund raising (Christian Aid, British Legion, Water Aid, Christians against poverty, Children in Need, Comic Relief, MacMillan), Harvest food-banks, Shoe box appeal, Bollingbroke House Care Home
- Welcome people from the community to support learning within school
- Be competent and confident at using Google Classroom for remote learning and homework
- Use correct pencil grip
- In KS2 use cursive script
- Sit on chairs correctly
- Listen carefully to each other and instructions
- Follow school and class rules
- Engage in all aspects of learning
- Respond to a question appropriately
- Share ideas
- Always try their best even when things are difficult – endurance
- Complete all homework tasks and return them to school on time
- Practise reading regularly at school and home
- Engage in P.E. lessons & wear correct kit (Parents advised that if ears are to be pierced for it will be done at the start of the summer holidays)

Individual Subjects – Yearly Overview

Curriculum Intent:
Religious Education

Though we are many, we are one body. Together, we learn and grow.

God is at the heart of all we do, shining His light to guide us on our journey. Together, we face change and transformation with courage.

In love, we nurture all to be resilient, hopeful and aspirational; to become the very best version of ourselves, knowing that we are loved.

Each member of our school community is honoured and celebrated for their unique character and qualities: difference is met with dignity and compassion. Though we are many, we are one body.

Our community at Brierley stretches beyond the school, where we share God's message of love through our actions, our thoughts and our words as we continue on life's path.

KS1 & KS2 RE - Long Term Map LEARNING THROUGH FAITH (1st Cycle)								
TERM	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**Bible Stories**	**Faiths to be Studied**
YEAR 1	**GOSPEL 1.4** What is the good news that Jesus brings? *CORE LEARNING*	**INCARNATION 1.3** Why does Christmas matter to Christians? *CORE LEARNING*	**CREATION 1.2** Who made the world? CORE LEARNING	**SALVATION 1.5** Why does Easter matter to Christians? *CORE LEARNING*	**GOD 1.1** What do Christians believe that God is like? CORE LEARNING	**SPECIAL WORDS (BAS)**	Autumn: Jonah and the big fish/whale Spring: The Wise Man and the Foolish Man Summer: Zacchaeus the Tax Collector	**Christianity, Islam, Hinduism**
Y1 Outcomes by the end of this unit, pupils are expected to be able to:	Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave. Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.	Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. Recognise that stories of Jesus' life come from the Gospels. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Decide what they personally have to be thankful for at Christmas time.	Retell the story of creation from Genesis 1:1–2.3 simply. Recognise that 'Creation' is the beginning of the 'big story' of the Bible. Say what the story tells Christians about God, Creation and the world. Give at least one example of what Christians do to say thank you to God for the Creation. Think, talk and ask questions about living in an amazing world.	Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.	Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians. Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.	Pupils learn to name some holy books and talk about the stories from them that they have heard		

Y1 Knowledge Building Blocks Pupils will know that:	Christians believe Jesus brings good news for all people. • For Christians, this good news includes being loved by God, and being forgiven for bad things. • Christians believe Jesus is a friend to the poor and friendless. • Christians believe Jesus' teachings make people think hard about how to live and show them the right way.	Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.	God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God.	Easter is very important in the 'big story' of the Bible. • Christians believe Jesus rose again, giving	• Christians believe in God, and that they find out about God in the Bible. • Christians believe God is loving, kind, fair and forgiving, and also Lord and King. • Some stories show these Christian beliefs. • Christians worship God and try to live in ways that please him.			

YEAR 2	CREATION 1.2 Who made the world? DIGGING DEEPER	INCARNATION 1.3 Why does Christmas matter to Christians? *DIGGING DEEPER*	GOSPEL 1.4 What is the good news that Jesus brings? *DIGGING DEEPER*	SALVATION 1.5 Why does Easter matter to Christians? *DIGGING DEEPER*	GOD 1.1 What do Christians believe that God is like? DIGGIMG DEEPER	SPECIAL PLACES (BAS)	Autumn: The Flowers of the Field Spring: Lost Sheep Summer: David and Goliath	Christianity, Islam, Hinduism
Y2 Knowledge Building Blocks Pupils will know that:	Christians believe Jesus brings good news for all people. • For Christians, this good news includes being loved by God, and being forgiven for bad things. • Christians believe Jesus is a friend to the poor and friendless. • Christians believe Jesus' teachings make people think hard about how to live and show them the right way.	Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.	God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God.	Easter is very important in the 'big story' of the Bible. • Christians believe Jesus rose again, giving	• Christians believe in God, and that they find out about God in the Bible. • Christians believe God is loving, kind, fair and forgiving, and also Lord and King. • Some stories show these Christian beliefs. • Christians worship God and try to live in ways that please him.	Knowledge Building Blocks Pupils will know that:		
Y2 Knowledge Building Blocks Pupils will know that:	God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human beings. • Humans should care for the world because it belongs to God.	• Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.	Christians believe Jesus brings good news for all people. • For Christians, this good news includes being loved by God, and being forgiven for bad things. • Christians believe Jesus is a friend to the poor and friendless. • Christians believe Jesus' teachings make people think hard about how to live and show them the right way	Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. • Christians believe Jesus builds a bridge between God and humans. • Christians believe Jesus rose again, giving people hope of a new life.	Christians believe in God, and that they find out about God in the Bible. • Christians believe God is loving, kind, fair and forgiving, and also Lord and King. • Some stories show these Christian beliefs. • Christians worship God and try to live in ways that please him.			

YEAR 3	SPECIAL TIMES (BAS) CREATION/FALL 2a.1 What do Christians learn from the Creation story? CORE LEARNING	INCARNATION/GOD 2a.3 What is the Trinity? *CORE LEARNING*	GOSPEL 2a.4 What kind of a world did Jesus want? CORE LEARNING	SALVATION 2a.5 Why do Christians call the day Jesus died 'Good Friday'? *CORE LEARNING*	KINGDOM OF GOD 2a.6 When Jesus left, what was the impact of Pentecost CORE LEARNING	PEOPLE OF GOD 2a.2 What is it like to follow God? CORE LEARNING	Autumn: Loaves and Fishes Spring: Daniel and the Lion's Den Summer: Story of Moses	**Christianity, Judaism, Sikhism**
Y3 Outcomes by the end of this unit, pupils are expected to be able to:	Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians. Pupils learn to describe religious artefacts, festivals and practices, linking them to special times they have studied	Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.	Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. Make simple links between Bible texts and the concept of 'Gospel' (good news). Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.	Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.	Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. Offer suggestions about what the description of Pentecost in Acts 2 might mean. Give examples of what Pentecost means to some Christians now. Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.	Make clear links between the story of Noah and the idea of covenant. Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. Make links between the story of Noah and how we live in school and the wider world.		

Y3 Knowledge Building Blocks Pupils will know that:	God the Creator cares for the creation, including human beings. • As human beings are part of God's good creation, they do best when they listen to God. • The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments). • [Building block from EYFS: Christians believe God made our wonderful world and so we should look after it.]	Christians believe God is Trinity: Father, Son and Holy Spirit. • Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. • Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. • Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. • Jesus shows love and forgiveness to unlikely people. • Christians try to be like Jesus — they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.	Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection.	Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven'). Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. Christians celebrate Pentecost as the beginning of the Church.	The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God. • The People of God try to live in the way God wants, following his commands and worshipping him. • They believe he promises to stay with them and Bible stories show how God keeps his promises.		

YEAR 4	**CREATION/FALL 2a.1** What do Christians learn from the Creation story? DIGGING DEEPER	**INCARNATION/ GOD 2a.3** What is the Trinity? *DIGGING DEEPER*	**GOSPEL 2a.4** What kind of a world did Jesus want? DIGGING DEEPER	**SALVATION 2a.5** Why do Christians call the day Jesus died 'Good Friday'? *DIGGING DEEPER*	**KINGDOM OF GOD 2a.6** When Jesus left, what was the impact of Pentecost DIGGING DEEPER **COMMUNITY COHESION (BAS)**	**PEOPLE OF GOD 2a.2** What is it like to follow God? DIGGING DEEPER	Autumn: The Miracles of Jesus Spring: Prodigal Son Summer: Sower and the Seeds	**Christianity, Judaism, Sikhism**
Y4 Outcomes by the end of this unit, pupils are expected to be able to:	Place the concepts of God, Creation and the Fall on a timeline of the Bible's 'Big Story'. Offer suggestions about what the story of Adam and Eve might show about human nature and how to act. Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness. Make links between what stories in the Bible say about human beings, and pupils' own ideas about how people should behave.	Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels. Offer suggestions for what texts about God might mean. Give examples of what the texts studied mean to some Christians. Describe how Christians show their beliefs about God the Trinity in the way they live. Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly	List two distinguishing features of a parable. Make clear links between the story of the Good Samaritan and the idea of the Gospel as 'good news'. Offer some ideas about the meaning of the Good Samaritan story to Christians. Make simple links between the Good Samaritan story and the importance of charity in Christian life. Give some examples of how Christians act to show that they are following Jesus. Make links between some of Jesus' teachings about how to live, and life in the world today, expressing some ideas of their own clearly.	Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean. Give examples of what the texts studied mean to some Christians. Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus. Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.	Order concepts within a timeline of the Bible's 'big story'. List two distinguishing features of a narrative and a letter as different types of biblical text. Offer suggestions about what the texts studied (I Corinthians 12 and Galatians 5) might mean, and give examples of what the texts studied mean to some Christians. Make simple links between the idea of the Church as a body, the fruit of the Spirit, and the Kingdom of God, and how Christians live in their whole lives and in their church communities. Describe how Christians show their belief about the Holy Spirit in worship and in the way they live. Raise questions and suggest answers about how far the ideas about Church as a body and the fruit of the Spirit might make a difference to how pupils think and live. Make links between fellowship and fruit of the Spirit and life in the world today, expressing some ideas of their own clearly. Pupils learn to describe what difference believing makes in some religions, and to describe their own beliefs, linking them to religious ones. Pupils describe some of the ways a religion is expressed and the impact the faith has on community life. They link the ideas to their own lives	Make clear links between the story of Abraham and the concept of faith. Make simple links between People of God and how some Christians choose to live in their whole lives and in their church communities. Suggest answers about how far ideas of covenant, promises and following God might make a difference in the world today.		

Y4 Knowledge Building Blocks Pupils will know that:	The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). • This means that humans cannot get close to God without God's help. • The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. • Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.	Christians believe God is Trinity: Father, Son and Holy Spirit. • Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Jesus, the Son of God, is seen by Christians as revealing what God the Father is like. • Understanding God is challenging; people spend their whole lives learning more and more about God. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. • Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people. • Christians try to be like Jesus — they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.	Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection.	Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now. ('Your kingdom come, your will be done on earth as it is in heaven'). Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him. Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.	The Old Testament tells the story of a particular group of people, the children of Israel, known as the People of God — and their relationship with God. • The People of God try to live in the way God wants, following his commands and worshipping him. • They believe he promises to stay with them and Bible stories show how God keeps his promises. • The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God, and to attract all other nations to worshipping God. • Christians believe that, through Jesus, all people can become the People of God.		

YEAR 5	**GOD 2b.1** What does it mean if God is loving and holy? CORE LEARNING	**INCARNATION 2b.4** Was Jesus the Messiah? CORE LEARNING	**PEOPLE OF GOD 2b.3** How can following God bring freedom and justice? CORE LEARNING	**SALVATION 2b.6** What did Jesus do to save human beings? CORE LEARNING	**KINGDOM OF GOD 2b.8** What kind of king is Jesus? CORE LEARNING	**CREATION/FALL 2b.2** Creation and science: conflicting or complementary? in the wider context of 'Big Questions' CORE LEARNING **LIVES OF SIGNIFICANT PEOPLE OF FAITH (BAS)**	Autumn: Abraham and Sarah Spring: Story of Joseph Summer: Lost Coin	**Christianity, Islam, Buddhism**
Y5 Outcomes by the end of this unit, pupils are expected to be able to:	Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.	Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.	Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts. Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. Show how Christians put their beliefs into practice. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today	Explain connections between biblical texts and the concept of the Kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.	Outline the importance of Creation on the timeline of the 'big story' of the Bible. Identify what type of text some Christians say Genesis 1 is, and its purpose. Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go together. Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account. Pupils describe the lives and teachings of some great leaders, and make links between their beliefs, the religions they contributed to and themselves		

Y5 Knowledge Building Blocks Pupils will know that:	Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace. • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information.	Jesus was Jewish. • Christians believe Jesus is God in the flesh. • They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour (See Salvation).	The Old Testament pieces together the story of the People of God. • The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. • Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.	Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. • The Gospels give accounts of Jesus' death and resurrection. • The New Testament says that Jesus' death was somehow 'for us'. • Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light. • Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). • Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.	Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. • The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. • Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.	There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. • These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? • There are many scientists throughout history and now who are Christians. • The discoveries of science make Christians wonder even more about the power and majesty of the Creator.		

YEAR 6	**GOD 2b.1** What does it mean if God is loving and holy?	**CREATION/FALL 2b.2** Creation and science: conflicting or complementary? in the wider context of 'Big Questions'	**PEOPLE OF GOD 2b.3** What is it like to follow God?	**SALVATION 2b.7** What difference does the resurrection make for Christians?	**KINGDOM OF GOD 2b.8** What kind of king is Jesus?	**INCARNATION 2b.4** Was Jesus the Messiah? **LIFE AND UNIVERSE (BAS)**	Autumn: Conversion of Paul Spring: The Rich Fool Summer: The Wedding Feast	**Christianity, Islam, Buddhism**
Y6 Outcomes by the end of this unit, pupils are expected to be able to:	Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied about God and how Christians put these beliefs into practice; for example, through calling for justice, promoting forgiveness and so on. Show how Christians put their beliefs about God into practice in worship: for example, through confession. Weigh up how biblical ideas about love, holiness or forgiveness relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.	Identify the type of text that Psalm 8 is, and its purpose. Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation. Make clear connections between Psalm 8 and some ways Christians respond to God as Creator. Show understanding of why some Christians find science and faith compatible. Respond to the idea that humans have great responsibility for the Earth. Weigh up how well humans are responding to this responsibility, taking into account religious and nonreligious viewpoints.	Explain connections between biblical texts and the idea of God's covenant with his people, using theological terms. Identify examples of Law texts and suggest how believers might interpret them. Show how Christians put their beliefs about living as the People of God into practice in different ways; for example, through the Five Marks of Mission, in community and individually. Weigh up how Christian ideas about justice relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.	Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. Show how Christians put their beliefs into practice in different ways. Explain why some people find belief in the Resurrection makes sense and inspires them. Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today	Explain connections between biblical texts and the concept of the Kingdom of God — where God rules in human lives. Consider possible meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice, for example through receiving and practising forgiveness. Identify ideas arising from their study of the Kingdom of God and comment on how far these are helpful or inspiring for the world today, justifying their responses.	Explain connections between biblical texts and the idea of Jesus as Messiah, using theological terms. Make clear connections between the texts and what Christians believe about Jesus as Messiah; for example, how they celebrate Palm Sunday. Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world. Weigh up how far the world needs a Messiah, expressing their own insights. Pupils describe some puzzling questions about God and humanity, and some answers from different viewpoints. They suggest answers of their own		

Y6 Knowledge Building Blocks Pupils will know that:	Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace. • Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love.	There are many scientists through history and now who are Christians. • The discoveries of science make Christians wonder even more about the power and majesty of the Creator. Creation reveals something about the nature of God — for example, power, creativity, concern for life — and reminds humans of their place as dependent upon the Creator.	The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. • The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt. • Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. • Christians see the Christian church as the People of God, and try to live in a way that attracts others to God; for example, as salt and light in the world.	Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. • The Gospels give accounts of Jesus' death and resurrection. • Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. • This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).	Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. • The parables suggest that there will be a future kingdom, where God's reign will be complete. • Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world (for example, by practising forgiveness).	The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. • The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt. • Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. • Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example, as salt and light in the world.		

Key Questions Asked as Part of Barnsley Agreed Syllabus (BAS)

Why are these words special? Why are some places special? How can faith contribute to community cohesion? Why are some times special? What can be learnt from the lives of significant people of faith? How do I and others feel about life and the universe around us?

KS1 & KS2 RE - Long Term Map LEARNING THROUGH FAITH (2nd Cycle)								
TERM	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**Bible Stories**	**Faiths to be Studied**
YEAR 1	**GOD 1.1** What do Christians believe that God is like? CORE LEARNING	**INCARNATION 1.3** Why does Christmas matter to Christians? *CORE LEARNING*	**GOSPEL 1.4** What is the good news that Jesus brings? *CORE LEARNING*	**SALVATION 1.5** Why does Easter matter to Christians? *CORE LEARNING*	**SPECIAL TIMES (BAS)**	**SPECIAL WORDS (BAS)**	**Autumn: Jonah and the big fish/whale** **Spring: The Wise Man and the Foolish Man** **Summer: Zacchaeus the Tax Collector**	**Christianity, Islam, Hinduism**
Y1 Outcomes by the end of this unit, pupils are expected to be able to:	Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians. Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.	Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. Recognise that stories of Jesus' life come from the Gospels. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Decide what they personally have to be thankful for at Christmas time.	Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave. Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.	Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.	Pupils learn to name celebrations and festivals that are special to each religion, and to themselves	Pupils learn to name some holy books and talk about the stories from them that they have heard		

Y1 Knowledge Building Blocks Pupils will know that:	• Christians believe in God, and that they find out about God in the Bible. • Christians believe God is loving, kind, fair and forgiving, and also Lord and King. • Some stories show these Christian beliefs. • Christians worship God and try to live in ways that please him.	Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.	Christians believe Jesus brings good news for all people. • For Christians, this good news includes being loved by God, and being forgiven for bad things. • Christians believe Jesus is a friend to the poor and friendless. • Christians believe Jesus' teachings make people think hard about how to live and show them the right way.	Easter is very important in the 'big story' of the Bible. • Christians believe Jesus rose again, giving				

YEAR 2	CREATION 1.2 Who made the world? DIGGING DEEPER	INCARNATION 1.3 Why does Christmas matter to Christians? *DIGGING DEEPER*	GOSPEL 1.4 What is the good news that Jesus brings? *DIGGING DEEPER*	SALVATION 1.5 Why does Easter matter to Christians? *DIGGING DEEPER*	SPECIAL WORDS (BAS)	SPECIAL PLACES (BAS)	**Autumn: The Flowers of the Field** **Spring: Lost Sheep** **Summer: David and Goliath**	**Christianity, Islam, Hinduism**
Y2 Outcomes by the end of this unit, pupils are expected to be able to:	Retell the story of creation from Genesis 1:1–2:3 simply. Say what the story tells Christians about God, creation and the world. Give at least two examples of what Christians do to look after the world for God. Think, talk and ask questions about living in an amazing world.	Recognise that Incarnation is part of the 'Big Story' of the Bible. Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'. Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth. Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.	Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful. Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts. Describe how Christians show their beliefs: for example, thanking God in prayer. Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives. Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, e	Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible. Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship. Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.	Pupils learn to name some holy books and talk about the stories from them that they have heard	Pupils learn about places of worship, what they are like and how special they are, and about objects and artefacts associated with them. Pupils find out about some places where religious people love to go and remember – and think of their own favourite places		

Y2 Knowledge Building Blocks Pupils will know that:	God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human beings. • Humans should care for the world because it belongs to God.	• Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.	Christians believe Jesus brings good news for all people. • For Christians, this good news includes being loved by God, and being forgiven for bad things. • Christians believe Jesus is a friend to the poor and friendless. • Christians believe Jesus' teachings make people think hard about how to live and show them the right way	Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. • Christians believe Jesus builds a bridge between God and humans. • Christians believe Jesus rose again, giving people hope of a new life.				

YEAR 3	**PEOPLE OF GOD 2a.2** What is it like to follow God? CORE LEARNING	**INCARNATION/GOD 2a.3** What is the Trinity? *CORE LEARNING*	**GOSPEL 2a.4** What kind of a world did Jesus want? CORE LEARNING	**SALVATION 2a.5** Why do Christians call the day Jesus died 'Good Friday'? *CORE LEARNING*	**KINGDOM OF GOD 2a.6** When Jesus left, what was the impact of Pentecost CORE LEARNING	**SPECIAL TIMES (BAS)**	**Autumn: Loaves and Fishes** **Spring: Daniel and the Lion's Den** **Summer: Story of Moses**	**Christianity, Judaism, Sikhism**
Y3 Outcomes by the end of this unit, pupils are expected to be able to:	Make clear links between the story of Noah and the idea of covenant. Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. Make links between the story of Noah and how we live in school and the wider world.	Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.	Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. Make simple links between Bible texts and the concept of 'Gospel' (good news). Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.	Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly	Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. Offer suggestions about what the description of Pentecost in Acts 2 might mean. Give examples of what Pentecost means to some Christians now. Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.	Pupils learn to describe religious artefacts, festivals and practices, linking them to special times they have studied		

Y3 Knowledge Building Blocks Pupils will know that:	The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God. • The People of God try to live in the way God wants, following his commands and worshipping him. • They believe he promises to stay with them and Bible stories show how God keeps his promises.	Christians believe God is Trinity: Father, Son and Holy Spirit. • Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. • Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. • Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today,	Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. • Jesus shows love and forgiveness to unlikely people. • Christians try to be like Jesus — they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.	Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection.	Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven'). Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. Christians celebrate Pentecost as the beginning of the Church.			

YEAR 4	CREATION/FALL 2a.1 What do Christians learn from the Creation story? DIGGING DEEPER	INCARNATION/ GOD 2a.3 What is the Trinity? *DIGGING DEEPER*	GOSPEL 2a.4 What kind of a world did Jesus want? DIGGING DEEPER	SALVATION 2a.5 Why do Christians call the day Jesus died 'Good Friday'? *DIGGING DEEPER*	KINGDOM OF GOD 2a.6 When Jesus left, what was the impact of Pentecost DIGGING DEEPER	COMMUNITY COHESION (BAS)	**Autumn: The Miracles of Jesus** **Spring: Prodigal Son** **Summer: Sower**	**Christianity, Judaism, Sikhism**
Y4 Outcomes by the end of this unit, pupils are expected to be able to:	Place the concepts of God, Creation and the Fall on a timeline of the Bible's 'Big Story'. Offer suggestions about what the story of Adam and Eve might show about human nature and how to act. Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness. Make links between what stories in the Bible say about human beings, and pupils' own ideas about how people should behave.	Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels. Offer suggestions for what texts about God might mean. Give examples of what the texts studied mean to some Christians. Describe how Christians show their beliefs about God the Trinity in the way they live. Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly	List two distinguishing features of a parable. Make clear links between the story of the Good Samaritan and the idea of the Gospel as 'good news'. Offer some ideas about the meaning of the Good Samaritan story to Christians. Make simple links between the Good Samaritan story and the importance of charity in Christian life. Give some examples of how Christians act to show that they are following Jesus. Make links between some of Jesus' teachings about how to live, and life in the world today, expressing some ideas of their own clearly.	Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean. Give examples of what the texts studied mean to some Christians. Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus. Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.	Order concepts within a timeline of the Bible's 'big story'. List two distinguishing features of a narrative and a letter as different types of biblical text. Offer suggestions about what the texts studied (I Corinthians 12 and Galatians 5) might mean, and give examples of what the texts studied mean to some Christians. Make simple links between the idea of the Church as a body, the fruit of the Spirit, and the Kingdom of God, and how Christians live in their whole lives and in their church communities. Describe how Christians show their belief about the Holy Spirit in worship and in the way they live. Raise questions and suggest answers about how far the ideas about Church as a body and the fruit of the Spirit might make a difference to how pupils think and live. Make links between fellowship and fruit of the Spirit and life in the world today, expressing some ideas of their own clearly.	Pupils learn to describe what difference believing makes in some religions, and to describe their own beliefs, linking them to religious ones. Pupils describe some of the ways a religion is expressed and the impact the faith has on community life. They link the ideas to their own lives		

Y4 Knowledge Building Blocks Pupils will know that:	The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). • This means that humans cannot get close to God without God's help. • The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. • Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.	Christians believe God is Trinity: Father, Son and Holy Spirit. • Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Jesus, the Son of God, is seen by Christians as revealing what God the Father is like. • Understanding God is challenging; people spend their whole lives learning more and more about God. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. • Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people. • Christians try to be like Jesus — they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.	Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection.	Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now. ('Your kingdom come, your will be done on earth as it is in heaven'). Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him. Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.			

YEAR 5	**GOD 2b.1** What does it mean if God is loving and holy? CORE LEARNING	**INCARNATION 2b.4** Was Jesus the Messiah? CORE LEARNING	**PEOPLE OF GOD 2b.3** How can following God bring freedom and justice? CORE LEARNING	**SALVATION 2b.6** What did Jesus do to save human beings? CORE LEARNING	**KINGDOM OF GOD 2b.8** What kind of king is Jesus? CORE LEARNING	**GOSPEL 2b.5** What would Jesus do? CORE LEARNING **LIVES OF SIGNIFICANT PEOPLE OF FAITH (BAS)**	**Autumn: Abraham and Sarah** **Spring: The Rich Fool** **Summer: Lost Coin**	**Christianity, Islam Buddhism**
Y5 Outcomes by the end of this unit, pupils are expected to be able to:	Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.	Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.	Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts. Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. Show how Christians put their beliefs into practice. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today	Explain connections between biblical texts and the concept of the Kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.	Identify features of Gospel texts (for example, teachings, parable, narrative). Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own. Pupils describe the lives and teachings of some great leaders, and make links between their beliefs, the religions they contributed to and themselves		

Y5 Knowledge Building Blocks Pupils will know that:	Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace. • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information.	Jesus was Jewish. • Christians believe Jesus is God in the flesh. • They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour (See Salvation).	The Old Testament pieces together the story of the People of God. • The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. • Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.	Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. • The Gospels give accounts of Jesus' death and resurrection. • The New Testament says that Jesus' death was somehow 'for us'. • Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light. • Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). • Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.	Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. • The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. • Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.	The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. • Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. • Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community		

YEAR 6	CREATION/FALL 2b.2 Creation and science: conflicting or complementary? in the wider context of 'Big Questions' DIGGING DEEPER	GOSPEL 2b.5 What would Jesus do?	PEOPLE OF GOD 2b.3 How can following God bring freedom and justice	SALVATION 2b.7 What difference does the resurrection make for Christians?	KINGDOM OF GOD 2b.8 What kind of king is Jesus?	INCARNATION 2b.4 Was Jesus the Messiah? LIFE AND UNIVERSE (BAS) DIGGING DEEPER	Autumn: Conversion of Paul Spring: Story of Joseph Summer: The Wedding Feast	Christianity, Islam, Buddhism
Y6 Outcomes by the end of this unit, pupils are expected to be able to:	Identify the type of text that Psalm 8 is, and its purpose. Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation. Make clear connections between Psalm 8 and some ways Christians respond to God as Creator. Show understanding of why some Christians find science and faith compatible. Respond to the idea that humans have great responsibility for the Earth. Weigh up how well humans are responding to this responsibility, taking into account religious and nonreligious viewpoints.	Identify features of Gospel texts (for example, teachings, parable, narrative). Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. Make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives. Relate Gospel ideas, teachings or beliefs (for example, about trust, forgiveness or justice) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.	Explain connections between biblical texts and the idea of God's covenant with his people, using theological terms. Identify examples of Law texts and suggest how believers might interpret them. Show how Christians put their beliefs about living as the People of God into practice in different ways; for example, through the Five Marks of Mission, in community and individually. Weigh up how Christian ideas about justice relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.	Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. Show how Christians put their beliefs into practice in different ways. Explain why some people find belief in the Resurrection makes sense and inspires them. Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today	Explain connections between biblical texts and the concept of the Kingdom of God — where God rules in human lives. Consider possible meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice, for example through receiving and practising forgiveness. Identify ideas arising from their study of the Kingdom of God and comment on how far these are helpful or inspiring for the world today, justifying their responses.	Explain connections between biblical texts and the idea of Jesus as Messiah, using theological terms. Make clear connections between the texts and what Christians believe about Jesus as Messiah; for example, how they celebrate Palm Sunday. Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world. Weigh up how far the world needs a Messiah, expressing their own insights. Pupils describe some puzzling questions about God and humanity, and some answers from different viewpoints. They suggest answers of their own		

Y6 Knowledge Building Blocks Pupils will know that:	There are many scientists through history and now who are Christians. • The discoveries of science make Christians wonder even more about the power and majesty of the Creator.	Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. • Jesus' good news transforms lives now, but also points towards a restored, transformed life in the future (See Salvation and Kingdom of God). • Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.	The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. • The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt. • Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. • Christians see the Christian church as the People of God, and try to live in a way that attracts others to God; for example, as salt and light in the world.	Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. • The Gospels give accounts of Jesus' death and resurrection. • Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. • This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).	Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. • The parables suggest that there will be a future kingdom, where God's reign will be complete. • Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world (for example, by practising forgiveness).	The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. • The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt. • Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. • Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example, as salt and light in the world.		
Key Questions Asked as Part of Barnsley Agreed Syllabus (BAS) Why are these words special? Why are some places special? How can faith contribute to community cohesion? Why are some times special? What can be learnt from the lives of significant people of faith? How do I and others feel about life and the universe around us?								

Christian Themes

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Christian Values (Alternate Years)	TRUST/ KOINONIA	PEACE/ HOPE	HUMILITY/ FRIENDSHIP	FORGIVENESS/ ENDURANCE	SERVICE/ COMPASSION	JUSTICE/ THANKFULNESS

Visits

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year Group/ Location	St Paul's Church, Brierley Methodist Church	St. Luke's Church, Grimethorpe	Wakefield Cathedral	Sheffield/Leeds Cathedral	Sheffield Mosque	Monastery

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Curriculum Intent: English

Reading

We believe that reading is at the centre of learning. We base our reading on well-known authors and children are given the time to immerse themselves in stories.

Our Reading Curriculum Pathway (S Plan) identifies the core texts that are studied in each year group throughout the year. With reading being an important part of our curriculum and an integral part of all of our lessons, we ensure we use a structured approach to it. Our reading sessions are based around the 'reading to learn' approach with age appropriate questions and opportunities for discussion.

We teach reading through: Phonics and Early Reading, Independent Reading, Reading for Pleasure, Whole Class Reading/Echo Reading and Comprehension lessons.

Early Reading

We ensure that early language development is key to opening up a whole new world of vocabulary, provide age-appropriate phonics provision and promote a love of reading by immersing children in books and bring reading to life

Pupils are taught phonics using the Read Write Inc (R.W.I.) programme. Pupils work within ability groups which are defined by their performance on R.W.I. phonic assessments. Pupils are re-assessed every 5 weeks and the groups are reorganised accordingly. Our Reading lead ensures that specific sounds are planned for all staff delivering phonics and by using the teacher's handbooks, attending meetings and having regular check-ins on sessions, set routines are followed which ensure consistency and continuity in learning.

Delivery of Phonics

Initial sounds are taught in a specific order.

Sounds taught are 'pure' ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.

Children are introduced to 'Fred' frog who is used to help children with spelling words. Children are taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling with 'Fred Fingers'.

Set 2 sounds are taught after Set 1 (initial sounds).

Letter names are introduced with Set 3.

Assessment and Recording

Children are assessed throughout every RWI lesson. Every time partner work is used the teacher assesses the progress of the children. The teacher assesses how children: read the grapheme chart, read the green and red word lists, decode the ditty/story and comprehend the story.

Each group leader identifies pupils that need extra reinforcement of a particular element that has been covered and they are supported by 'Pinny time' after the session so that they keep up.

Children read a phonetically decodable book based on their current phonic level which is carefully assessed and monitored by the phonic leader and using AFL by specific group teachers. These books are used for individual reading with an adult and reading at home. The children then progress through the RWI levels.

Monitoring and Review of Early Reading

Our Reading lead organises the assessment and tracking of all pupils accessing phonics and designates pupils to the correct groups, assigns leaders to groups, 'drops in' on R.W.I. groups to give advice and to informally check that pupils are in the correct groups. Where necessary our Reading lead models lessons, directs staff to the appropriate teaching spaces and is responsible for reporting to the governors about the quality of the implementation of R.W.I. and the impact on standards.

Bridging the gap

Once children have read the Grey RWI books (fiction and non-fiction), we ensure their reading fluency (accuracy, automaticity and prosody) is secure before moving onto our Accelerated Reader Programme. Children access a range of books that support reading fluency and build up their reading stamina as appropriate.

Accelerated Reader Programme

Once children have successfully completed the RWI scheme, have accessed a range of books to develop fluency and are achieving Age Expected reading levels, they will be base lined using the Accelerated Reader Programme. This baseline will ensure that each child is given a book that is specific to their level of reading and understanding. Accelerated Reader will also assess reading ages so that this can be closely monitored throughout school.

How Accelerated Reader works

Once the baseline assessment has been completed, the children will be assigned a ZPD code and signposted to the appropriate books for selection. This ensures the children are reading within their correct level for support and challenge. Once each the child has finished reading the book, they will complete an online test that will assess their progress in word recognition, fluency and understanding. If the child achieves 80% or more, they are able to select a new book within their ZPD code or move up if deemed appropriate. Accelerated Reader encourages children to earn points and rewards for completion of these online tests and other interactive comprehension based quizzes.

Independent Reading

Pupils are tested regularly to assess their reading age, ensuring that pupils are reading the most appropriate books. Reluctant readers, or those pupils who struggle with reading are heard reading every day to ensure that they make expected progress. Each Key Stage within the school focuses on age appropriate skills and uses a range of strategies and interventions to support the pupils. In EYFS, reading is taught through shared reading, using large print books and picture books. Pupils are taught the process of reading; learning that words and pictures have meaning. Through a range of practical activities children learn familiar stories. Using the Read, Write Inc phonics programme our pupils are taught the initial sounds and develop blending skills.

In Key Stage 1, we use Read, Write Inc for our phonics programme. Phonic awareness helps the development of reading by segmenting and blending sounds/Fred talking. As they progress though the RWI scheme, the children then move onto the Accelerated Reader programme until they leave us in Year 6.

Children read with adults (teachers, support staff, SMSA's and parent volunteers) on a regular basis and are supported in their next steps in reading.

Reading for pleasure

Our pupils are encouraged to read for pleasure and to read widely. During this time, pupils explore a book of their choice, developing their reading skills and links to their own experiences. Children are able to change their books regularly. In EYFS and Y1 a love of reading is instilled through shared reading, using large print books and picture books. Pupils learn that words and pictures have meaning through a range of practical activities and familiar stories. Pupils are encouraged to explore sequences in stories and how to make simple predictions. Children also benefit from shared reading sessions with their class teacher each day, during which they hear reading being modelled using lively intonation and expression.

Each classroom has a reading corner and children are able to choose a book from it that they may read for pleasure. Within the reading corner, there are a range of genres to support and enable children to read a range of different texts. The school library is available for children to use as a reference tool for supporting their learning in the curriculum. D.E.A.R. sessions where children 'Drop Everything And Read' are one way in which our children develop their pleasure in reading and sharing a wide range of texts. Our reading shelters in the KS1/KS2 playgrounds and areas created around shared spaces enhance our love of reading at Brierley.

Whole Class Reading

Reading is taught through a shared echo-reading approach using age appropriate class text carefully selected to enthuse the children and expose them to a sophisticated range of language and vocabulary. Pupils are encouraged to explore vocabulary, prediction, sequencing, making inferences and retrieving information in their independent and core reading texts. During whole class reading we encourage children to orally talk through their answers and ensure it is the best they can give. Each year group has a minimum of 3 core books each academic year, supplemented and enhanced by other text types such as poetry and non-fiction. Children read widely and for pleasure immersing themselves in different authors and text types throughout the year. Children also have the opportunity to explore a wide range of fiction and non-fiction texts in their foundation lessons, which are based around age appropriate texts linked to the topic being studied.

Discrete Comprehension Lessons

Ultimately, our goal of teaching reading is to enable children to comprehend written texts. We teach lessons which focus on developing pupils' level of understanding of the text, through discussion, written and oral tasks; and the exploration of new vocabulary. Pupils are taught to retrieve, infer, predict, summarise, analyse and evaluate a whole class text. We use the VIPERS approach to aid the recall of the 6 reading domains and they are the key areas which we feel children need to know and understand in order to improve their comprehension of texts. The texts that teachers use for comprehension lessons are linked, as much as possible, to the topics being studied in class. For example, Year 1 study My Body in science and comprehension tasks can be linked to the study of the human body to support subject knowledge and reading comprehension skills. To supplement and enhance the reading curriculum, we link both fiction and non-fiction comprehension texts in order to provide a context for children's reading, build subject knowledge and immerse them in a variety of text types. In turn, this supports their understanding of the text and allow them to answer questions with increased independence and skills.

Our children will be able to: read fluently**,** retrieve, infer, predict, summarise, analyse and evaluate texts from a wide range of genres. By the time our children leave us at Year 6, they will be confident readers ready to move in to secondary school with skills to articulate what they have learnt and how they feel about a text.

Reading Attainment

Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. Teachers read with children, hearing them read individually, in pairs or groups and discussing answers. Children are assessed based on National Curriculum expectations and how they are performing relating to the specific content domain.

RWI and Accelerated Reader assessments take place regularly to monitor the progress within each Key Stage. Baseline assessments including the Salford reading test, will take place in the first week of term, or as soon as a child starts at Brierley. Each term, classes will carry out formative assessment - NFER Tests – Years 1, 3, 4 and 5. SATs will be taken in Year 2 and 6 on a half termly basis.

Formative assessment is ongoing throughout each lesson. It judges progress and enables the teacher to make flexible adaptations to their planned teaching.

Effective formative assessment, daily marking and feedback and adult interaction within lessons is firmly embedded into our approach to teaching and learning of reading. All children are supported to develop, progress and move their learning forward through support, questioning and feedback. Children demonstrate the impact this has on improving their learning through editing and response. Reading is assessed by teachers who use Insight for their year groups to allocate a level for each child.

	Autumn	Spring	Summer
Year Group			
Year 1	**Autumn 1** **Reading** Uses picture clues to deepen understanding. Uses picture clues to support understanding Recognises and joins in with predictable phrases. Participate in discussion about what is read to them, taking turns and listening to what others say. **Early Reading and Phonics** Applies phonic knowledge and skills as the route to decode words. ay, ee, igh, ow, oo, oo, ar, or, air, ir, ay: spray play day way may say ee: see three been green seen sleep ow: blow snow slow know flow glow oo: too zoo mood pool stool moon spoon oo: took look shook cook foot book ar: car bar star park smart start sharp spark or: sort short worn horse sport snort fork air: fair stair hair lair chair ir: girl bird third whirl twirl dirt all, my, the, like, I've, want, you, call, we, be, no, her, are, of, me, said, he, she, to, washing, some, be, there, so **Autumn 2**	**Spring 1** **Reading** Drawing on what they already know or on background information and vocabulary provided by the teacher. Uses the context to make informed guesses about the meaning of unfamiliar words. Identifies and discusses the meaning of unfamiliar words with others, Explain clearly their understanding of what is read to them. **Early Reading and Phonics** Reads 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. ur, er, ow, ai, oa, ow, ew, ire, ear, ur: burn turn burp hurl slurp hurt er: over better never after supper letter ai: paid snail tail drain chain train oa: oak toad road toast loaf coat ow: how howl down gown brown town ew: new flew crew drew blew grew ire: fire hire wire bonfire inspire ear: ear hear dear fear year near what, they, do, said, you, the, me, be, want, my, go, he, no, old, are, we, so, was, be, of, all, she, her **Spring 2**	**Summer 1** **Reading** Discussing word meanings, linking new meanings to those already known. Knows that stories can have similar patterns or events. Makes links with other stories. Make links with characters in other stories. Answers retrieval questions about a book. Learns to appreciate rhymes and poems, and to recite some by heart. **Early Reading and Phonics** Responds speedily with the correct sound to the graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s). Re-read books to build up their fluency and confidence in word reading. Continue to segment and blend sounds to read/write words from Set 1, Set 2 and Set 3. one, saw, her, to, go, the, all, was, some, she, be, he, they, watch, watches, me, said, my, want, you, school, are, of, small, do, by, wall, there, what, no, so, your, who, tall, call, brother, I'm, I've, their, any, fall, were **Summer 2**

	Reading Discusses the significance of the title and events. Identifies the characters in a story. Can say why a character has a feeling. Recognises the characters feelings. Becomes very familiar with key stories, fairy tales and traditional tales. **Early Reading and Phonics** Reads accurately for blending sounds in unfamiliar words containing GPCs that have been taught. Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. ou, oy, ea, oi, a-e, i-e, o-e, u-e, aw, are, ou: out shout loud mouth round found oy: toy boy enjoy joy loyal ea: tea clean dream seat scream please oi: join coin choice voice noise a-e: cake make bake name same late date i-e: line nice smile wide hide like mine o-e: home hope ose spoke note rope stole u-e: tune rude June huge dude mule	**Reading** Makes predictions based on the events in the story. Knows that stories can have similar characters. Gives an opinion about a character. Predicts what might happen on the basis of what has been read so far. **Early Reading and Phonics** Reads 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. ure, tion, tious/cious, e ure: picture mixture creature future adventure tion: celebration conversation tradition attention congratulation tious/cious: delicious suspicious vicious precious scrumptious ferocious e: he, me, we, she,	**Reading** They make links to what they read or hear read to their own experiences, other stories and characters. Children can say whether or not they like a story, who their favourite character is and explain why. Making inferences on the basis of what is being said and done. Retells key stories, fairy tales and traditional tales, and considers their particular characteristics.
Year 2	**Autumn 1**	**Spring 1**	**Summer 1**

	Reading Drawing on what they already know or on background information and vocabulary provided by the teacher. Knows that there is a range of decoding strategies. Children listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently. They use pictures to help support this skill. Discusses their favourite words and phrases. Children begin to find the meaning of new words using the context of the sentence. Understands what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words. Explains what has happened so far in what he/she has read. **Early Reading and Phonics** Continue to apply phonic knowledge and skills as the route to decode until automatic decoding has become embedded and reading is fluent. should, were, there, call, want, come, one, through, many, could, are, other, was, two, who, you, said, your, what, **Autumn 2**	**Reading** Children can find and copy words and phrases to describe characters, setting and mood. Discusses the sequence of events in books and how items of information are related. Answers and asks questions. Being introduced to non-fiction books that are structured in different ways. Discusses and clarifying the meanings of words, linking new meanings to known vocabulary. Understands what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech. **Early Reading and Phonics** On-going throughout the year - All Y2 common exception words for reading and spelling Read words containing common suffixes. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. **Spring 2**	**Reading** Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Children make inferences about characters' feelings using what they say and do to infer basic points and begin, with support to pick up on more subtle references. **Early Reading and Phonics** On-going throughout the year - All Y2 common exception words for reading and spelling **Summer 2**

	Reading With support, children explain their reasons for story and character preferences and make suggestions for improving a text. Children can explain their understanding of simple questions about what they have just read. Children retell and order events from the text. Knows what the inference - 'reading between the lines' – means. Makes inferences on the basis of what is being said and done. Discusses the sequence of events in books and how items of information are related. Understands and recognises simple recurring literary language in stories and poetry. Discusses and clarifying the meanings of words, linking new meanings to known vocabulary. Children make plausible predictions about what might happen on the basis of what has been read so far. **Early Reading and Phonics** 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 aloud books closely matched to their improving phonic knowledge. school, mother, to, they, father, watch, anyone, whole, water, great, brother, above, where, here, someone, another, walk, what, small, any, here, son, would	**Reading** Children independently find the meaning of new words using substitution within a sentence. Children make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them. Children are able to use their growing vocabulary to suggest synonyms for words. Children begin to learn the skill of 'skim and scan' to retrieve details. **Early Reading and Phonics** On-going throughout the year - All Y2 common exception words for reading and spelling 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.	**Reading** Children generate literacy recall questions of their own, which go with the text they are reading before, during and after reading. Children can use their own question words and begin to be able to change their questions as they progress through the text. Children can begin to make links to their own experiences, other stories and characters. **Early Reading and Phonics** On-going throughout the year - All Y2 common exception words for reading and spelling

Year 3	**Autumn 1** **Reading** Understands what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words. Understands what he/she reads independently by asking questions to improve his/her understanding of a text. Identifies how language, structure and presentation contribute to meaning. Retrieve and record information from non-fiction. Discusses words and phrases that capture the reader's interests and imagination. Identifies main ideas drawn from more than one paragraph and summarising these. **Autumn 2** **Reading** Children use relevant prior knowledge to make predictions and justify them. Children are able to describe which section of the text was the most interesting/exciting and explain their choice making links to prior reading. Children use the skill of 'skim and scan' to retrieve details quickly. Children begin to distinguish between the important and less important information in a text. They are able to give a brief verbal summary of texts that they are familiar with. Children can infer characters' feelings, thoughts and motives from their stated actions. Understands what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech. Children begin to find the meaning of new words using substitution within a sentence.	**Spring 1** **Reading** Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Identifies themes and conventions in a wide range of books. Listens to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Asks questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. **Spring 2** **Reading** Children are able to use their growing vocabulary to suggest synonyms for words. Children are taught the skill of using details from the text to form further predictions. Children can find and copy words and phrases to describe characters, setting and mood. Children begin to use quotations from the text. Reads books that are structured in different ways and reading for a range of purposes. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Children begin to justify their opinion by referencing a specific point in the text.	**Summer 1** **Reading** Uses dictionaries to check the meaning of words that they have read. Participate in discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say. Adapt own responses in the light of others' responses. Know that characters' actions can tell the reader about their thoughts, feelings and motives. Children generate a variety of questions – recall and inferential to help them understand the text further. Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. **Summer 2** **Reading** Understands what he/she reads independently by predicting what might happen from details stated and implied. Understands what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these. Children generate a variety of questions – recall and inferential to help them understand the text further. Recognising some different forms of poetry (for example, free verse, narrative poetry). Prepares poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Year 4	**Autumn 1** **Reading** Identifies main ideas drawn from more than one paragraph and summarising these. Identifies themes and conventions in a wide range of books. Identifies how language, structure and presentation contribute to meaning. Retrieve and record Participates in discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say. Understands what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context. Children link new words to other words they already know. Discusses words and phrases that capture the reader's interests and imagination.	**Spring 1** **Reading** Children generate questions – recall and inferential and questions about the deeper meaning of a text to help them understand the text further. Uses dictionaries to check the meaning of words that they have read. Reads books that are structured in different ways and reading for a range of purposes. Asks questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Increases their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Maintains positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words. Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. Understands and explains that a writer wants the reader to respond in a certain way. Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context and by discussing words and phrases that capture the reader's interest and imagination.	**Summer 1** **Reading** Retrieves and record information from non-fiction over a wide range of subjects Recognises some different forms of poetry (for example, free verse, narrative poetry). Understands what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials. Infer meaning using evidence from events, description and dialogue.

	Autumn 2 **Reading** Children find the meaning of new words using the context of the sentence. Children can infer characters' feelings, thoughts and motives from their stated actions. Understand what he/she reads independently by predicting what might happen from details stated and implied. Children are able to write a brief summary of main points, identifying and using important information. Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Retrieve and record information from non-fiction Children begin to recognise the author's use of language affects the readers understanding of character, setting, and mood. Children confidently skim and scan texts to record details, using relevant quotes to support their answers to questions.	**Spring 2** **Reading** They are beginning to understand the author's use of setting to influence the mood of a text. Children can identify changes in mood across a text. Understands what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these. Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Understands what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.	**Summer 2** **Reading** Children can the recognise structure and purpose and explain why a text is arranges in a particular way. Prepares poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Children generate a variety of questions – recall and inferential and questions about the deeper meaning of a text to help them understand the text further.

Year 5	**Autumn 1** **Reading** Summarises key information in sentences. Understand the difference between fact and opinion. Distinguish between statements of fact and opinion. Find examples of fact and opinion in texts and explain why one is fact and the other opinion. Understands what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text. Maintains positive attitudes to reading and understanding of what he/she reads by making comparisons within a book. Understands what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context. Asks questions to improve their understanding. Checks that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Reading books that are structured in different ways and reading for a range of purposes. Recommending books that they have read to their peers, giving reasons for their choices.	**Spring 1** **Reading** Use skimming and scanning to find the information needed. Make notes on the information needed. Organise notes and present information. Summarises key information from different parts of the text. Present an oral overview or summary of a text. Understand that a narrative can be told from different points of view-narrator, character. Identify the point of view in a narrative. Understand that the writer may have a viewpoint. Use meaning-seeking strategies to explore the meaning of words in context. Understands that inferences can be drawn from different parts of the text. Justifies inferences with evidence from the text. Understands what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied. Summarises the main ideas drawn from a text. Understands what he/she reads by asking questions to improve his/her understanding of complex texts Identifies how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	**Summer 1** **Reading** Explore how events are viewed from another perspective . Explain the writer's viewpoint with evidence from the text. Identify the writer's viewpoint, for example, how different characters are presented. Use meaning-seeking strategies to explore the meaning of idiomatic figurative language. Understand that inferences can be made by reading between and beyond the lines. Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. Explain how the context of a text reflects the reaction of the audience it was written for. Prepares poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume so that the meaning is clear to an audience.

	Autumn 2 **Reading** Children 'read around the word' and explore its meaning in the broader context of a section or paragraph. Children can infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. Predictions are supported by relevant evidence from the text. Children begin to explain how content is related and contributes to the meaning as a whole. Children are beginning to describe how the author's use of language affects the readers understanding of character, setting, and mood. Children confidently skim and scan, and use the skill of reading before and after to retrieve information. Retrieves, records and presents information from non-fiction. Continues to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Recommends books that they have read to their peers, giving reasons for their choices. Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	**Spring 2** **Reading** Children are beginning to describe and justify the author's choice of vocabulary and explain how it enhances meaning. Children use evidence from across larger sections of text. Identifying and discussing themes and conventions in and across a wide range of writing. Children begin to make connections between information across the text and include this information in their written summaries. Summarises main ideas from more than one paragraph, identifying key details that support the main ideas. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. Learns a wider range of poetry by heart.	**Summer 2** **Reading** Children are beginning to explain how information links and contributes to the overall experience of reading a text. Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. Adults model the use of critical thinking skills that take the discussion deeper and beyond the text. Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Participates in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text.

Year 6	**Autumn 1** **Reading** Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader. Distinguishes between statements of fact and opinion, retrieve, record and present information from non-fiction. Participates in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Summarises key information in sentences. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Use point, evidence and explanation (PEE) or answer it, prove it, explain it (APE) to respond to questions about texts. Children can infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. Children use evidence from across whole chapters or texts. Children summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. Recommending books that they have read to their peers, giving reasons for their choices.	**Spring 1** **Reading** Understand that a narrative can be told from different points of view-narrator, character. Identify the point of view in a narrative. Explore how events are viewed from another perspective. Identify the techniques used to create feelings, atmosphere, mood or messages. Can comment on how the writer's intent affects the reader. Asks questions to improve and deepen understanding. Know that the texts have different layers of meaning-between the lines and beyond the lines. Reading books that are structured in different ways and reading for a range of purposes. Identifies how language, structure and presentation contribute to meaning. Identifies and discusses themes and conventions in and across a wide range of writing. Makes comparisons within and across books. Understands what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration.	**Summer 1** **Reading** Know that points of view can also be implied. Identify implied points of view. Explain implied points of view, using evidence. Understand that the writer may have a viewpoint. Identify the writer's viewpoint, for example, how different characters are presented. Can explain the writer's viewpoint with evidence from the text and can explain the effect of the writer's viewpoint on the reader. Prepares poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume so that the meaning is clear to an audience. Continue to 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.

	Autumn 2 **Reading** Children are able to draw on the understanding of the morphology and etymology of language to support their understanding. Drawing such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predictions are supported by relevant evidence from the text. Predicts what might happen from details stated and implied. Children confirm and modify predictions as they read on. Children can explain how content is related and contributes to the meaning as a whole. Children confidently skim and scan, and use the skill of reading before and after to retrieve information. Continues to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. *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.* Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	**Spring 2** **Reading** Children are able to describe how the author's use of language affects the readers understanding of character, setting, and mood. They can describe and justify the author's choice of vocabulary and explain how it enhances meaning. Children use evidence from across whole chapters or texts. Children summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. Learns a wider range of poetry by heart.	**Summer 2** **Reading** Children are able to explain how the themes and patterns develop across a text. Children can explain how content is related and contributes to the meaning as a whole. Children can explain how information links and contributes to the overall experience of reading a text. Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. They ask their own critical thinking questions that take the discussion beyond the text.

Writing: Transcription Spelling	Year 1	Year 2	Year 3 / 4	Year 5 / 6
Phonics and Spelling Rules	To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds which they represent. To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonically plausible way, even if sometimes incorrect. **To apply Y1 spelling rules and guidance*, which includes:** the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions; the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); dividing words into syllables (e.g. rabbit, carrot); the /tʃ/ sound is usually spelt as 'tch' and exceptions; the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); adding -s and -es to words (plural of nouns and the third person singular of verbs); adding the endings –ing, –ed and –er to verbs where no change is needed to the root wood (e.g. buzzer, jumping); adding –er and –est to adjectives where no change is needed to the root word (e.g. fresher, grandest); spelling words with the vowel digraphs and trigraphs: - 'ai' and 'oi' (e.g. rain, wait, train, point, soil); 'oy' and 'ay' (e.g. day, toy, enjoy, annoy);	To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/ blew, night/knight). To apply further Y2 spelling rules and guidance*, which includes: the /dʒ/ sound spelt as 'ge' and' dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); the/r/ sound spelt 'wr' (e.g. write, written); the /l/ or /əl/ sound spelt –le (e.g. little, middle) or spelt –el (e.g. camel, tunnel) or spelt –al (e.g. metal, hospital) or spelt –il (e.g. fossil, nostril); the /ɑɪ/ sound spelt –y (e.g. cry, fly, July); adding –es to nouns and verbs ending in –y where the 'y' is changed to 'i' before the –es (e.g. flies, tries, carries); adding –ed, –ing, –er and –est to a root word ending in –y (e.g. skiing, replied) and exceptions to the rules; adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before(including exceptions); adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions); the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always);	To spell words with the / eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey). To spell words with the/ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym). To spell words with a/k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character). To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique). To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure). To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country). To spell words ending with the /zher/ sound To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television). To spell words with a/ shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission). To spell words with a/ shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion). To spell words with a/ shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician). To spell words with the/s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' To spell words ending with the /cher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure). To spell words ending with the /cher/ sound	To spell words with endings that sound like/ shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious). To spell words with endings that sound like/ shuhs/ spelt with –tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious). To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight). To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough). To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably). To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly). To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize). To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial). To spell words with endings which sound like /shuhl/ after a vowel letter

	a–e, e–e, i–e, o–e and u–e (e.g. made, theme, ride, woke, tune); 'ar' (e.g. car, park); 'ee' (e.g. green, week); 'ea' (e.g. sea, dream); 'ea' (e.g. meant, bread); 'er' stressed sound (e.g. her, person); 'er' unstressed schwa sound (e.g. better, under); 'ir' (e.g. girl, first, third); 'ur' (e.g. turn, church); 'oo' (e.g. food, soon); 'oo' (e.g. book, good); 'oa' (e.g. road, coach); 'oe' (e.g. toe, goes); 'ou' (e.g. loud, sound); 'ow' (e.g. brown, down); 'ow' (e.g. own, show); 'ue' (e.g. true, rescue, Tuesday); 'ew' (e.g. new, threw); 'ie' (e.g. lie, dried); 'ie' (e.g. chief, field); 'igh' (e.g. bright, right); 'or' (e.g. short, morning); 'ore' (e.g. before, shore); 'aw' (e.g. yawn, crawl); 'au' (e.g. author, haunt); 'air' (e.g. hair, chair); 'ear' (e.g. beard, near, year); 'ear' (e.g. bear, pear, wear); 'are' (e.g. bare, dare, scared); spelling words ending with –y (e.g. funny, party, family); spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); using 'k' for the /k/ sound (e.g. sketch, kit, skin).	the /ʌ/ sound spelt 'o' (e.g. other, mother, brother); the /i:/ sound spelt –ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); the /ʒ/ sound spelt 's' (e.g. television, usual).	spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure). (e.g. science, scene, discipline, fascinate, crescent).	using 'tial' (e.g. partial, confidential, essential).

	YEAR 1	YEAR 2	YEAR 3 and 4	YEAR 5 and 6
Common Exception Words	**To spell all Y1 common exception words correctly.** To spell days of the week correctly. the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our	**To spell most Y1 and Y2 common exception words correctly** door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas	**To spell many of the Y3 and Y4 statutory spelling words correctly.** accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women	**To spell many of the Y5 and Y6 statutory spelling words correctly.** accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht

	YEAR 1	YEAR 2	YEAR 3 and 4	YEAR 5 and 6
Prefixes and Suffixes	To use -s and -es to form regular plurals correctly. To use the prefix 'un-' accurately. To successfully add the suffixes –ing, –ed, –er and –est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).	To add suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly.	To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). To spell most words with the suffix -ly with no change to the root word; root words that end in 'le','al' or 'ic' and the exceptions to the rules. To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable,e.g. limiting offering). To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning). To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense). To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration). To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious,rigorous, famous, advantageous).	To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate). To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten). To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance). To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent). To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).

	YEAR 1	YEAR 2	YEAR 3 and 4	YEAR 5 and 6
Further Spelling Conventions	To spell simple compound words (e.g. dustbin, football). To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes	To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe (e.g. the girl's book). To write, from memory, simple sentences dictated by the teacher that include GPCs common exception words and punctuation taught so far To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words. To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).	To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male. To use the first two or three letters of a word to check its spelling in a dictionary. To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's). To use their spelling knowledge to use a dictionary more efficiently.	To spell complex homophones and near- homophones, including who's/whose and stationary/stationery. To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise). To spell words that contain hyphens (e.g. co-ordinate, re-enter, co- operate, co-own). To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.

Writing: Transcription Handwriting	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Letter Formation, Placement and Positioning	Consolidation of letter formation of lower case letters CC Letters: c, a, o, d, g, q, e, s, L Letters: l, i, t, u, OR Letters: r, b, n, h, m, k, p ZM Letters: v, w, x, z More complex letters: f, j, y Use and apply in writing activities Integrate the teaching of capital letters (A to Z) alongside the lower case letters: CC Letters: c, a, o, d, g, q, e, s, Integrate the teaching of capital letters (A to Z) alongside the lower case letters: L Letters: l, i, t, u, OR Letters: r, b, n, Integrate the teaching of capital letters (A to Z) alongside the lower case letters: OR Letters (Continued): h, m, k, p ZM Letters: v, w, x, z Digits 0-9 Learn to write surname independently Use and apply in writing activities Integrate the teaching of capital letters (A to Z) alongside the lower case letters: More complex letters: f, j, y Use and apply in writing activities Show more control and accuracy when writing correctly formed lower case letters and capital letters CC Letters: c, a, o, d, g, q, e, s, L Letters: l, i, t, u, OR Letters: r, b, n, h, m, k, p ZM Letters: v, w, x, z More complex letters: f, j, y Use and apply in writing activities with independence	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters.	To use a neat, joined handwriting style with increasing accuracy and speed.	To increase the legibility, consistency and quality of their handwriting [e.g 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].	To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.	To write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task.
Joining Letters		To begin to use the diagonal and horizontal strokes needed to join letters. Diagonal joins to letters without ascenders e.g. ai, ar, un, am, ear, aw, ir, hu, ti. Diagonal joins to letters without ascenders e.g., ki, du, up, ag, fe, fu Diagonal joins to letters with ascenders e.g. ab, ul, it, ib, if, ub, th, ck, ch, it, ft, fl Horizontal joins to letters without ascenders e.g. ou, vi, wi, op, ow, ov, ri, ru, ve, we, re. Horizontal joins to letters with ascenders e.g. ob, ol, wh, it, of, rt, rk. Recap on the 4 basic joins Recap on specific letter joins to ensure children are writing in a fluent styl	To continue to use the diagonal and horizontal joining strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).

Writing: composition	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Planning, Writing and Editing	To say out loud what they are going to write about. To compose a sentence orally before writing it. To sequence sentences to form short narratives. To discuss what they have written with the teacher or other pupils. To reread their writing to check that it makes sense and to independently begin to make changes. To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe.	To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To encapsulate what they want to say, sentence by sentence. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).	To begin to use ideas from their own reading and modelled examples to plan their writing. To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements To begin to organise their writing into paragraphs around a theme. To compose and rehearse sentences orally (including dialogue).	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.	To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. To consistently link ideas across paragraphs To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.	To note down and develop initial ideas, drawing on reading and research where necessary. To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To use a wide range of devices to build cohesion within and across paragraphs. To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Awareness of Audience, Purpose and Structure	To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. To start to engage readers by using adjectives to describe.	To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. To read aloud what they have written with appropriate intonation to make the meaning clear.	To demonstrate an increasing understandin g of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narratives.	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write a range of narratives that are well-structured and well-paced. To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.	To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. To regularly use dialogue to convey a character and to advance the action. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).

Writing: Vocabulary, Grammar and Punctuation	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Sentence Construction and Tense	To use simple sentence structures.	To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command. To use some features of written Standard English.	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing.	To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.	To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To ensure the consistent and correct use of tense throughout all pieces of writing.	To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.
Use of Phrases and Clauses	To use the joining word (conjunction) 'and' to link ideas and sentences. To begin to form simple compound sentences.	To using co-ordination (or/and/but). To use some subordination (when/if/that/because). To use expanded noun phrases to describe and specify (eg the blue pen)	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number(e.g. secondly). To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.	To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice. To use question tags in informal writing.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Punctuation	To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks.	To use the full range of punctuation taught at key stage1 mostly correctly including: - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; apostrophes to mark singular possession and contractions.	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas.	To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes for singular and plural possession.	To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis.	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.
Use of Terminology	To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

Speaking and Listening

National curriculum guidance for Key Stage 1 and Key Stage 2

Spoken Language

Years 1-6 Children should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and build vocabulary and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener (s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication
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Cultural Capital: Essential Learning Spoken Language					
Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Listen and respond appropriately to adults and peers Ask relevant questions to extend their understanding and build vocabulary and knowledge Use relevant strategies to build their vocabulary	Listen and respond appropriately to adults and peers Ask relevant questions to extend their understanding and build vocabulary and knowledge Use relevant strategies to build their vocabulary Expressing feelings in a structured way	Listen and respond appropriately to adults and peers Articulate and justify answers, arguments and opinions including participating in debates Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings	Listen and respond appropriately to adults and peers Maintain attention and participate actively in collaborative conversations, presentations, performances, role-play, staying on topic and initiating and responding to comments Speak audibly and fluently with an increasing command of Standard English	Listen and respond appropriately to adults and peers 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	Participate in presentations, performances and debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use the appropriate register for effective communication

Curriculum Intent: Mathematics

Cultural Capital: Essential Learning
Mathematics

	By the end of Autumn Term All children will know:	By the end of Spring Term All children will know:	By the end of Summer Term All children will know:
Y1	**Place Value within 20** By the end of this unit, pupils should know how to count to 20 forwards and backwards beginning with 0 or 1 or from any given number. Count read and write numbers to 20 in numerals and words. Given a number identify 1 more or 1 less. Identify and represent numbers using objects and pictorial representations including a number line and use the language of :equal to, more than, less than, fewer, most, least. Begin counting in multiples of two's and tens. represent number bonds and related subtraction facts within 20. **Addition and Subtraction within 20** Read, write and interpret mathematical statements involving addition, subtraction and equals signs. Add and subtract one digit and 2 digit numbers to 20 including 0 Solve one step problems involving addition and subtraction using concrete objects and pictorial representations and missing number problems. **Geometry: Shape** recognise and name common 2D shapes (including rectangles including squares, circles and triangles. Recognise common 3D shapes (including cuboids, pyramids and spheres). **Place Value within 30** count to 30 forwards and backwards beginning with 0 or 1 or from any given number. Count read and write numbers to 30 in numerals and words. Given a number identify 1 more or 1 less. Identify and represent numbers using objects and pictorial representations including a number line and use the language of :equal to, more than, less than, fewer, most, least. Count in multiples of two, fives and tens. Consolidation, revisit and assessment Arithmetic throughout the term x2 x10 Manipulatives: Counters Part whole model Balance scales	**Addition and Subtraction within 30** By the end of this unit, pupils should know how to represent number bonds and related subtraction facts within 30. Read, write and interpret mathematical statements involving addition, subtraction and equals signs. Add and subtract one digit and 2 digit numbers to 30 including 0 Solve one step problems involving addition and subtraction using concrete objects and pictorial representations and missing number problems. **Place Value within 50 multiples of 2, 5 and 10** count to 50 forwards and backwards beginning with 0 or 1 or from any given number. Count read and write numbers to 50 in numerals and words. Given a number identify 1 more or 1 less. Identify and represent numbers using objects and pictorial representations including a number line and use the language of : equal to, more than, less than, fewer, most, least. Count in multiples of two, fives and tens. **Measurement: Length and height** Pupils should know how to measure and begin to record lengths and heights. Compare, describe and solve practical problems for lengths and heights (long/short, longer/shorter, tall/short) **Measurement: Weight and Volume** begin to measure and record mass/weight, capacity and volume. Compare describe and solve practical problems for mass/weight, (heavy/light, heavier than/lighter than) capacity and volume (full/empty, more than/less than, half, half full, quarter) **Consolidation, revisit and assessment** Arithmetic throughout the term x5 Manipulatives: Multilink cubes A variety to measure in non-standard units Base 10 resources (ones and tens)	**Multiplication and Division** By the end of this unit, pupils should be able to count in multiples of two's, fives and tens. 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. **Fractions** By the end of this unit, pupils should have the knowledge to be able to recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. **Geometry: Position and direction** describe position, direction and movement, including whole, half, quarter and three quarter turns. **Place Value within 100** count to 100 forwards and backwards beginning with 0 or 1 or from any given number. Count read and write numbers to 100 in numerals and words. Given a number identify 1 more or 1 less. Identify and represent numbers using objects and pictorial representations including a number line and use the language of : equal to, more than, less than, fewer, most, least. **Measurement: Money** recognise and know the value of different denominations of coins and notes **Measurement: Time** sequence event in chronological order using language such as (before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening). Recognise and use language relating to dates including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Compare, describe and solve practical problems for time (quicker, slower, earlier, later) Measure and begin to record time (hours, minutes, seconds) **Consolidation, revisit and assessment** Arithmetic throughout the term x5 Manipulatives: Multilink cubes A variety to measure in non-standard units Base 10 resources (ones and tens)

Y2	**Place Value** By the end of this unit, pupils should know how to read and write numbers to at least 100 in numerals and in words. Recognise the place value of each digit in a 2 digit number (tens, ones) Identify, represent and estimate numbers using different representations including the number line. Compare and order numbers from 0 up to 100: use more than, less than and equals signs. Use place value and number facts to solve problems. Count in steps of 2, 3 and 5 from 0 and in tens from any given number, forwards and backwards. **Addition and Subtraction** By the end of this unit, pupils should know how to recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and sub tract numbers using concrete objects, pictorial representations and mentally, including a 2 digit number and ones: a two digit number and tens: two two- digit numbers: adding three one digit numbers. Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures, applying their increasing knowledge of mental and written methods. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. **Measurement: Money** 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 amount of money.	**Multiplication and Division** By the end of this unit, pupils should be able to recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication and division and equals signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that multiplication can be done in any order (commutative) and division of one number by another cannot. **Statistics** Pupils should know how to interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting categories by quantity. Ask and answer about totalling and comparing categorical data. **Geometry: Properties of Shape** By the end of this unit, pupils should be able to identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes (circle on a cylinder and a triangle on a pyramid). Compare and sort common 2D and 3D shapes and everyday objects. **Fractions** Pupils should know how to recognise, find, name and write fractions, $\frac{1}{2}$, 1/3, $\frac{1}{4}$, 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 2/4 and $\frac{1}{2}$. **Measurement: Length and Height** Pupils should know how to choose and use appropriate standard units to estimate and measure	**Geometry: Position and direction** By the end of this unit, pupils should be able to use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise) Order and arrange combinations of mathematical objects in patterns and sequences. **Problem Solving** By the end of this unit, pupils should have the knowledge to be able to solve single step and multi step word problems efficiently. Explain their thinking using the correct mathematical vocabulary. **Measurement: 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 hours in a day. Compare and sequence intervals of time. **Measurement: Mass, Capacity and Temperature** choose and use appropriate standard units to estimate and measure mass (kg/g), temperature (Oc), capacity (litres/ml) to the nearest appropriate unit using scales, thermometers and measuring vessels. Compare and order mass, volume/capacity and record the results using greater than/less than and equals. **Investigations** complete mathematical investigations (looking for patterns) and explain their thinking using the correct mathematical vocabulary. **Consolidation, revisit and assessment** Arithmetic throughout the term x2 x5,x10 x3 Geometry: Compare 2D and 3D shapes Manipulatives: Counters Multilink cubes Bar models Base ten (ones, tens and hundreds) Beginning to use digital manipulatives Clocks

	Solve simple problems in a practical context involving addition and subtraction of money of the same unit; including giving change. **Multiplication and Division** recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication and division and equals signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that multiplication can be done in any order (commutative) and division of one number by another cannot. **Consolidation, revisit and assessment** Arithmetic throughout the term x2 x5 x10 and x3 Manipulatives: Counters Multilink cubes Bar models Base ten (ones and tens) Presentation:1 number per square	length/height in any direction (m/cm) to the nearest appropriate unit, using rulers. Compare and order lengths, and record the results using greater than.less than and equals. **Consolidation, revisit and assessment** Measurement: Time (quarter past and quarter too) Arithmetic throughout the term x2 x5,x10 x3 Manipulatives: Counters Multilink cubes Bar models Base ten (ones, tens and hundreds) Clocks Presentation:1 number per square	Presentation:1 number per square

Y3	**Place Value** By the end of this unit, pupils should know how to count in multiples of 50 and 100. Find 10 or 100 more or less than a given number. Identify, represent and estimate numbers using different representations. Read and write numbers to at least 1000 in numerals ad in words. Compare and order numbers to 1000. Recognise the value of each digit in a 3-digit number. Solve number problems and practical problems involving these ideas. **Addition and Subtraction** add and subtract numbers mentally, including; 3-digit numbers and one, 3-digit numbers and ten, 3-digit numbers and hundreds. Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction. Estimate and answer to a calculation and use the inverse operations to check answers. Solve problems including missing number problems, number facts, place value and more complex addition and subtraction. **Multiplication and Division** recall and use the multiplication and division facts for the 3, 4 and 8 tables. **Consolidation, revisit and assessment** Arithmetic throughout the term x2 x5,x10 x3 x4 Manipulatives: Base ten ones, tens, hundreds. Bar models. Counters Multilink cubes	**Multiplication and Division** Pupils should know how to write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including 2-digit x 1-digit, using mental and progressing to formal written methods. Count in multiples of 50, 100, 4 and 8. Solve problems including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m object. **Measurement: Money** to add and subtract amounts of money to give change, using £ and p in practical contexts Convert between pounds and pence. **Statistics** interpret and present data using; bar charts, pictograms and tables. Solve one-step and two-step questions such as 'how many more?' and 'how many fewer?' using information presented in scaled bar charts and pictograms and tables. **Measurement: Length and Perimeter** Pupils should know how to measure, compare, add and subtract: lengths (m/cm/mm) Measure the perimeter of simple 2D shapes. **Fractions** count up and down in tenths: recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10. Recognise, find, write and use fractions or a discrete set of objects: unit fractions and non-unit fractions with small denominators. **Consolidation, revisit and assessment** Arithmetic throughout the term x2 x5,x10 x3 x4 x8 Manipulatives: Base ten ones, tens, hundreds. Bar models. Counters Multilink cubes Clocks Begin to use digital manipulatives.	**Fractions** By the end of this unit, pupils should be able to compare and order unit fractions and fractions with the same denominators. Recognise and show, using diagrams, equivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole. Solve problems that involve al of the above. **Measurement: Time** By the end of this unit, pupils should have the knowledge to be able to tell and write the time from an analogue clock, including using roman numerals from I to XII, and in 12-hour and 24-hour clocks. Estimate and read time with accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight. Know the numbers of seconds I a minute and the number of days each month, year and leap year. Compare durations of events, for example to calculate time taken by particular events or tasks. **Geometry: Properties of Shape** By the end of this unit, pupils should be able to draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations; and describe them. Recognise angles are a property of a shape or a description of a turn. Identify right angles recognise that two right angles make a half turn, three make three quarters and four a complete turn; identify whether angles are greater than or less than a right angle **Measurement: Mass and Capacity** Pupils should know how to measure, compare, add and subtract: mass (kg/g), volume/capacity (l/ml). **Consolidation, revisit and assessment** Arithmetic throughout the term x2 x5,x10 x3 x4 x8 Manipulatives: Base ten ones, tens, hundreds. Bar models. Counters Multilink cubes Clocks Use digital manipulatives.

Y4	**Place Value** By the end of this unit, pupils should know how to round numbers to the nearest 10 and 100 or 1000. Pupils should recognise the value of digits in four digit numbers. to find 1000 more and 1000 less than a given number. Read Roman numerals to 100. Count forwards and backwards through zero to include negative numbers. Compare and order numbers beyond 1000. Identify, represent and estimate numbers using different representations. **Addition and Subtraction** By the end of this unit, pupils should know how to solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why. Pupils should know how to add and subtract numbers with up to 4 digits, with exchange, using formal written method of columnar addition and subtraction where appropriate. Estimate and use inverse to check answers to a calculation. **Measurement: Length and Perimeter** By the end of this unit, pupils should be able to measure and calculate the perimeter of a rectilinear shapes in cm and m. **Multiplication and Division** By the end of this unit, pupils should be able to recall multiplication and division facts for tables, 2, 3, 4, 5, 6, 7 and 9. Multiply and divide by 10, 100 and 1000. Pupils should be able to count in multiples of 6, 7, 9, 25 and 1000. Use place value, known and derived facts to multiply and divide mentally, including multiplying and dividing by 0 and 1; dividing by 1; multiplying three numbers together. **Consolidation, revisit and assessment** Arithmetic throughout the term – x6, x7, x9 and x12 Manipulatives: Base 10 (ones, tens, hundreds and thousands) Bar models	**Multiplication and Division** By the end of this unit, pupils should be able to recall multiplication and division facts for tables up to 12x 12. Recognise and use factor pairs and commutativity in mental calculations. multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout. Multiply 3 numbers. divide 2-digit and 3-digit numbers by a 1-digit number using formal written layout. Solve problems using multiplying and adding. **Measurement: Area** Estimate, compare ad calculate different measures. By the end of this unit pupils should be able to, find the area of rectilinear shapes by counting squares on a grid. **Fractions** recognise and show using diagrams, families of common equivalent fractions. Identify fractions greater than 1 whole. Add and subtract fractions with the same denominator. 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. **Decimals** recognise tenths and hundredths as a decimal. Find the effect of dividing a 1 digit or 2 digit number by 10 and 100. Identifying the value of the digits in the answer as units, tenths and hundredths. Count up and down in hundredth; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10. **Consolidation, revisit and assessment** Arithmetic throughout the term - Consolidate times tables Manipulatives: Fractions walls and wheels Multilink cubes Able to use some digital manipulatives	**Decimals** By the end of this unit, pupils should be able to recognise and write decimal equivalents of any numbers of tenths or hundredths. Recognise and write decimal equivalents to a quarter, half and three quarters. order and compare decimals with the same number of decimal places up to two places. Round decimals with one decimal place to the nearest whole number. identify decimals to make a whole. **Measurement: Money** solve simple measurement and money problems involving fractions and decimals to two decimal places. Estimate, compare and calculate different measures, including money in pounds ad pence. **Measurement: Time** read, write and convert time between analogue and digital 12 and 24 hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. **Statistics** interpret and present discrete data using appropriate graphical methods; bar charts and time graphs. Have knowledge of what a line graph is and be able to understand how they are used. Solve comparison, sum and different problems using information presented in bar charts, pictograms, tables and other graphs. **Geometry: Properties of Shape** compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify lines of symmetry in 2D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry. Identify acute and obtuse angles, compare, and order angles up to two right angles in size. **Geometry: Position and Direction** describe positions on a 2D grid as coordinate in the first quadrant. Describe movements between positions as translation of a given unit to the left, right, up and down. **Consolidation, revisit and assessment** Arithmetic throughout the term – know all times tables Manipulatives: Fractions walls and wheels Multilink cubes Able to use some digital manipulatives

Y5	**Place Value** By the end of this unit, pupils should know how to: read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. solve number problems and practical problems that involve all of the above read Roman numerals to 1000 (M) and recognise years written in Roman numerals. **Addition and Subtraction** add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) add and subtract numbers mentally with increasingly large numbers. use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. **Statistics** solve comparison, sum and difference problems using information presented in a line graph. complete, read and interpret information in tables, including timetables. **Multiplication and Division** identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers. establish whether a number up to 100 is prime and recall prime numbers up to 19. recognise and use square numbers and cube numbers, and the notation for squared and cubed.	**Multiplication and Division** By the end of this term pupils should know how to multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers multiply and divide numbers mentally drawing upon known facts. divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. solve problems involving multiplication and division, **Fractions** including scaling by simple fractions and problems involving simple rates (interest, percentage decrease and recipe scale factor.) compare and order fractions whose denominators are all multiples of the same number. identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number. add and subtract fractions with the same denominator and denominators that are multiples of the same number. multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. read and write decimal numbers as fractions [for example, 0.71 = 100 71] **Decimals and Percentages** recognise and use thousandths and relate them to tenths and hundredths. 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.	**Decimals** By the end of this term, pupils should be able to round decimals with two decimal places to the nearest whole number and to one decimal place. read, write, order and compare numbers with up to three decimal places. solve problems involving number up to three decimal places. **Geometry: Properties of Shape** pupils should have the knowledge to be able to identify 3-D shapes, including cubes and other cuboids, from 2-D representations. Pupils should know that angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. draw given angles, and measure them in degrees (o). measure angles at a point and one whole turn (total 360o) measure angles at a point on a straight line and 1/2 a turn (total 180o) Pupils should be able to measure other multiples of 90o. Use the properties of rectangles to deduce related facts and find missing lengths and angles. distinguish between regular and irregular polygons based on reasoning about equal sides and angles. **Geometry: Position and Direction** 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. **Measurement: Converting Units** convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. **Measurement: Volume** estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water]. use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling

	solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. **Measurement: Perimeter and Area** measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes. **Consolidation, revisit and assessment** Arithmetic throughout the term - All times tables Manipulatives: Base 10 (ones, tens, hundreds and thousands) Digital manipulatives Rulers and metre sticks	solve problems which require knowing percentage and decimal equivalents of 1/2 , 1/4 , 1/5 , 2/5 , 4/5 and those fractions with a denominator of a multiple of 10 or 25. **Consolidation, revisit and assessment** Arithmetic throughout the term - All times tables Manipulatives: Digital manipulatives Fraction wall or circles Bar models Rulers	**Consolidation, revisit and assessment** Arithmetic throughout the term - All times tables Manipulatives: Digital manipulatives Fraction wall or circles Bar models Rulers

Y6	**Place Value** By the end of this unit, pupils should know how to read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. round any whole number to a required degree of accuracy. use negative numbers in context, and calculate intervals across zero. solve number and practical problems that involve all of the above. **Addition, Subtraction, Multiplication and Division** multiply multi-digit numbers up to 4 digits by two-digit whole numbers using formal written method of long multiplication. divide numbers up to 4 digits by a two-digit whole number. using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. divide numbers up to 4 digits by a two-digit number using formal written method of short division where appropriate, interpreting remainders according to the context perform mental calculations, including with mixed operations and large numbers. identify common factors, common multiples and prime numbers. use their knowledge of the order of operations to carry out calculations involving the four operations. solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. use estimate to calculations and determine, in the context of a problem, an appropriate degree of accuracy. **Fractions** use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions , including fractions > 1	**Decimals** By the end of this unit, pupils should know how to associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8] identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places. multiply one-digit numbers with up to two decimal places by whole numbers. use written division methods in cases where the answer has two decimal places. solve problems which require answers to be rounded to specified degrees of accuracy. **Percentages** recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. apply their knowledge to solve contextualised percentage problems such as interest and discounts in a shop setting. **Algebra** 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. find missing numbers, lengths, coordinates and angles. use formulae in mathematics and science. understand equivalent expressions (for example, a + b = b + a). know and make generalisations of number patterns, number puzzles (for example, what two numbers can add up to). **Measurement: Converting Units** solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate Pupils should be able to use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of	***Geometry: Properties of Shape*** By the end of this unit, pupils should know how to draw 2-D shapes using given dimensions and angles. Pupils should be able to recognise, describe and build simple 3-D shapes, including making nets. Pupils should be able to compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. **Problem Solving and Investigations** solve problems involving addition, subtraction, multiplication and division. Pupils will apply previously learned knowledge to a variety of problem solving contexts in order to revise any gaps following gap analysis. interpret and construct pie charts and line graphs and use these to solve problems. calculate and interpret the mean as an average. Pupils should have the opportunity to apply learned skills and knowledge to real life everyday contexts. Pupils will apply previously learned knowledge to a variety of investigation contexts in order to revise any gaps following gap analysis. **Consolidation, revisit and assessment** Arithmetic throughout the term - All times tables Manipulatives: Children to know how to select and use appropriate manipulatives to solve problems Confidently use digital manipulatives to support understanding Use and draw their own bar models to represent and help to understand problems

	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 it's simplest [for example, 1/4 × 1/2 = 1/8] divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6] **Geometry: Position and Direction** describe positions on a full coordinate grid (all four quadrants). draw and translate simple shapes on the coordinate plane, and reflect them in axes **Consolidation, revisit and assessment** Arithmetic throughout the term - All times tables Manipulatives: Children to know how to select and use appropriate manipulatives to solve problems Confidently use digital manipulatives to support understanding	measure to a larger unit, and vice versa, using decimal notation to up to three decimal places convert between miles and kilometres **Measurement: Perimeter, Area and Volume** recognise that shapes with the same areas can have different perimeters and vice versa. recognise when it is possible to use formulae for area and volume of shapes. calculate the area of parallelograms and triangles. calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3]. **Ratio** solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison. solve problems involving similar shapes where the scale factor is known or can be found. solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. **Consolidation, revisit and assessment** Arithmetic throughout the term- All times tables Manipulatives: Children to know how to select and use appropriate manipulatives to solve problems Confidently use digital manipulatives to support understanding Use and draw their own bar models to represent and help to understand problems	

Curriculum Intent: Science

Cultural Capital: Essential Learning
Science

	By the end of Autumn Term All children will know:	By the end of Spring Term All children will know:	By the end of Summer Term All children will know:
Y1	**<u>The Human Body</u>** To know my senses help me to understand the world around me. To identify, name, label and draw the basic parts of the human body. To identify and label parts of our body relating to our senses. **<u>Working Scientifically</u>** **Investigating** To make observations and use simple equipment To perform simple tests with guidance **Identifying, Grouping & Classifying** To identify and classify **Research** To ask people questions and use simple secondary sources to find answers **Scientific Language** Use simple scientific vocabulary related to the human body, senses and working scientifically and begin to use it in context --- **<u>Animals and their Needs</u>** To understand what an animal is and how animals can be grouped To name and describe a variety of animals using scientific vocabulary To know that animals can be grouped by their features e.g. whether they are amphibians or mammals To know that animals can be grouped by what they eat e.g. herbivores, omnivores and carnivores To know that there are wild and domestic animals and that domestic animals are animals that we keep as pets	**<u>Seasons & Weather</u>** To understand and describe the four seasons, and how to gather data about weather To Know we have four seasons; spring, summer, autumn and winter. Our weather is warmer during the spring and summer and cooler during the autumn and winter. To know the tools used to gather data about the weather There are different types of cloud and that clouds indicate the weather we are about to experience To recognise weather symbols used in weather forecasting and explain the importance of accurate forecasts To know meteorologists can study the weather and predict how it will change. To know some weather can be dangerous, for example, flooding and hurricanes. **<u>Working Scientifically</u>** **Asking Questions & Planning** To ask simple questions and recognise they can be answered in different ways **Investigating** To observe closely using different equipment To gather and record data to help answer questions To use simple measurements and equipment to gather data To record simple data To record and communicate their findings in a range of ways **Concluding & Reviewing** To use their observations and ideas to suggest answers to questions To talk about what they have found out and how they found out	**<u>Plants</u>** To describe some common plants, including trees. To name and describe the purpose of parts of a plant, and what they need in order to grow. To understand that plants spread their seeds to reproduce. To understand that some trees are evergreen, and some are deciduous. To understand that plants are grown for food and to recognise which parts of plants we eat **<u>Working Scientifically</u>** **Asking Questions & Planning** To ask simple questions and recognise they can be answered **Investigating** To observe closely and use appropriate equipment To perform simple tests To gather and record data to help answer questions To use simple measurements and equipment to gather data To record and communicate their findings in a range of ways **Identifying, Grouping & Classifying** To use simple features to compare plants and with help decide how to sort and group them. **Concluding & Reviewing** To use their observations and ideas to suggest answers to questions To begin to notice (with help) patterns and relationships To talk about what they have found out and how they found out **Scientific Language** Use simple scientific vocabulary related to plants (including trees) and working scientifically and begin to use it in context

	Working Scientifically **Identifying, Grouping & Classifying** To identify and classify living things To use simple features to compare living things and with help decide how to sort and group them. To record and communicate their findings in a range of ways **Concluding & Reviewing** To use their observations and ideas to suggest answers to questions **Scientific Language** Use simple scientific vocabulary related to different animals and their needs and working scientifically and begin to use it in context	**Scientific Language** Use simple scientific vocabulary related to the seasons, weather and working scientifically and begin to use it in context --- **Taking Care of the Earth** To describe different ways we can take care of the Earth. To know that there are natural and man-made resources. To know some resources are renewable and some are non-renewable To know that logging means cutting down trees. To identify some of the ways in which the environment can be polluted and how we can reduce pollution **Working Scientifically** **Identifying, Grouping & Classifying** To identify and classify resources To record and communicate their findings in a range of ways **Research** To ask people questions and use simple secondary sources to find answers **Scientific Language** Use simple scientific vocabulary related to taking care of the environment and working scientifically and begin to use it in context	**Materials and Magnets** To know the properties of some materials and some facts about magnets. To know materials have different properties. To know magnetism is a force we cannot see. To know materials, including magnets, have different uses around the home and in everyday life. **Working Scientifically** **Investigating** To observe closely and use simple equipment with some independence To gather and record data to help in answering questions **Identifying, Grouping & Classifying** To identify and classify materials To use simple features to compare and sort materials To record and communicate their findings in a range of ways **Concluding & Reviewing** To begin to notice (with help) patterns and relationships **Scientific Language** Use simple scientific vocabulary related to different materials, magnets and working scientifically and begin to use it in context

Y2	**The Human Body**	**Electricity**	**Materials and Matter**
	To know our bodies, including our muscles and bones, need exercise to stay healthy. To know our digestive system takes nutrients from food to help us stay healthy. To understand that keeping clean stops germs from spreading and keeps us healthy. **Working Scientifically** **Asking Questions & Planning** To ask simple questions and recognise they can be answered in different ways **Research** To ask people questions and use simple secondary sources to find answers Record and communicate findings in a range of ways **Scientific Language** Use simple scientific vocabulary related to the human body and working scientifically and begin to use it in context --- **Living Things in their Environment** To know what a habitat is, and give examples of different habitats and how animals and plants are adapted to living in them To name and identify a number of plants and animals, and their habitats To understand that habitats provide for the basic needs of the plants and animals that live there To understand that animals and plants are well suited to their habitats **Working Scientifically** **Asking Questions & Planning** To ask simple questions and recognise they can be answered in different ways **Investigating** To gather and record data to help answer questions **Scientific Language** Use simple scientific vocabulary related to living things in their environments and working scientifically and begin to use it in context	To identify electrical appliances To explain how to ensure we are using electricity safely To know how to make a simple circuit To identify electrical conductors and insulators. To know electricity is an energy that we can store or use to make things work. To know an electrical circuit is a wire loop that allows electricity to travel around it. **Working Scientifically** **Identifying, Grouping & Classifying** To identify and classify Record and communicate findings in a range of ways **Research** To ask people questions and use simple secondary sources to find answers **Scientific Language** Use simple scientific vocabulary related to electricity and working scientifically and begin to use it in context --- **Plants** To be able to observe and describe how seeds and bulbs grow into mature plants To find out and describe how plants need water, light and a suitable temperature to stay healthy. **Working Scientifically** **Asking Questions & Planning** To ask simple questions and recognise they can be answered in different ways **Investigating** To observe closely using simple equipment To perform simple tests To use their observations and ideas to suggest answers to questions To gather and record data to help in answering questions	To be able to describe different materials and their properties. To know the materials used around us have different properties. To know solids have a definite shape and we can change the shape of some solids by bending and squashing. To know liquids flow freely **Working Scientifically** To observe closely using simple equipment and with increasing independence To perform simple tests To use their observations and ideas to suggest answers to questions To gather and record data to help in answering questions To use simple measurements and equipment to gather data To record and communicate their findings in a range of ways **Concluding & Reviewing** To talk about what they have found out and how they found out **Scientific Language** Use simple scientific vocabulary related to different materials, states of matter and working scientifically and begin to use it in context --- **Astronomy** To show understanding of our Solar System. To know about the planets in our solar system. To know that Earth travels around the sun. To know that the moon orbits the earth. To be able to describe and name some constellations. To know that scientists explore space. **Working Scientifically** **Asking Questions & Planning**

		To use simple measurements and equipment to gather data To record and communicate their findings in a range of ways **Concluding & Reviewing** To talk about what they have found out and how they found out **Scientific Language** Use simple scientific vocabulary related to growing plants and working scientifically and begin to use it in context	To ask simple questions and recognise they can be answered in different ways **Investigating** To observe closely using simple equipment with independence To perform simple tests To use their observations and ideas to suggest answers to questions To gather and record data to help in answering questions To use simple measurements and equipment to gather data To record and communicate their findings in a range of ways **Identifying, Grouping & Classifying** To identify and classify resources To record and communicate their findings in a range of ways **Concluding & Reviewing** To talk about what they have found out and how they found out **Scientific Language** Use simple scientific vocabulary related to the solar system and working scientifically and begin to use it in context

Y3	**The Human Body**	**Light**	**Rocks**
	To be able to describe one of the many systems in our body. To know our body contains different systems that enable us to grow, move and respond to the world around us. To know our digestive system breaks down food into energy and nutrients. To know the brain sends messages around our bodies through our nervous system To know the skeletal system support and protects our bodies and the muscular system enables us to move our bodies **Working Scientifically** **Asking Questions & Planning** To make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used **Investigating** To gather, record, classify and presenting data in a variety of ways to help in answering questions. To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. **Identifying, Grouping & Classifying** To talk about criteria for grouping, sorting and classifying; and use simple keys To identify differences, similarities or changes related to simple scientific ideas and processes. **Reporting, Concluding & Reviewing** To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. **Scientific Language** Use relevant simple scientific language to discuss their ideas and communicate their findings on the human body and its systems. -----	To understand we need light in order to see things and that dark is the absence of light To know light is essential for life on Earth. To know light is reflected from some surfaces, such as mirrors To know sometimes light from the sun can be dangerous and we can protect ourselves from this. **Working Scientifically** **Investigating** To make systematic and careful observations and, where appropriate, taking accurate measurements. using standard units, using a range of equipment, including thermometers and data loggers **Identifying, Grouping & Classifying** To identify differences, similarities or changes related to simple scientific ideas and processes. **Scientific Language** Use relevant simple scientific language to discuss their ideas and communicate their findings on light **Plants** To know flowering plants are living things that reproduce. To know flowering plants all have roots, a stem or trunk, leaves and flowers but not all flowering plants look the same. To know flowering plants create seeds and flowering plants can only produce seeds if pollen is transferred. To know and understand that conditions, including moisture and warmth, must be right for a seed to germinate and grow into a new plant.	To explain rocks and what they can tell us about our planet. To know rocks are classified by how they are formed: sedimentary, igneous and metamorphic. To know rocks can also be classified by their properties such as whether they are hard or whether they are permeable To know fossils are formed over a long period of time from the remains of plants and animals that have died. To know soil is a mixture of small pieces of rock with dead organic matter. **Working Scientifically** **Asking Questions & Planning** To ask relevant questions and use different types of scientific enquiries to answer them. To recognise when a simple fair test is necessary and help to decide how to set it up To make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used **Investigating** To set up simple practical enquiries, comparative and fair tests. To gather data from their own observations and measurements, using notes, simple tables and standard units, and help to make decisions about how to record and analyse this data To record, classify and presenting data in a variety of ways to help in answering questions. To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. **Identifying, Grouping & Classifying** To identify differences, similarities or changes related to simple scientific ideas and processes. To talk about criteria for grouping, sorting and classifying; and use simple keys To use straightforward scientific evidence to answer questions or to support their findings. **Reporting, Concluding & Reviewing**

	Cycles in Nature To understand that there are cycles in nature To know that our natural environment changes as the seasons change. To understand how plants can change through the seasons. To know that some animals migrate and can give examples To recognise the different stages in the life cycle of a frog. **Working Scientifically** **Investigating** To use new equipment, including thermometers and data loggers To gather, record, classify and present data in a variety of ways using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.to help in answering questions. **Identifying, Grouping & Classifying** To identify differences, similarities or changes related to simple scientific ideas and processes. **Reporting, Concluding & Reviewing** To look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions **Scientific Language** Use relevant simple scientific language to discuss their ideas and communicate their findings on different cycles in nature	**Working Scientifically** **Asking Questions & Planning** To ask relevant questions and use different types of scientific enquiries to answer them. **Investigating** To set up simple practical enquiries, comparative and fair tests. To make systematic and careful observations and, where appropriate, taking accurate measurements. using standard units, using a range of equipment, including thermometers and data loggers To gather data from their own observations and measurements, using notes, simple tables and standard units, and help to make decisions about how to record and analyse this data To record, classify and presenting data in a variety of ways to help in answering questions. To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. **Identifying, Grouping & Classifying** To identify differences, similarities or changes related to simple scientific ideas and processes. To talk about criteria for grouping, sorting and classifying; and use simple keys **Reporting, Concluding & Reviewing** To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. **Scientific Language** Use relevant simple scientific language to discuss their ideas and communicate their findings on flowering plants	To look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions **Scientific Language** Use relevant simple scientific language to discuss their ideas and communicate their findings on rocks and soils --- **Forces and Magnets** To be able to explain that we cannot see forces, but we can see the impact they have, using examples of gravity, friction and magnetism. To know gravity is a force that causes things to fall to the ground when dropped. To know and understand that friction is a force between two objects that slows down the moving object. To know magnets have two poles and like poles repel whereas unlike poles attract. To know magnets have different strengths. **Working Scientifically** **Asking Questions & Planning** To ask relevant questions and use different types of scientific enquiries to answer them. To recognise when a simple fair test is necessary and help to decide how to set it up To make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used **Investigating** To set up simple practical enquiries, comparative and fair tests.

			To make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. To gather data from their own observations and measurements, using notes, simple tables and standard units, and help to make decisions about how to record and analyse this data To record, classify and presenting data in a variety of ways to help in answering questions. To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. **Identifying, Grouping & Classifying** To use straightforward scientific evidence to answer questions or to support their findings. **Reporting, Concluding & Reviewing** To look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values within or beyond the data they have collected and suggest improvements and raise further questions **Scientific Language** Use relevant simple scientific language to discuss their ideas and communicate their findings on forces and magnets.

Y4	**The Human Body**	**Ecology**	**The Water Cycle (States of Matter)**
	To understand that all living things are made up of cells, too small to be seen without a microscope. To know cells make up tissues, tissues make up organs and organs work in systems. To know scientist use a powerful magnifying glass, called a microscope, to look at cells. To know signals are sent from the brain to the salivary glands and then to the stomach. To identify different types of teeth and know that they have different jobs. To know the stomach stirs up the food and mixes it with acid, the intestines move the food around. To know the small intestine is a long coiled up tube that winds around inside your tummy and whilst in the intestine, the nutrients are absorbed by the blood. To know that they need a balanced meal to be healthy and get all the nutrients they need. To identify and understanding the parts of the food pyramid. To know the essential vitamins and minerals needed in our body. **Working Scientifically** **Investigating** To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. **Identifying, Grouping & Classifying** To talk about criteria for grouping, sorting and classifying; and use simple keys To identify differences, similarities or changes related to simple scientific ideas and processes. **Scientific Language** Use relevant simple scientific language to discuss their ideas and communicate their findings on the human body, digestion and nutrition	To show my knowledge and understanding of ecology. To know that living things depend on each other within a habitat To know the 7 life processes which living things have in common: Movement, Reproduction, Sensitivity, Growth, Respiration, Excretion, Nutrition To know the three groups of living things which the cycle of nature depends on: producers, consumers and de-composers To recognise that environments can change and that this can sometimes pose dangers to living things **Working Scientifically** **Asking Questions & Planning** To ask relevant questions and use different types of scientific enquiries to answer them. To make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used **Investigating** To set up simple practical enquiries, comparative and fair tests. To gather data from their own observations and measurements, using notes, simple tables and standard units, and help to make decisions about how to record and analyse this data To record, classify and presenting data in a variety of ways to help in answering questions. **Identifying, Grouping & Classifying** To identify differences, similarities or changes related to simple scientific ideas and processes **Reporting, Concluding & Reviewing** To use results to draw simple conclusions, make predictions for new values, within or beyond the data they have collected and suggest improvements to what they have already done and raise further questions. To look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions	To know that water changes state within the water cycle. To know when water evaporates, it becomes water vapour. To know condensation is when water vapour turns back into liquid. To understand not all water evaporates and that some of this will soak into the ground and become ground water. To know high in the sky the air is cooler and turns vapour back into water droplets. To know there is always water vapour in the air and the temperature changes its appearance. To know precipitation returns water to the surface of the earth within the water cycle. **Working Scientifically** **Asking Questions & Planning** To make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used To recognise when a simple fair test is necessary and help to decide how to set it up **Investigating** To set up simple practical enquiries, comparative and fair tests. To use new equipment, including thermometers and data loggers To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. **Identifying, Grouping & Classifying** To identify differences, similarities or changes related to simple scientific ideas and processes. **Reporting, Concluding & Reviewing** To look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions **Scientific Language** Use relevant simple scientific language to discuss their ideas and communicate their findings on the water cycle and changing states of matter

Classification of Plants and Animals

To understand that plants and animals can be classified according to characteristics
To know scientists classify animals into two groups: vertebrates and invertebrates
To know vertebrates have a backbone or spinal column, whereas an invertebrate does not
To now animals can be classified by whether they are cold-blooded or warm-blooded

Working Scientifically

Investigating

To set up simple practical enquiries, comparative and fair tests.
To make systematic and careful observations and, where appropriate, taking accurate measurements. using standard units, using a range of equipment, including thermometers and data loggers
To gather, record, classify and presenting data in a variety of ways to help in answering questions.
To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

Identifying, Grouping & Classifying

To identify differences, similarities or changes related to simple scientific ideas and processes.
To talk about criteria for grouping, sorting and classifying; and use simple keys

Reporting, Concluding & Reviewing

To look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions
To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

Scientific Language

Use relevant simple scientific language to discuss their ideas and communicate their findings on the classification of plants and animals

Scientific Language

Use relevant simple scientific language to discuss their ideas and communicate their findings on ecology

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Sound

To understand that sound is caused by a back and forth movement called vibration.
To know that sound waves move out from a vibrating object in all directions.
To know in warm air, sound travels at about 770 miles per hour (340 metres per second).
To understand that sound becomes quieter further from the source.
To know loud sounds have larger vibrations and quiet sounds have smaller vibrations.
To know high pitched sounds have faster vibrations and low pitched sounds have slower vibrations.
To know the larynx is in the throat and the muscles vibrate the vocal cords.

Working Scientifically

Asking Questions & Planning

To ask relevant questions and use different types of scientific enquiries to answer them.
To recognise when a simple fair test is necessary and help to decide how to set it up
To make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used

Investigating

To set up simple practical enquiries, comparative and fair tests.
To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
To gather, record, classify and presenting data in a variety of ways to help in answering questions.

Electricity

To know that electricity flows around a circuit and can make components, such as a light bulb, work
To understand that electricity is an energy that we can store or use to make things work.
To know that an electrical circuit is a wire loop that allows electricity to travel around it.
To know materials that allow electricity to pass through them are conductors.

Working Scientifically

Asking Questions & Planning

To recognise when a simple fair test is necessary and help to decide how to set it up

Investigating

To set up simple practical enquiries, comparative and fair tests.
To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
To use new equipment, including thermometers and data loggers

Reporting, Concluding & Reviewing

To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
To look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions

Scientific Language

Use relevant simple scientific language to discuss their ideas and communicate their findings on electricity, circuits and conductors

		Reporting, Concluding & Reviewing To use results to draw simple conclusions, make predictions for new values, within or beyond the data they have collected and suggest improvements to what they have already done and raise further questions. To identify differences, similarities or changes related to simple scientific ideas and processes. To look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions **Scientific Language** Use relevant simple scientific language to discuss their ideas and communicate their findings on sound	

Y5	**The Human Body**	**Living Things**	**Astronomy**
	To have an understanding of the human reproductive and endocrine system and their role in human development. To know humans undergo many changes as they develop from conception to old age. To know puberty is the physical process by which the human changes from child to adult and can reproduce. To know as human's age, they begin to slow and sometimes problems like heart disease or arthritis occur. **Working Scientifically** **Asking Questions & Planning** To plan different types of scientific enquiries, the most appropriate type, to answer scientific questions, including recognising when and how to set up comparative and fair tests and controlling variables where necessary, explaining which variables need to be controlled and why. To make own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them **Investigating** To take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs **Reporting, Concluding & Reviewing** To use test results to make predictions to set up further comparative and fair tests or observations To look for different causal relationships in data and identify evidence that refutes or supports their ideas. To report and present 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 **Research** To identify scientific evidence that has been used to support or refute ideas or arguments relating to the human body To talk about	To understand living things grow and reproduce in a continuing cycle of life. To know there are many differences between the life cycles of mammals, amphibians, insects and birds To know plants grow and reproduce in a continuing life cycle **Working Scientifically** **Asking Questions & Planning** To plan the most appropriate type of scientific enquiry to use to answer a scientific question **Identifying, Grouping & Classifying** To use and develop keys and other information records to identify, classify and describe living things and materials **Reporting, Concluding & Reviewing** To report and present 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 **Research** To identify scientific evidence that has been used to support or refute ideas or arguments relating to living things & life processes **Scientific Language** Use scientific language and illustrations to discuss, communicate and justify their scientific ideas on life cycles of living things --- **Forces** To explain how forces work using diagrams to show understanding To Know unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object To know air resistance, water resistance and friction, act between moving surfaces	To know the order of scale: planet, sun, solar system, galaxy and universe. To know that astronomers believe the universe started 14 billion years ago in a big bang and that it is still expanding. To know that gravity is a force between all objects, and the force is bigger if the object it bigger. We can only 'feel' gravity between us and the Earth. To know the planets of the solar system To understand the reason that we see the phases of the moon To understand that the Solar System is just a small part of our universe **Working Scientifically** **Asking Questions & Planning** To make own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them **Reporting, Concluding & Reviewing** To look for different causal relationships in data and identify evidence that refutes or supports their ideas **Research** To identify scientific evidence that has been used to support or refute ideas or arguments To talk about how scientific ideas have developed over time **Scientific Language** Use scientific language and illustrations to discuss, communicate and justify their scientific ideas on astronomy and the solar system --- **Meteorology** To know the atmosphere protects Earth and enables life. To know human actions can help or harm the atmosphere. To know that four air masses affect the weather we experience in the UK.

how scientific ideas have developed over time relating to the human body

Scientific Language

Use scientific language and illustrations to discuss, communicate and justify their scientific ideas on the human body and it's growth and development

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Materials

To understand that materials have properties that include solubility.

To know how to separate mixtures and that changes are reversible or irreversible

To know properties can be grouped on the basis of their properties.

To know when a solute dissolves in a solvent to form a solution, the process is reversible.

Working Scientifically

Asking Questions & Planning

To plan different types of scientific enquiries, the most appropriate type, to answer scientific questions, including recognising when and how to set up comparative and fair tests and controlling variables where necessary, explaining which variables need to be controlled and why.

To make own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them

To choose the most appropriate equipment to make measurements and explain how to use it accurately

To decide how to record data from a choice of familiar approaches

Investigating

To take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

Identifying, Grouping & Classifying

To use and develop keys and other information records to identify, classify and describe living things and materials

Reporting, Concluding & Reviewing

To use test results to make predictions to set up

To know simple machines, including levers, pulleys and gears, allow a smaller force to have a greater effect

Working Scientifically

Asking Questions & Planning

To plan different types of scientific enquiries, the most appropriate type, to answer scientific questions, including recognising when and how to set up comparative and fair tests and controlling variables where necessary, explaining which variables need to be controlled and why.

To make own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them

To decide how to record data from a choice of familiar approaches

Investigating

To take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

Reporting, Concluding & Reviewing

To use test results to make predictions to set up further comparative and fair tests or observations

To look for different causal relationships in data and identify evidence that refutes or supports their ideas.

To report and present 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

Research

To identify scientific evidence that has been used to support or refute ideas or arguments relating to forces

Scientific Language

Use scientific language and illustrations to discuss, communicate and justify their scientific ideas on different forces

To know a weather front is a boundary where warm and cold air meet.

To know that thunder and lightning is caused by electrical charge moving through the air.

Working Scientifically

Asking Questions & Planning

To choose the most appropriate equipment to make measurements and explain how to use it accurately

Investigating

To take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

Scientific Language

Use scientific language and illustrations to discuss, communicate and justify their scientific ideas on the weather and meteorology

	further comparative and fair tests or observations To look for different causal relationships in data and identify evidence that refutes or supports their ideas. To report and present 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 **Research** To identify scientific evidence that has been used to support or refute ideas or arguments relating to materials **Scientific Language** Use scientific language and illustrations to discuss, communicate and justify their scientific ideas on properties of materials.		

Y6	**The Human Body**	**Electricity**	**Reproduction**
	To understand that the blood circulates throughout the body, gaining oxygen in the lungs and that it is the heart that pumps the blood around To know the heart and blood vessels make up the circulatory system. To now the heart has four chambers and that It pumps blood depleted of oxygen to the lungs, and pumps oxygenated blood around the body. To know that lifestyle choices can impact on our circulatory system including the health of our heart. **Working Scientifically** **Asking Questions & Planning** To plan the most appropriate type of scientific enquiry to use to answer a scientific question To make own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them **Investigating** To choose the most appropriate equipment to make measurements and explain how to use it accurately **Reporting, Concluding & Reviewing** To use results to identify when further tests and observations might be needed **Scientific Language** Use scientific language and illustrations to discuss, communicate and justify their scientific ideas on the human body and it's circulatory system --- **Classification of Living Things** To be able to classify animals based on specific characteristics and give reasons. To know there are five kingdoms of organisms. To know that plant an animal cells are different. To know that taxonomy is used to show how organisms are related to each other To know that vertebrates are classified into five groups: fish, amphibians, reptiles, birds and mammals.	To Independently design and make a circuit for a purpose To know electricity can flow from one place to another and that this is called an electrical current. To know we can control electricity by causing it to flow in a circuit. To know making a gap in a circuit prevents electricity from flowing. **Working Scientifically** **Asking Questions & Planning** To plan different types of scientific enquiries, to answer scientific questions, including recognising when and how to set up comparative and fair tests and controlling variables where necessary, explaining which variables need to be controlled and why. To make own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them To decide how to record data from a choice of familiar approaches **Investigating** To take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs **Reporting, Concluding & Reviewing** To use test results to make predictions to set up further comparative and fair tests or observations To look for different causal relationships in data and identify evidence that refutes or supports their ideas. To report and present 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 **Research**	To know how plants and animals reproduce. To know asexual reproduction does not require male and female gametes and doesn't alter genetic information. The organism simply copies itself through cell division or by producing spores or budding. To know sexual reproduction requires male and female cells to combine to form a fertilised egg. To know most large plants reproduce by combining a male and female gamete (pollen and ovule) to make a fertilised egg that grows into an embryo which is protected inside a seed. To know most animals have male cells (sperm produced in testes) or female cells (eggs produced by ovaries). To know when a foetus can live outside the mother, it is born. **Working Scientifically** **Identifying, Grouping & Classifying** To use and develop keys and other information records to identify, classify and describe living things and materials **Scientific Language** Use scientific language and illustrations to discuss, communicate and justify their scientific ideas on reproduction of plants and animals --- **Evolution** To show an understanding of evolution To know fossils are physical evidence of life from long ago To know offspring are usually similar to, but not identical to their parents To know living things can adapt to suit their environment To know who Charles Darwin was and what natural selection is To know who Alfred Wallace was and understand his contribution to the theory of evolution

	To understand that scientists divide invertebrates into groups including insects, arachnids and molluscs. **<u>Working Scientifically</u>** **Identifying, Grouping & Classifying** To use and develop keys and other information records to identify, classify and describe living things and materials **Scientific Language** Use scientific language and illustrations to discuss, communicate and justify their scientific ideas on the classification of living things	To identify scientific evidence that has been used to support or refute ideas or arguments **Scientific Language** Use scientific language and illustrations to discuss, communicate and justify their scientific ideas on electricity and circuits **<u>Light</u>** To understand how light behaves To know light travels in straight lines To know shadows are always the same shape as the objects that made them To know the size of shadows can change, but the outline shape is always the same as the original object To know light can reflect from a surface and change the duration of travel **<u>Working Scientifically</u>** **Asking Questions & Planning** To plan different types of scientific enquiries, to answer scientific questions, including recognising and controlling variables when necessary. **Investigating** To take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs **Identifying, Grouping & Classifying** To use and develop keys and other information records to identify, classify and describe light **Reporting, Concluding & Reviewing** To report and present 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 **Research** To identify scientific evidence that has been used to support or refute ideas or arguments	**<u>Working Scientifically</u>** **Identifying, Grouping & Classifying** To use and develop keys and other information records to identify, classify and describe living things and materials **Scientific Language** Use scientific language and illustrations to discuss, communicate and justify their scientific ideas on evolution and inheritance

		To talk about how scientific ideas have developed over time **Scientific Language** Use scientific language and illustrations to discuss, communicate and justify their scientific ideas on light and shadows	

Curriculum Intent: History

Cultural Capital: Essential Learning
History

	By the end of Autumn Term All children will know:	By the end of Spring Term All children will know:	By the end of Summer Term All children will know:
Y1	**Enquiry Question: How can I be a history detective?** This unit will introduce children to the concept of the past, they will look at pictures, hear stories and will begin to understand that there were lives lived before theirs. Recognising that children will bring different lived experiences to the classroom, we aim to interest children in the discipline of history through storytelling, physical experience, historical facts, and chronology. **Substantive knowledge: Ancestry and Civilisations** 1. That history is the story of the past. 2. Family trees are visual diagrams showing how several generations of a family are linked. 3. We know about significant people from the past, such as Mary Seacole, from portraits, diaries, books that were written, records that have been kept and stories that have been told. 4. That historians can look at texts to find out about the past, while archaeologists must look for clues that have been left behind. 5. That Brierley means a 'field of briars' that since turned into a village for coal miners and their families. **Disciplinary knowledge** **Using evidence /Communicating ideas:** • Children will analyse material evidence such as maps and coal mining artefacts **Continuity and change in and between periods** Physically sequencing events or narratives on a timeline will help to develop our children's chronological understanding. We want children to be able to recognise things that happened in the past and differentiate between events a long time ago (Crimean War and the work of Mary Seacole) and a very long time ago (dinosaurs and prehistoric periods). **Significance of events / people:** Mary Seacole and her significance to us	**Enquiry Question: Who were the Kings and Queens that made Britain special?** This 'Kings, Queens & Leaders' unit provides the foundation for understanding the changing power of the monarchy in Britain. It will explore how the power that Kings and Queens hold has changed over time, from the all-powerful monarchs who could dictate how the country was run and managed, to the establishment of parliament which created a check on the power of the King or Queen. **Substantive knowledge: Monarchy and Parliament** 1. In a monarchy, a king or queen is Head of State. The British Monarchy is known as a constitutional monarchy. This means that, while our King Charles is Head of State our elected Parliament makes and passes laws. 2. King John had to promise to stick to the laws of the land because he did not behave very well. This promise was written as the Magna Carta. 3. Simon de Montfort captured Henry at the Battle of Lewes and set up the first parliament. Parliament had representatives from towns and counties in England 4. King Charles I believed in the 'Divine Right of Kings' and he did not believe he had to listen to parliament. This led to a civil war and Charles I was executed. 5. Oliver Cromwell became the 'Lord Protector' and ruled the country. At this time, England was a republic. **Disciplinary knowledge** **Using evidence /Communicating ideas:** • Children will analyse written sources, specifically the Magna Carta to understand that we know so much about it because it was written down. **Cause and consequence** • Children will learn what caused the barons to force King John to seal the Magna Carta **Significance of events:** The signing of the Magna Carta	**Enquiry Question: Who made life fair for people in the past?** Told like stories, the children will be introduced to historically significant events that highlight the development of British democracy, including the introduction of the Bill of Rights and the introduction of the first Prime Minister: Robert Walpole. This unit also subtly introduces the disciplinary concept of continuity & change through exploring the declining power of the monarchy and the increasing influence of the Prime Minister and Parliament. **Substantive knowledge: Parliament** 1. James II dismissed parliament so a group of protestant nobles asked James' protestant daughter, Mary, to come and rule with her husband: William of Orange. 2. Simon de Montfort is called the Father of the English Parliament Parliament meets to talk about things in the Houses of Parliament The government make decisions about how to spend people's taxes 3. Robert Walpole is remembered as the first 'Prime Minister.' The Prime Minister lives at No. 10 Downing Street. 4. The Prime Minister is in charge of the government. The government chooses the Prime Minister. 5. Adults choose who they would like to be in the government, this choice is called a vote. Adults vote during an election. On the day of the election, adults go to a polling station to vote and put a cross in a box to show their choice **Disciplinary knowledge** **Using evidence /Communicating ideas:** • Children will analyse images the Houses of Parliament in the past and present. **Continuity and change:** • Children will learn about what life was like before Parliament was established and how each leader – Prime Minister makes changes to be better. **Cause and consequence** • Children will learn that Simon de Montfort wanted to Parliament to spend people's taxes fairly because they were not spent fairly before this.

		Significance of people: King John, Simon de Montfort, Charles I and Oliver Cromwell **Similarity / Difference within a period/situation (diversity)** • The difference between wealthy barons/Kings and ordinary people.	**Significance of events:** The establishment of Parliament **Significance of people:** William of Orange, Simon de Montfort, Robert Walpole, the current Prime Minister of the UK and the current political leader of Brierley ward. **Similarity / Difference within a period/situation (diversity)** • The difference between Prime Ministers and who they represented in the past and present

Y2

Enquiry Question: Who were the Romans and how did they affect Britain?

This unit provides children with an early understanding of the Roman Empire in the familiar context of Britain, which will be built on in later years. This unit is the first real introduction of the key substantive concept of empire.

Substantive knowledge: Empire

1. The Romans used their technology and large army to explore and rule their empire. People living in Britain were not as advanced as the Romans

2. The Roman army was large and well organised

3. The Romans successfully invaded Britain in 43 CE. Boudicca rebelled against the Romans Boudicca's rebellion was unsuccessful

4. The Romans built towns surrounded by stone walls. Roman towns often contained shops, homes, yards for animals, a forum and a basilica. Hadrian's Wall formed the northern border of the Roman Empire.

5. The Romans built towns and roads across Britain. The Romans created written records which is how we know about their history.

Disciplinary knowledge and skills

Using evidence /Communicating ideas:
- Children will analyse sources of evidence looking at how we know about the Romans from the things they left behind, included written sources.

Continuity and change in and between periods
Children will learn what changed in Britain after the Romans invaded.

Significance of events
- The invasion, the building of Roman roads still in use today.

Significant people
- Julius Caesar, Hadrian, Boudicca

Similarity / Difference within a period/situation (diversity)
- The difference between the social structure of British people and the Roman invaders.
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Enquiry Question: Who were the Tudors?

This unit focuses on the lives on Henry VIII and his three children: Mary I, Elizabeth I and Edward VI. All three of Henry VIII children ruled over Britain at various points. Throughout the unit, the children will look at the Tudor family tree and learn about each monarch and look at how they sought to shape England during their reigns.

Substantive knowledge: Monarchy

1. That during the Tudor period, rich people wore expensive, ornate clothes and ate lots of meat whereas poor people had simple clothes and ate more bread and vegetables. Boys and girls were also treated differently

2. Henry VIII was the second son of the first Tudor monarch- Henry VII. Henry VIII had 6 wives. Henry VIII had three children: Mary, Elizabeth and Edward

3. Before the Reformation, England was a Roman Catholic country and the Pope was the head of the church. King Henry VIII became head of the Church of England. One of the reasons for the reformation was Henry VIII desire to end his marriage to Catherine of Aragon

4. Edward VI was only 9 when he inherited the throne. Edward VI was a Protestant and Mary I was a Catholic. Mary I was the first queen to rule on her own and is sometimes remembered as 'Bloody Mary'

5. Elizabeth I ruled for 44 years and this time is known as the Elizabethan 'Golden Age. 'The Elizabethan Religious Settlement was a compromise between Catholics and Protestants. During Elizabeth's reign, Shakespeare opened the Globe theatre

Disciplinary knowledge and skills

Using evidence /Communicating ideas:
- Children will analyse sources of evidence such as images of Hampton Court and similar original Tudor buildings.

Continuity and change in and between periods
- Children will learn what was different and what stayed the same after Henry VIII's break with Rome.

Significance of events
- The reformation

Significant people
- Henry VIII, Edward IV and Mary I, Elizabeth I

Similarity and difference
The experience of the rich and poor within this period.

Enquiry Question: Who made life fair for people in the past?

This unit introduces key historical figures who have fought for human rights: Gandhi (political freedom), Rosa Parks and Martin Luther King Jr (equality, freedom from discrimination), Malala Yousafzai (access to education), and Greta Thunberg (climate change activist).

Substantive knowledge: Peasantry

1. When Gandhi was alive, India was ruled as part of the British Empire. Gandhi wanted India to rule itself.

2. Martin Luther King led the Civil Rights Movement in America and gave powerful speeches

3. Malala Yousafzai spoke out publicly on behalf of girls and their right to learn. Malala Yousafzai set up a charity to help girls and won a Nobel Peace Prize

4. Greta Thunberg raised awareness for Climate Change by going on strike from school on Fridays. Greta speaks at important events and tries to convince people to change their behaviors to help save the planet.

5. David Attenborough made lots of natural history documentaries teaching people about the planet earth. David Attenborough speaks out about Climate Change and asks people to take care of the earth

Disciplinary knowledge and skills

Using evidence /Communicating ideas:
- Children will analyse sources of evidence such as newspapers, television interviews and extracts of autobiographies.

Continuity and change in and between periods
- Children will learn what life was like before and after each of these people made an impact. For example what changed after the Civil Rights movement and what stayed the same.

Significance of events
- The end of British rule in India, the Montgomery bus boycotts.

Significant people
- Ghandi, Rosa Parks, Malala Yousafzai, Greta Thunberg, David Attenborough

Similarity and difference
- The experience of the rich and poor, male and female, white and non-white people within this period.

Y3

Autumn Term 1: Enquiry Question: How did the Stone Age change to the Iron Age?

This unit helps children to understand the history of Britain as a coherent, chronological narrative, starting from the earliest times. Children will build on the disciplinary concept of continuity and change throughout.

Substantive knowledge: Civilisation

1. When the British Isles were joined to Europe, Palaeolithic people sometimes came to Britain to hunt. People in Britain were usually nomadic hunter-gatherers.

2. The Neolithic period was when people began farming crops and kept cattle, sheep and pigs for meat

3. Around 2500 BCE people in Britain learned how to make objects from copper, gold and Bronze. The Beaker people held religious ceremonies.

4. Neolithic people began building Stonehenge. It is believed that Stonehenge was used for religious ceremonies and funerals

5. People in Iron Age Britain were religious, and Priests were known as Druids. People belonged to tribes and lived in Hill forts.

Disciplinary knowledge and skills

Using evidence /Communicating ideas:
- Children will analyse how we know about life in Britain during the Stone Age to the Iron Age from the things left behind

Continuity and change in and between periods
- Children will learn how the introduction of farming made a significant change to how people lived their lives.

Significance of events
- The turning points within this period and the remains of events that have been uncovered – Skara Brae for example.

Cause and consequence
- Children will learn how the impact of the Roman invasion ended this period.

Similarities and difference
- Children will learn the differences in how people lived as each period changed from the Stone Age to the Iron Age.

Enquiry Question: How did Britain change from 410 to 1066?

This unit helps children to understand that after the Romans left, a mix of tribes from Germany, Denmark and the Netherlands began to migrate to England. The children will also learn about the Picts, the Scots and the Vikings.

Substantive knowledge: Civilisation

1. After the Romans left Britain around 410 CE, the Anglo Saxons invaded
The Anglo Saxons were made up of the Angles, Saxons and the Jutes and divided England into kingdoms.

2. The Romans were unable to defeat the Picts when they invaded Britain
The Scots and the Picts both lived in Scotland, separated by the Grampian Mountains.

3. There was a big difference between the lives of rich and poor Anglo Saxons.

4. Anglo Saxons were skilled craft workers and enjoyed playing games, feasting and telling stories. The early Anglo Saxons were Pagans.
The Pope sent a Monk called Bede to England to try and convert the Anglo Saxons to Christianity.

5. The Vikings were very good at ship building and exploring. Their strong ships allowed them to explore far over the seas. Vikings raided and also traded around the world.

6. In 793, the Vikings raided the monastery of St Cuthbert on Lindasfarne
The Vikings invaded Britain. The Vikings killed many people and stole valuable things from the places they attacked.

7. The Danelaw was an area of England ruled by the Vikings. Many Vikings lived on farms, growing crops and looking after animals.

8. King Alfred was the Anglo-Saxon King of Wessex. King Alfred defeated the Vikings and made an agreement to trade peacefully

9. The Vikings did not write religious stories down, they told them to one another over many years.

10. King Canute was a Viking King who ruled over much of England. Later, England had an English King called Edward the Confessor, who left no clear heir.

11. The Battle of Hastings was fought between Harold Godwinson and William, Duke of Normandy in 1066. William's Norman army were victorious and William became King of England.

Summer Term 1: Enquiry Question: How did Britain struggle to make Laws and gain Power? (1154- 1272)

This unit focuses on the power struggle between the monarchy, church and the people during the Middle Ages. Throughout this unit, the children will analyse some of the significant changes that took place during this period which helped pave the way for a fairer and more democratic Great Britain.

Substantive knowledge: Parliament

1. That Henry II used Royal Justices (Judges) to travel the country to make sure local courts were following Common Law.

2. That Henry II made his friend, Thomas Becket, Archbishop of Canterbury but later had him killed.

3. Christian European kings wanted to win control of the 'Holy Land'.
They led a series of battles called the Holy Wars against Muslims.

4. King John was forced to agree with promises in the Magna Carta in 1215

5. Simon de Montfort asked every county in England to send two people to represent them at a meeting. This meeting was called a 'Parliament', from the French word 'parler' which means 'to talk'.

Disciplinary knowledge and skills

Using evidence /Communicating ideas:
- Children will analyse how we know about life in Britain between 1154 and 1272 from artefacts and artwork.

Significance of events
- The turning points within this period, Henry II Jury of Presentment, the murder of Thomas Beckett, the Holy Wars, the signing of the Magna Carta and the new Parliament.

Significant people
- Henry II, Richard I, King John, Simon de Montfort

Summer Term 2: Enquiry Question: What happened in The Wars of the Roses?

The War of the Roses were a series of dynastic struggles between two factions- the House of Lancaster and the House of York. The children will focus on some of the key events that took place during this period and the lives of some of significant people such as Edward IV and Richard III

Substantive knowledge: Monarchy

Autumn Term 2: Enquiry Question: What was the civilisation of Ancient Egypt?

During this unit, the children will look at Ancient Egypt's hierarchal society. The children will learn about the similarities and differences between the lives of the rich and the poor, and the lives of men and women at this time.

Substantive knowledge: Civilisation

1. Egypt is located in north-east Africa. Ancient Egyptians lived near the Nile as they could grow food.

2. Pharaohs were Ancient Egyptian rulers. Farmers were at the bottom of the social pyramid.

3. Ancient Egyptians worshipped over 2000 gods and goddesses
Ancient Egyptians believe Pharaohs represented Gods on Earth.

4. Tutankhamun became Pharaoh at 9 when his father died. Tutankhamun was mummified and was surrounded by lots of priceless treasures

5. Ancient Egyptians left pictures, writing and statues behind.
Hieroglyphics can tell us about life in Ancient Egypt. The Rosetta Stone helped people understand hieroglyphics.

Disciplinary knowledge and skills

Using evidence /Communicating ideas:
- Children will analyse sources of evidence including paintings, artefacts and photographs of original objects to learn about how people lived in ancient Egypt

Significance of people
- Tutankhamun, Howard Carter

Similarities and difference
- Children will learn how life was lived differently by people on different levels of the hierarchal social structure. Children will also learn about similarities and difference in Egyptian religious beliefs, for example their belief in the afterlife is similar but different to the Christian belief.

Disciplinary knowledge and skills

Using evidence /Communicating ideas:
- Children will analyse sources such as artefacts and art to learn that we know about life in Britain between 410 to 1066AD from the things left behind

Continuity and change in and between periods
- Children will learn how different invaders changed the lives of people in Britain and what changed or stayed the same after the next invaders arrived.

Significance of events
- The turning points within this period, for example the dates of invasion and specific battles such as the battle of Hastings.

Significant people
- Alfred the Great, Kind Cnut and Edward the Confessor

Similarities and difference
- Children will learn the similarities and differences in the beliefs and customs of each native or migrant group.

1. The Wars of the Roses were fought between two families: The House of Lancaster (red rose), and the House of York (white rose). It was a Civil War that lasted from 1455-1485

2. That Henry VI (House of Lancaster) was believed by many at the time to have the strongest claim to the throne. Edward IV defeated Henry VI at the Battle of Towton and made himself king of England

3. Richard III locked away the princes in the Tower of London. Richard has been accused of killing Edward IV's sons—his own nephews—so that he could become king.

4. Henry Tudor killed Richard III at the Battle of Bosworth Field. Henry Tudor became Henry VII, the first Tudor King. Richard III's remains were found in 2013.

5. Henry VII, a Lancastrian, married the daughter of Edward IV from the House of York. This union between the two warring houses, Lancaster and York, was represented in the Tudor Rose.

Disciplinary knowledge and skills

Using evidence /Communicating ideas:
- Children will analyse sources of evidence including paintings, artefacts and photographs of original objects to learn about what each 'house' (York or Lancaster) was like.

Significance of events
- The turning points within this period, for example the Battle of Towton, the battle of Bosworth, the joining of the houses of York and Lancaster and the unearthing of Richard III's remains

Significant people
- Henry VI, Edward IV, Richard III, Henry VII

Similarities and difference
Children will learn the similarities and differences between the Yorkists and the Lancastrians.

Y4

Enquiry Question: What was the Civilisation of Ancient Greece?

Children will learn about the development of Athenian Democracy and will contrast the values held by the citizens of the Athens with those of the war focussed Spartans.

Substantive knowledge: Civilisation

1. Ancient Greece was made up of a series of independent city-states such as Athens and Sparta.

2. Athens was a city-state in Ancient Greece. Only citizens were allowed to vote in Athens. Male slaves and all women were not citizens.

3. The Spartans were famous for being the greatest warriors in Ancient Greece.

4. Sparta and Athens were enemies, but they joined together to fight the Persians.
.
5. At 19, Alexander the Great conquered the whole of Greece in just two years.

6. The Ancient Greeks invented philosophy, meaning 'love of wisdom'. Three important philosophers of Ancient Greece were Socrates, Plato, and Aristotle.

7. Religion in Ancient Greece was polytheistic which means they worshipped many Gods. Zeus was the King of the Greek Gods and controlled the sky and the weather.

8. Ancient Greek Myths are stories that feature gods, creatures and monsters. The Ancient Greeks retold myths as a way of explaining the world around them.

9. The Parthenon is a temple from Ancient Greece built on the Acropolis in Athens.

10. The Olympic Games were a festival to honour the Greek God Zeus.

11. The Ancient Greeks began to use a democratic system where citizens voted for their leaders; many countries around the world do this today.

Disciplinary knowledge and skills

Using evidence /Communicating ideas:

- Children will analyse sources of evidence including paintings, artefacts and photographs of original objects to learn how we know about life in Ancient Greece from the things left behind

Spring Term 1: Enquiry Question: What was Life Like in Ancient Rome?

The children learn about the changing political context of Rome- from being governed by a monarchy, to the Republic and the Empire. the children will also begin to learn about Rome's social classes and compare the lives of Patricians, Plebeians and Slaves.

Substantive knowledge: Civilisation, Empire and Peasantry

1. Ancient Rome was one of the most powerful empires in history.

2. Rome had three distinct phases of government: monarchy (led by Kings), republic (led by people) and empire (led by an emperor).

3. The destruction of Pompeii was a major event in Roman history.

4. The forum was the centre of political, religious and commercial life.
.
5. The Latin language formed the basis of many languages including Italian, Spanish, French, and Portuguese. Many English words come from Latin roots

Disciplinary knowledge and skills

Using evidence /Communicating ideas:

- Children will analyse sources of evidence including paintings, artefacts and photographs of original objects to learn about how people lived in ancient Rome
- Children will learn that most of what we know about Ancient Rome comes from historical evidence left behind, particularly the evidence preserved in Pompeii.

Significance of events

- The destruction of Pompeii

Significant people

- Tarquin the Proud, Pliny the Younger

Spring Term 2: Enquiry Question: How did Rome rise and fall?

The unit begins by looking at the Punic Wars, three major wars fought over 118 years between the Romans and the Carthaginians. Children will learn about Julius Caesar, his life and his assassination. They will learn the phrase 'crossing the Rubicon' and will understand that Julius Caesar led his armies across the Rubicon River, making a decision to attack Rome and committing a crime that he could never undo.

Substantive knowledge: Civilisation

Summer Term 1&2: Enquiry Question: Who were The Stuarts?

In this unit, the children will use a range of sources to interpret the cause and consequence of significant events, such as the English Civil War, The Gunpowder Plot and the Great Fire of London, as well as analysing the influence of significant people including Oliver Cromwell and Sir Christopher Wren. When learning about Oliver

Substantive knowledge: Monarchy and Parliament

1. That James VI of Scotland became James I of England in 1603 when Elizabeth I died without an heir.

2. It was the harsh treatment of Catholics that led to the Gunpowder Plot.

3. When King James I died in 1625, his son Charles became King. Like his father, King Charles I believed in the divine right of kings.

4. Parliament confronted King Charles I with their 'Grand Remonstrance'. This was a list of all the things they thought Charles had done wrong. This led to the English Civil War.

5. Following Charles I's execution, the country was ruled by the 'Lord Protector' Oliver Cromwell (a respected Parliamentary general) and an Act was passed declaring England to be a 'Commonwealth

6. That in 1660, following the death of Cromwell, Parliament invited Charles II (Charles I's son) to come out of exile in France and be the king

7. That in In 1665, the Great Plague spread across the London.

8. On 2nd September 1666, the Great Fire of London roared through London, destroying much of the city.

9. Christopher Wren and Robert Hooke were the two architects who took charge of rebuilding many of the important buildings in London. This included rebuilding St Paul's Cathedral.

10. After the death of Charles II, his brother James II was crowned king.

11. Prince William of Orange to invade England and became King of England in 1688.

Disciplinary knowledge and skills

Using evidence /Communicating ideas:

- Children will analyse how we know about life in Britain during the Stuart period through the investigation of appropriate sources of evidence – such as artwork, written testimonies and architecture

	Significance of people • Socrates, Plato, Aristotle **Similarities and difference** • Children will learn the similarities and differences in the lives of rich/poor and males/females in this period.	1. Rome had many rivals to its power; the earliest and greatest was the city of Carthage. Rome fought three wars (The Punic Wars) against Carthage. 2. Caesar's murder in 44 BCE, led to the destruction of the Roman Republic and the birth of the empire. 3. Caesar Augustus' reforms contributed to a two-hundred year period of stability called the Pax Romana, or Roman Peace. 4. Christianity was illegal for the first three centuries of its existence. After Emperor Constantine made it legal, Christianity become a dominant religious, political and cultural force in the ancient world. 5. The absolute power of the emperors led to huge corruption. By the 5th Century this had so weakened the empire that it could no longer keep out invaders and the Roman Empire fell. **<u>Disciplinary knowledge and skills</u>** **Using evidence /Communicating ideas:** • Children will analyse artefacts to learn how people lived in Ancient Rome. • Children will learn that most of what we know about Ancient Rome comes from historical evidence left behind.. **Significance of events** • The assassination of Julius Caesar, Emperor Constantine's conversion to Christianity in 312 CE, the sacking of Rome by the Visigoths in 410 **Significant people** • Julius Caesar, Caesar Augustus, Constantine	**Continuity and change in and between periods** • Children will learn how life was different for people during the reign of different leaders with opposing religious views on how ordinary people should practice their religion. **Significance of events** • The union of the Crown, the Gunpowder plot, the storming of Parliament, the Great Plague of 1665, the Great Fire of 1666 **Significant people** • James I, Charles I, Oliver Cromwell, Christopher Wren, Robert Hooke **Similarities and difference** • Children will learn the similarities and differences in the beliefs and customs during each leader's rule.

Y5

Autumn Term 1: Enquiry Question: What was the civilisation of Baghdad c.900 CE?

The unit offers an opportunity for children to compare the construction of Baghdad with other European settlements they have studied, for example the rebuilding of London after the Great Fire of London. Children will evaluate the location of Baghdad and use their prior knowledge of what factors lead to settlements in developing locations.

Substantive knowledge: Civilisation

1. That the Islamic world made great contributions to western culture, including astronomy, philosophy and architecture

2. Caliph Al-Mansur began the construction of Baghdad in 792 CE. Baghdad was built in this location because lots of people could travel through that land.

3. The ancient city of Baghdad was a round city. In the centre of the city, there was a Mosque and a palace. Baghdad grew to be a popular and wealthy city.

4. That in 900 CE people came from all over the world to learn in Baghdad. One of the places where people went to learn was called the House of Wisdom.

5. The Mongols attacked Baghdad in 1258. The Mongols destroyed the city and killed its inhabitants. Thousands of books were thrown into the Tigris River and lost forever.

Disciplinary knowledge and skills

Using evidence /Communicating ideas:
- Children will analyse sources of evidence, artwork in particular to learn how people lived in Baghdad before and after the Mongol invasion.

Significance of events
- The construction of the House of Wisdom, the Mongol invasion

Significant people
- Caliph Al-Mansur, Genghis Khan

Continuity and change in and between periods
- Children will learn that Baghdad changed dramatically after it was destroyed by the Mongols, but the religion of the people – Islam, stayed the same.

Spring Term 1: Enquiry Question: What was the French Revolution?

In this unit, children will learn that following a period of instability in France, a military leader managed to seize power of France and sought to build a large empire- Napoleon. The children will learn about the rise and fall of Napoleon and look at battles that took place during this time that are significant in both French, British and European history.

Substantive knowledge: Peasantry

1. Before the revolution, French society was very unfair. 1789, poor people were very unhappy, and some decided to demand change.

2. The French Revolution began with the Storming of the Bastille. France was no longer ruled by a King and many people were executed during the revolution

3. Napoleon was a French military leader who commanded armies. Napoleon made himself 'Emperor' of France.

4. The British Navy and the French Navy fought the Battle of Trafalgar near Spain. The British Navy were victorious, and the French could not invade.

5. Napoleon fought Britain and its allies at the Battle of Waterloo. After losing the battle, Napoleon was exiled again to a remote island called St Helena.

Disciplinary knowledge and skill

Using evidence /Communicating ideas:
- Children will analyse sources of evidence to learn what life was like for rich and poor French people before and after the revolution.

Significance of events
- The storming of the Bastille, Napoleon making himself the Emperor of France, the Battle of Trafalgar, the Battle of Waterloo

Significant people
- Louis XVI, Marie Antoinette, Napoleon, Horatio Nelson

Similarities and differences
- Children will learn the similarities and differences between the lives of the rich and poor before the revolution

Continuity and change in and between periods
- Children will learn that after the revolution, Napoleon changed French society as he built schools for the poor, established a bank of France and Code Napoleon to a) abolish the Feudal system, b) abolish rights of birth so equality before the law was given, and c) all people had a right to property

Summer Term 1: Enquiry Question: What was the Industrial Revolution?

In this unit, children will not only learn about the economic and technological benefits of the Industrial Revolution but will also explore the social context, with a focus on how life changed for those who began working in factories and coal mines during this time.

Substantive knowledge: Peasantry

1. That Industrial Revolution describes moving from a society based on hand manufacturing and human or animal power, to a society based on machinery.

2. Spinning cotton using machines was far faster and cheaper. Richard Arkwright built the first modern factory in England and died one of the richest men in Britain.

3. The steam engine meant that humans could use the energy in fossil fuels to create power.

4. Britain needed a lot of coal to smelt iron to make and power the new industrial machines. Coalmines were constructed in Barnsley and many villages grew to house coal miners and their families.

5. More men from the village lost their lives in Grimethorpe Colliery than died during two world wars. The Miner's Strike and pit closure in 1994 changed the social structure of Brierley and Grimethorpe.

Disciplinary knowledge and skill

Using evidence /Communicating ideas:
- Children will analyse sources of evidence including paintings, artefacts and photographs to learn how life changed for ordinary people during the Industrial Revolution.

Significance of events
- The invention of the textile mill, the steam engine, the chronology of coal mining techniques, the 1842 Mines and Collieries Act

Significant people
- Richard Arkwright, James Watt, Mathew Boulton, Arthur Scargill, Margaret Thatcher, Danny Gillespie and Beryl Sargesson – both local people with a heritage of coal mining history in Barnsley.

Similarities and differences
- Children will learn the similarities and differences between the lives of the rich and poor, young and old, male and female during the Industrial Revolution

Continuity and change in and between periods

Autumn Term 2: Enquiry Question: What was the Early British Empire like?

This unit will look at the role that the empire played in global trade and how some wealthy British people were able to benefit from this. The children will learn where specific goods such as tea and chocolate came from and discuss how global trade allowed people to have access to things that they would not usually have.

Substantive knowledge: Empire

1. An empire is a group of countries ruled by a single monarch or ruler. Great Britain had an empire from the 16th to the 20th century

2. Britain set up small and large colonies in the countries where they traded.

3. The Mughal Emperor allowed Britain to build trading bases in India which were controlled by the East India Company

4. Britain gained colonies in North America, Africa, the Philippines and India. By the end of the War, Britain had replaced France as the most powerful nation in the world

5. India had a huge population, so Britain exploited this to create a powerful army (Global Defence). Britain was then extremely successful in the Seven Years War.

Disciplinary knowledge and skills

Using evidence /Communicating ideas:
- Children will analyse sources of evidence, particularly images and historic maps

Significance of events
- The decline of the Mughal Empire, the French invasion of Minorca that led to the Seven Years War, the reigns of different British monarchs within the Empire period

Significant people
- Prince Nawab of Bengal, Robert Clive

Cause and consequence
- Children will learn that the British Empire was a consequence of the decline of the Mughal Empire, that the French invasion of Minorca caused the Seven Years War,, that Robert Clive's battle of Plassey led to British rule in India.

Interpretations
- The children will be first introduced to analysing interpretations by exploring two different historical lenses on the British Empire – the Whig views on

Spring Term 2: Enquiry Question: What was the Transatlantic Slave Trade?

In this unit, the children will learn about the abolition of slavery. They will explore the changing interpretations of the reasons behind the abolition of the slave trade. Prominent abolitionists will be studied, including Elizabeth Heyrick, Thomas Clarkson, William Wilberforce and Olaudah Equiano.

Substantive knowledge: Peasantry

1. The Atlantic Slave Trade provided slave labour to work on plantations in the Americas, which provided goods such as coffee, sugar and tobacco
Enslaved Africans were sold to the European traders in exchange for goods.

2. The 'middle passage' or 'Atlantic passage' was the journey taken in slave ships from West Africa to America. Conditions on a slave ship were so appalling and inhumane that one in ten would die.

3. Enslaved Africans could be bought at auction, braded by their owner, and sent to work on a plantation. The treatment of enslaved Africans was extremely cruel.

4. The abolition of slavery was achieved by African resistance, economic factors and humanitarian campaigns. The Abolitionists in Britain were campaigners, including black former slaves, who tried to persuade Parliament to end the slave trade.

5. Thomas Clarkson set up the Committee for the Abolition of the African Slave Trade, along with Granville Sharp. Thomas Clarkson recruited MP William Wilberforce to speak on behalf of the abolition movement in Parliament

Disciplinary knowledge and skill

Using evidence /Communicating ideas:
- Children will analyse sensitively selected sources of evidence to learn about the experiences of enslaved Africans

Significance of events
- The Haitian Revolution, the abolition of slavery in 1807, slavery proclaimed illegal in 1834

Significant people
- Olaudah Equiano, Elizabeth Heyrick, Thomas Clarkson and William Wilberforce

Similarities and differences
- Children will learn the similarities and differences between the experiences of people with different skin lightness. They will also learn about those who fought for abolition and those who didn't and what makes them both similar and different.

Continuity and change in and between periods
- Children will learn that after the closure of the pits in Barnsley, lots of people did not have a job to go to after they left school. However, local communities continued to be strong and help override the sense of degradation.

Summer Term 2: Enquiry Question: What was life like during the Victorian Age?

During this unit, the children learn about the significant life of Queen Victoria: both her personal life and some of her decisions as a monarch. This unit also delves deeper into the social aspects of Victorian Britain, looking in particular at the lives of the poor.

Substantive knowledge: Peasantry, Monarchy, Parliament

1. That Victoria became Queen at 18 and ruled for almost 64 years. She became a symbol of empire and during her reign the British Empire became one of the largest empires the world had ever seen

2. The industrial revolution caused urbanisation. Large cities experienced many problems, such as the spread of disease and overcrowding in poor slums.

3. Poor people who lost their jobs would not be helped by the government.
Those without jobs were sent to workhouses, which were quite similar to prisons.

4. The Great Exhibition took place in 1851 to showcase amazing objects and inventions from around the world.

5. In 1870, Parliament made education compulsory for every British child up to 11 years old, beginning the age of mass education.

Disciplinary knowledge and skill

Using evidence /Communicating ideas:
- Children will analyse sources of evidence including paintings, artefacts and photographs to learn what life was like for people living in cities and workhouses during the Victorian period.

Significance of events
- The Poor Law Reform Act 1834 that led to poor relief in the form of punitive workhouses, the Great Exhibition of 1851, the 1891 Elementary Education Act

Significant people
- Queen Victoria, Prince Albert, Charles Dickens

Similarities and differences
- Children will learn the similarities and differences between the lives of the rich and poor and those who lived in the city and the country during the Victorian age.

Continuity and change in and between periods

	superiority and the modern historians view on cultural imperialism.	Children will learn that while legally, previously enslaved Africans were made free after slavery was made illegal, the legacies of slavery endured long after and the perception of them as sub-human in the eyes of many people continued.	• Children will learn the huge changes that happened within this period and measure what has changed in Britain since the Victorian invention of street lighting, medicines, trains, the motor car, department stores and compulsory education, and our modern day Britain. **Interpretations** • Charles Dickens' interpretation of the Workhouse in Oliver Twist

Y6

Autumn Term 1: Enquiry Question: What happened in World War I?

The children will begin this unit looking at the causes that led to the war. They will be able to use their existing knowledge of the British Empire to understand how the desire to create vast empires, and the growing conflict, distrust and dislike among European powers ended in the death of millions of people.

Substantive knowledge: Empire

1. That prior to 1914, tension was mounting in Europe with secret alliances and a desire for counties to expand their empires. The assassination of Archduke Ferdinand sparked World War One.

2. The war was fought on land, at sea and while aeroplanes were new, in the air.

3. Soldiers faced terrible conditions while living in the trenches

4. The Home Front was made up of people left at home, including many women, who took up jobs in factories, farms, offices etc.

5. The war ended on 11th November when Germany and the allies signed a ceasefire, or armistice, and the Treaty of Versailles was signed

Disciplinary knowledge and skills

Using evidence /Communicating ideas:

- Children will analyse sources of evidence including paintings, artefacts and photographs to learn what life was like for soldiers living and fighting in the trenches, and for those at home.

Significance of events

The Defence of the Realm Act, the Treaty of Versailles, the 'Representation of the People Act' in 1918

Significant people

- David Lloyd George

Similarities and differences

- Children will learn the similarities and differences between the lives of men and women during this period.

Cause and Consequence

- Children will learn the main causes of WWI (MAINIA) and how the consequences of the Treaty of Versailles were experienced by Germany.

Spring Term 1: Enquiry Question: How did Hitler rise and fall in World War II?

During this unit the children will build on their understanding of the substantive concept: Nationalism. The children will learn about the nationalist political party known as the Nazi party, and how the Nazis controlled many aspects of life in Germany during this period, including roles of men and women and education.

Substantive knowledge: Parliament & Peasantry

1. The Treaty of Versailles blamed Germany for starting the war and outlined punishments. Many German people were unhappy with the government at the end of the war.

2. In 1921, Adolf Hitler became the leader of the Nazi party. The Nazis wanted to create a 'pure Aryan race' of German people with blond hair and blue eyes.

3. In Nazi Germany, women were required to look after the home and have children. Nazi children would join the Hitler Youth or the League of German Maidens.

4. The assassination of a Nazi official preceded Kristallnacht. Many Jews tried to leave Germany to seek refuge elsewhere, many became trapped in refugee camps.

5. Germany invaded Poland in 1939. Great Britain declared war on Germany as a response to the invasion of Poland.

Disciplinary knowledge and skills

Using evidence /Communicating ideas:

- Children will analyse sources of evidence including newspapers, artefacts and photographs to learn what life was like for non-German and German/Jewish people living in Europe before, during and after WWII.

Significance of events

The Treaty of Versailles, Hitler becoming leader of the Nazi party in 1921, the establishment of concentration camps in 1933, Kristallnacht, the German invasion of Poland in 1939.

Significant people

- Adolf Hitler, Zdenka (Holocaust Memorial Trust)

Similarities and differences

- Children will learn the similarities and differences between the lives of Jewish people and German people during this period.

Cause and Consequence

- Children will learn that the Treaty of Versailles is often cited as the main cause of Nazi fury and their invasion of Poland was out of their desire to reclaim the land lost in Poland after it was signed.

Summer Term 1: Enquiry Question: What happened during the Cold War?

Children will learn that the superpowers never officially went to war; instead, the war was fought through 'proxy wars' – with each superpower supporting opposing sides. As well as competing for weapons, the superpowers competed to show the world they had the greatest technology and scientific discovery.

Substantive knowledge: Parliament & Peasantry

1. The Cold War was fought between the superpowers- the USA and its allies (west) and the Soviet Union (east)

2. The USA developed the first atomic bombs and used them against Japan in World War 2. In 1949, the USSR developed their own atomic bomb and the arms race begun

3. The communist leader, Fidel Castro, allowed the USSR to put missile sites in Cuba which could reach the US, and the USA retaliated by blocking arms entering Cuba

4. The Soviet Union were the first to put a satellite into orbit (Sputnik 1) and The US were the first to put a man on the moon- Neil Armstrong- on 20th July 1969

5. During the Cold War the USSR and USA supported opposing sides of wars (proxy wars), with the USSR supporting those with communist ideologies

Disciplinary knowledge and skills

Using evidence /Communicating ideas:

- Children will analyse sensitively selected sources of evidence including newspapers, photographs and film footage to learn about the nuclear bomb and images of the Arms and Space Race period.

Significance of events

- The bombing of Hiroshima and Nagasaki in 1945, the Cuban Missile Crisis, the successful launch of Sputnik 1, the 1969 moon landings, the collapse of the Soviet Union in 1991

Significant people

- President Truman, Fidel Castro, Yuri Gagarin, Valentina Tereshkova, Neil Armstrong,

Similarities and differences

- Children will learn the similarities and differences of how life is lived under communist and capitalist governance.

Cause and Consequence

- Children will learn the Arms race effectively caused its own end as neither opposing sides wanted Mutually Assured Destruction (MAD).

Continuity and change in and between periods

- Children will learn about the changes in warfare, particularly the use of animals in warfare, during this period.

Autumn Term 2: Enquiry Question: Who were the Suffragettes?

The children will learn about and compare the campaigns of the National Union of Women's Suffrage Societies-led by Millicent Fawcett-and the Women's Social and Political Union lead by Emmeline Pankhurst.

Substantive knowledge: Parliament

1. Before 1832, only 3% of the country were able to vote. John Stuart Mill argued that the Reform Act should allow women property owners to vote too but MPs didn't agree.

2. The National Union of Women's Suffrage Societies was formed in 1897 by Millicent Fawcett who advocated peaceful protest

3. Emmeline Pankhurst (a former member of the NUWSS) formed the Women's Social and Political Union. The WSPU used extreme tactics including violence and breaking the law.

4. During the 19th and early 20th century, there was widespread support for anti-suffragism.
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5. In 1918, the Representation of the People Act gave all men over the age of 21, and women over 30 (who owned a house or were married to a homeowner) the right to vote. In 1928, all women over the age of 21 were given the same voting rights as men

Disciplinary knowledge and skills

Using evidence /Communicating ideas:

- Children will analyse sources of evidence including paintings, artefacts and photographs of the suffragettes and suffragist women in action to learn their different approaches and who they represented.

Significance of events

The Parliamentary Reform act of 1867, The Great Reform Act of 1932, the Representation of the People (Equal Franchise) Act, The 1928 Equal Franchise Act

Significant people

- John Stuart Mill, Millicent Fawcett, Emmeline Pankhurst

Spring Term 2: Enquiry Question: What happened during World War II and the Holocaust?

While a significant emphasis of this unit is on Britain and the war, time will also be dedicated to learning about a related event of global significance that took place at this time- the Holocaust.

Substantive knowledge: Parliament & Peasantry

1. World War II began in 1939 (when Germany invaded Poland) and ended in 1945.

2. In 1940, Hitler planned to invade Britain, known as Operation 'Sealion'.
The Luftwaffe heavily bombed towns and cities in Britain (known as the Blitz) in an attempt to get Britain to surrender

3. Codebreakers at Bletchley Park were employed by the government to intercept and decode the enemy's secret messages

4. The Nazis established camps where people were forced to work, kept in appalling conditions and killed.

5. Over a million men at home volunteered to join the Home Guard to protect Britain if Germany invaded. Women formed the Land Army.
The government used propaganda to influence the people to support the war. Campaigns included the 'Dig for Victory' and 'Careless Talk Costs Lives.'

Disciplinary knowledge and skills

Using evidence /Communicating ideas:

- Children will analyse sources of evidence including newspapers, artefacts, photographs and film footage to learn that World War II was fought differently by different people – at home, in the air and overseas. They will be given very sensitively chosen images and video footage of Jewish treatment but using advice from the Holocaust Education Trust about their appropriateness.

Significance of events

The Battle of Britain, The Blitz, the breaking of the Enigma Code

Significant people

- Winston Churchill, Dilly Knox, Mavis Batey, and Alan Turing

Similarities and differences

- Children will learn the similarities and differences between the lives of men, women and children in Britain during WWII.

Interpretations

- Children will be introduced to historiography in this unit to learn that Orthodox historians place responsibility for the Cold War on the USSR. Revisionist historians place responsibility for the Cold War on the USA, and post-revisionist historians believe neither the USA nor the USSR were to blame.

Summer Term 2 : Enquiry Question: What happened during the Cold War?

Throughout the curriculum, the children have gained a coherent and chronological understanding of the history of Britain and the wider world and have studied the lives of people from different backgrounds, ethnicity, religion, and gender. In this unit children can use this knowledge to enable them to make connections, think critically, and use evidence to support their judgements.

Substantive knowledge: Parliament & Peasantry

1. In 1948 the UN established the Universal Declaration of Human Rights
In the UK, the Human Rights Act 1998 protects human rights

2. Women's rights - The Equality Act 2010 replaced a number of anti-discriminatory laws under one Act.

3. Children's rights - The UNCRC grants all children a set of rights, such as the right to education and the right to express their opinion and be listened to.

4. Racial equality: The Race Relation Acts in the 1960s and 70s made it illegal for people to be discriminated against because of their ethnicity.

5. Religious tolerance: People of different faiths have lived in Britain for hundreds of years. The Human Rights Act 1998 and the Equalities Act 2010 protect people from religious persecution.

Disciplinary knowledge and skills

Using evidence /Communicating ideas:

- Children will analyse sensitively selected sources of evidence including newspapers, paintings, photographs and film footage consolidate their knowledge of how people in the past were oppressed because of their gender, age, ethnicity and religion.

Significance of events

- Universal declaration of Human Rights 1948, The Court of Human Rights was set up in 1959, the Human Rights Act 1998

Significant people

- Winston Churchill, Eleanor Rathbone, Malala Yousafzai, Doreen Lawrence

	Similarities and differences • Children will learn the similarities and differences between the suffragette and suffragist approach and explore the lives of women compared to men during this period.		**Similarities and differences** • Children will consolidate their knowledge of the similarities and differences between men and women, rich and poor, white and non-white, and those with different religions. This will help them understand throughout the past and present, rights comes responsibilities to respect what was once fought hard for. **Interpretations** Children will be exposed to varying interpretations that prove and disprove the significant people's contribution to the history of human rights. They will use these interpretations to explore their historiography.

Curriculum Intent: Geography

Cultural Capital: Essential Learning Geography			
	By the end of Autumn Term All children will know:	**By the end of Spring Term All children will know:**	**By the end of Summer Term All children will know:**
Y1	**Autumn** **Spatial Sense** **Key end points of this unit, Spatial Sense, are:** • To draw a map. • To know that maps give us information about places. • To understand maps are drawn from an aerial view **National Curriculum link** -use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage -use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map -use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	**Spring** **United Kingdom** **Key end points of this unit, United Kingdom, are:** • To understand that the United Kingdom is a union of four countries. • To know Scotland, Wales, Northern Ireland and England are countries in the United Kingdom. **National Curriculum link** - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	**Summer** **Seven Continents** **Key end points of this unit, The Seven Continents, are:** • There are seven continents on Earth: Asia, Europe, Africa, North America, South America, Australia and Antarctica. • We have five oceans on Earth; The Pacific Ocean, The Atlantic Ocean, The Indian Ocean, The Southern Ocean and the Arctic Ocean. • The North Pole is located at the most northern point on Earth and the South Pole is located at the most southern point on Earth. • The Equator is an imaginary line around the middle of the Earth. • Deserts, grassland and rainforest can be found in some continents around the world. • We live in the continent of Europe. **National Curriculum link** - name and locate the world's seven continents and five oceans. -identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Y2	**Autumn** **Spatial Sense** **Key end points of this unit, Spatial Sense, are:** • To be able to read and gather information from a simple map • To be able to draw a simple map • To understand that maps and globes can show us different areas of the world • To understand that some maps show small areas and others can show large areas **National Curriculum link** -use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage -use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map -use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	**Spring** **The British Isles (Including comparison with South Africa)** **Key end points of this unit, The British Isles, are:** • To know the British Isles are a group of islands that include Britain and Ireland. • To recognise Scotland, Wales, Ireland, as a country of the British Isles. • To compare my local area with Cape Town in South Africa. **National Curriculum link** - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. -understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. -	**Summer** **Northern Europe** **Key end points of this unit, Northern Europe, are:** • To identify the countries in Northern Europe. • To identify physical and human features of northern Europe. • To describe the climate in northern Europe. • To know that some animals in northern Europe migrate. • To know that Roald Amundsen reached the South Pole. **National Curriculum link** -identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Y3	**Autumn 1** **Spatial Sense** **Key end points of this unit, Spatial Sense, are:** Compare and contrast two locations. Use geographical vocabulary to describe a location. Location of key buildings/services/physical features in the local area. Where places in the local area are in relation to one another, why they are located there. Children will know how to compare two locations using both physical and human features in their response. **National Curriculum link** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America **Autumn 2** **Settlements** **Key end points of this unit, Settlements, are:**	**Spring 1** **Rivers** **Key end points of this unit, Rivers, are:** To recognise rivers of the world and how people interact with them. To name, locate and describe key rivers in: Europe Asia Africa South America North America Australia **National Curriculum link** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. **Spring 2** **UK Geography: The South West** **Key end points of this unit, UK Geography, are:** To recognise the geography of the South West of England.	**Summer 1** **Western Europe** **Key end points of this unit, Western Europe, are:** To know the names of countries located in Western Europe. Western Europe has a temperate climate. To know that trade means buying and selling goods. To locate and describe France. To find and interpret information to compare two cities. **National Curriculum link** Locate the world's countries, using maps to focus on Europe; concentrating on environmental regions, key physical and human characteristics, countries, and major cities Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Summer 2** **Asia – China and India** **Key end points of this unit, Asia, are:** To compare and contrast India and China. To know that most of the world's ancient civilisations started near a river.

	To know what a settlement is and be able to name and describe different settlements. Settlements are where people live. There are four types of settlement: hamlet, village, town and city Rural areas have low population density. Urban areas have high population density. Large settlements today need good transport links and many services such as schools, shops and restaurants. **National Curriculum link** Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water -	The South West includes the counties of Gloucestershire, Bristol, Wiltshire, Somerset, Dorset and Devon. The coast is eroding year on year. Tourism is a very major industry in the South West. It is one of the warmest parts of Britain because it is the furthest south and is warmed by the Gulf Stream. Farming is another major industry in the South West. **National Curriculum link** Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	To know the physical and human features of India. To know the physical and human features of China. **National Curriculum link** Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Y4	**Autumn 1** **Spatial Sense** **Key end points of this unit, Spatial Sense, are:** To describe changes to Brierley over time. Use grid references to locate places on a map. The location of the school in the local area. Location of key buildings/ services/physical features in the local area. Where places in the local area are in relation to one another, why they are located there. **National Curriculum link** Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Me-ridian and time zones (including day and night) Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world **Autumn 2** **Mediterranean Europe**	**Spring 1** **Eastern Europe** **Key end points of this unit, Eastern Europe, are:** To describe and understand key physical and human features of eastern Europe. Eastern Europe covers a large area, with many countries, people, cities and rivers. It has a long border with the continent of Asia The biggest country in Eastern Europe is Russia The four seas that surround Eastern Europe are the Caspian Sea, the Black Sea, the Baltic Sea and the Adriatic Sea The highest mountain range in Europe is in Russia- the Caucasus Mountains. The highest mountain in this range is Mount Elbrus in Russia There are some very long rivers in Eastern Europe, including the Volga and the Daube **National Curriculum link** Locate the world's countries, using maps to focus on Europe Locate the world's countries, using maps to focus on Europe (including the location of Russia) **Spring 2** **UK Geography: London and the South East** **Key end points of this unit, UK Geography, are:** To identify the region of South Eastern England on a map of the UK. To know that London has changed over time. To identify key features of Canterbury	**Summer 1** **UK Geography: Northern Ireland** **Key end points of this unit, UK Geography, are:** To show knowledge of the geography of Northern Ireland Northern Ireland is one of the countries in the United Kingdom. It is located on the island of Ireland. Belfast is the capital city of Northern Ireland. The Republic of Ireland was partitioned from Northern Ireland in 1922. Giant's Causeway is a landscape of rock columns made from basalt. It was created by an ancient volcanic eruption. The Marble Arch Caves were formed by water flowing slowly through rocks and gradually dissolving the stone away. **National Curriculum link** Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. **Summer 2** **Asia- Japan** **Key end points of this unit, Asia- Japan, are:** To know that Japan has varied physical and human geography. Japan is located in the Northern Hemisphere in the continent of Asia. Japan is made up of four main islands and many smaller islands.

	Key end points of this unit, Mediterranean Europe, are: Describe and understand key physical and human features of Mediterranean Europe. Mediterranean Europe is located in southern Europe. The Mediterranean climate is warm and dry in the summer, cool and wet in the winter. The warm, dry climate in Mediterranean Europe allows olives to grow. There are several mountain ranges in Mediterranean Europe Describe an area including its physical and human features. Locate countries in Europe. **National Curriculum link** Locate the world's countries, using maps to focus on Europe. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	To know that Brighton is a seaside town in the South of England. To identify key features of Dover. **National Curriculum link** - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	Japan has a varied climate, influenced by air masses from the continent and from the ocean. Japan has many cities, including Tokyo and Kyoto. In the past, Japan had a feudal system. **National Curriculum link** Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water There is more specific reference to Asia in KS3

Y5	**Autumn 1** **Spatial Sense** **Key end points of this unit, Spatial Sense, are:** To be able to read and understand how to use a range of maps Cartographers draw imaginary lines to divide the world into sections. Lines of latitude are parallel to the equator running from east to west. Lines of longitude run from north to south. There are four hemispheres. The Equator divides the Southern and Northern hemisphere and the Prime Meridian divides the Eastern and Western hemi-sphere. Coordinates to locate places on a map. Map scale is the proportion between the distance on a map and the actual distance on the earth's surface. A relied map shows the height of land. **National Curriculum link** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	**Spring 1** **UK Geography: East Anglia, The Midlands, Yorkshire and the Humber** **Key end points of this unit UK Geography, are:** East Anglia is a region of the UK that is very flat. The marshland in East Anglia was drained leaving fertile land to grow crops and today East Anglia is known as 'breadbasket of Britain'. The Midlands is an area with many businesses in towns and cities, and also beautiful countryside. Birmingham is a large city in the Midlands. In the past, the Midlands had several coal and iron mines. Yorkshire is a large area to the North of England. The Yorkshire Dales have high hills, steep valleys and fast flowing rivers. The Ribblehead Viaduct and the Humber Bridge are two ways in which people have changed the landscape in Yorkshire and Humberside. **National Curriculum link** Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	**Summer 1** **New Zealand and the South Pacific** **Key end points of this unit, New Zealand and South Pacific, are:** New Zealand is located in the South Pacific Ocean. New Zealand has volcanoes, geysers and can experience earthquakes. Scientists think Maori people came from Polynesia to New Zealand around 700 years ago. In 2011 there was an earthquake that caused buildings to collapse and many people died. New Zealand has a temperate climate with lots of rainfall and sunshine. Melanesia, Micronesia and Polynesia are groups of islands in the Pacific Ocean. **National Curriculum link** Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

	Autumn 2 **Mountains** **Key end points of this unit, Mountains, are:** To know that a mountain is a large landform that rises above surrounding land. To know that the Alps are the largest mountain range in Western Europe. To know that the Himalayas are the largest mountain range in the world and that Mount Everest, in the Himalayas, is the world's tallest mountain (above sea level) To know there are three main mountain ranges in North and South America: The Andes in South America, and the Rockies and Appalachians in North America. To know that Kilimanjaro in Africa is notable, not only for its height, but for the fact that it stands alone and is not part of a mountain range. **National Curriculum link** Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	**Spring 2** **Australia** **Key end points of this unit, Australia, are:** To show understanding of place, space and environment in the context of Australia. Australia is a large country and is very diverse. British and Australian history for the past 200 years are intertwined. Australia's biodiversity is under threat from invasive species, cli-mate change and urbanisation. **National Curriculum link** Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	**Summer 2** **Local Study** **Key end points of this unit, Local Study, are:** To Know: Local councillors are elected to represent the views of local residents. A sketch map is a simple map drawn from memory Geographers think about problems in local areas and suggest ways they can be solved. Data can be collected and recorded to give us information about an issue. A graph is a mathematical drawing that shows information using lines, shapes and colours. **National Curriculum link** Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies

Y6	**Autumn 1** **Spatial Sense** **Key end points of this unit, Spatial Sense, are:** Lines of longitude and latitude divide the world into sections. The Arctic and Antarctic circles are regions close to the Earth's Poles. The world is divided into 24 hourly time zones. Map projection is a method that involves representing our round Earth on a flat piece of paper. Maps can help us to understand data about places, people and the environment. **National Curriculum link** Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night.	**Spring 1** **North America** **Key end points of this unit, North America, are:** I know North America is a large and diverse continent. The North American continent spreads from close to the North Pole, south towards the equator. Rivers stretch across the continent providing a source of water and also transport links. Many people live in large cities in North America, this presents challenges. **National Curriculum link** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region with-in North or South America	**Summer 1** **Africa** **Key end points of this unit, Africa, are:** Africa is a diverse continent. Ancient African Empires traded gold and salt across the Sahara Desert. Desertification is a process that changes productive land into desert. Food security is when people have access to affordable, nutritious food. Kenya is a diverse African country with varied environments. **National Curriculum link** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

	Autumn 2 **British Geographical Issues** **Key end points of this unit, Spatial Sense, are:** I can explain some of the environmental challenges we face in Britain. The air in many UK cities contains pollution that is harmful to people, plants and animals. To know that climate change causes more frequent and severe flooding in the UK. To know that in UK we produce millions of tonnes of waste every year from our homes, businesses and industry, managing this waste is a challenge. Litter is waste left in open, public spaces. It can cause environmental damage. **National Curriculum link** Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	**Spring 2** **South America** **Key end points of this unit, South Amercia, are:** South America is a continent located in the West-ern Hemisphere, the countries within it include Brazil, Chile and Argentina. To know the Incan Empire was located in South America, despite the challenging geography of the area. The Andes mountains have varied terrain including deserts, lakes, forests and volcanoes Farming and energy production are important to Brazil's economy. Deforestation is a ma-jor threat to biodiversity in the Amazon Rainforest. **National Curriculum link** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Describe and understand key aspects of: *physical geography, including: climate zones, biomes and vegetation belts, rivers, moun-tains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.*	**Summer 2** **Globalisation** **Key end points of this unit, Spatial Sense, are:** Globalisation is a process of interaction among people around the world. Globalisation has seen companies working in many countries around the world. Global trade has seen companies move production to the locations where products can be produced cheaply. Advantages of globalisation in some cases can include global sharing of information, exchange of ideas, economic development. Disadvantages of globalisation in some cases can include; job losses, low wages, unsafe working practices, environmental damage. The challenge for people around the world is to ensure the process of globalisation is fair for all. **National Curriculum link** Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

Curriculum Intent: Computing

Overview of Computing Curriculum

Key stage 1 National Curriculum Computing subject content Pupils should be taught to:	Computing Themes	Topics
Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	**Computational Thinking**	Y1 > Programming: Beebots, Algorithms Unplugged, Y2 > What is a Computer?, Programming: ScratchJr, Algorithms and Debugging, International Space Station
Create and debug simple programs	**Computational Thinking**	Y1 > Programming: Beebots, Algorithms Unplugged Y2 > Programming: ScratchJr, Algorithms and Debugging
Use logical reasoning to predict the behaviour of simple programs	**Computational Thinking**	Y1 > Programming: Beebots, Digital Imagery Y2 > Programming: ScratchJr, Algorithms and Debugging
Use technology purposefully to create, organise, store, manipulate and retrieve digital content	**Digital Literacy**	Y1 > Getting Started, Digital Imagery, Introduction to Data, Rocket to the Moon Y2 > Word processing, Programming: ScratchJr, International Space Station, Stop Motion
Recognise common uses of information technology beyond school	**Computers and Hardware**	Y1 > Getting Started, Digital Imagery, Introduction to Data Y2 > What is a Computer?, Stop Motion
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	**Digital Literacy**	Y1 > Getting Started, Digital Imagery Y2 > Word processing

Key stage 2 National Curriculum Computing subject content Pupils should be taught to:	Computing Themes	Topics
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	**Computational Thinking**	Y3 > Journey Inside a Computer, Programming: Scratch Y4 > HTML, Computational Thinking Y5 > Micro:bit, Sonic Pi Y6 > Intro to Python, Skills Showcase
Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	**Computational Thinking**	Y3 > Programming: Scratch Y4 > HTML, Investigating Weather, Computational Thinking Y5 > Micro:bit, Sonic Pi Y6 > Intro to Python, Skills Showcase
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	**Computational Thinking**	Y3 > Journey Inside a Computer, Programming: Scratch Y4 > HTML, Computational Thinking Y5 > Micro:bit, Sonic Pi, Y6 > Intro to Python, Skills Showcase
Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	**Computers and Hardware** **Digital Literacy**	Y3 > Networks, Emailing, Journey Inside a Computer Y4 > Collaborative Learning, How the Internet Works, Y5 > Micro:bit, Search Engines, Mars Rover Y6 > Bletchley Park, Skills Showcase, Big Data
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	**Computers and Hardware** **Digital Literacy**	Y3 > Digital Literacy Y4 > How the Internet Works Y5 > Search Engines Y6 > Bletchley Park, Skills Showcase
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	**Computational Thinking** **Digital Literacy**	Y3 > Emailing, Top Trumps Databases, Digital Literacy Y4 > Collaborative Learning, Website Design, Investigating Weather, Y5 > Online Safety, Micro:bit, Sonic Pi, Mars Rover Y6 > Bletchley Park, Skills Showcase, Big Data
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Digital Literacy**	Y3 > Emailing Y4 > Website Design, HTML, Investigating Weather Y5 > Online Safety, Search Engines, Y6 > Bletchley Park, Skills Showcase, Big Data

Progression of Skills

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computer Science:	**Hardware**	• Learning how to explore and tinker with hardware to find out how it works • Understanding that computers and devices around us use inputs and outputs, identifying some of these • Learning where keys are located on the keyboard • Learning how to operate a camera	• Understanding what a computer is and that it's made up of different components • Recognising that buttons cause effects and that technology follows instructions • Learning how we know that technology is doing what we want it to do via its output. • Using greater control when taking photos with tablets or computers • Developing confidence with the keyboard and the basics of touch typing	• Understanding what the different components of a computer do and how they work together • Drawing comparisons across different types of computers • Learning what a server does	• Learning about the purpose of routers	• Learning that external devices can be programmed by a separate computer • Learning the difference between ROM and RAM • Recognising how the size of RAM affects the processing of data • Understanding the fetch, decode, execute cycle	• Learning about the history of computers and how they have evolved over time • Using the understanding of historic computers to design a computer of the future • Learning how barcodes, QR codes and RFID work • Learning about some of the methods which cause data corruption

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computer Science:	**Networks and Data Representation**			• Learning what a network is and its purpose • Identifying the key components within a network, including whether they are wired or wireless • Recognising links between networks and the internet • Learning how data is transferred	• Consolidating understanding of the key components of a network • Understanding that websites & videos are files that are shared from one computer to another • Learning about the role of packets • Understanding that computer networks provide multiple services, such as the World Wide Web, and opportunities for communication and collaboration	• Learning the vocabulary associated with data: data and transmit • Learning how the data for digital images can be compressed • Recognising that computers transfer data in binary and understanding simple binary addition • Relating binary signals (Boolean) to the simple character-based language, ASCII • Learning that messages can be sent by binary code, reading binary up to 8 characters and carrying out binary calculations • Understanding how bit patterns represent images as pixels	• Understanding that computer networks provide multiple services

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computer Science:	**Computational Thinking**	• Learning that decomposition means breaking a problem down into smaller parts • Using decomposition to solve unplugged challenges • Using logical reasoning to predict the behaviour of simple programs • Developing the skills associated with sequencing in unplugged activities • Learning that an algorithm is a set of step by step instructions used to carry out a task, in a specific order • Follow a basic set of instructions • Assembling instructions into a simple algorithm	• Articulating what decomposition is • Decomposing a game to predict the algorithms used to create it • Using decomposition to decompose a story into smaller parts • Learning what abstraction is • Learning that there are different levels of abstraction • Explaining what an algorithm is • Following an Algorithm • Creating a clear and precise algorithm • Learning that computers use algorithms to make predictions • Learning that programs execute by following precise instructions • Incorporating loops within algorithms	• Using decomposition to explain the parts of a laptop computer • Using decomposition to explore the code behind an animation • Using repetition in programs • Understanding that computers follow instructions • Using an algorithm to explain the roles of different parts of a computer • Using logical reasoning to explain how simple algorithms work • Explaining the purpose of an algorithm • Forming algorithms independently	• Solving unplugged problems by decomposing them into smaller parts • Using decomposition to understand the purpose of a script of code • Using decomposition to help solve problems • Identifying patterns through unplugged activities • Using past experiences to help solve new problems • Using abstraction to identify the important parts when completing both plugged and unplugged activities • Creating algorithms for a specific purpose	• Decomposing animations into a series of images • Decomposing a program without support • Decomposing a story to be able to plan a program to tell a story • Predicting how software will work based on previous experience • Writing more complex algorithms for a purpose	• Decomposing a program into an algorithm • Using past experiences to help solve new problems • Writing increasingly complex algorithms for a purpose

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computer Science:	**Programming**	• Programming a Bee-bot/Blue-bot to follow a planned route • Learning to debug instructions when things go wrong • Developing a how to video to explain how the Vee-bot/ Blue-bot works. • Learning to debug an algorithm in an unplugged scenario	• Using logical thinking to explore software, predicting, testing and explaining what it does • Using an algorithm to write a basic computer program • Learning what loops are • Incorporating loops to make code more efficient	• Using logical thinking to explore more complex software; predicting, testing and explaining what it does • Incorporating loops to make code more efficient • Remixing existing Code • Using a more systematic approach to debugging code, justifying what is wrong and how it can be corrected	• Understanding that websites can be altered by exploring the code beneath the site • Coding a simple Game • Using abstraction and pattern recognition to modify code	• Programming an Animation • Iterating and developing their programming as they work • Beginning to use nested loops (loops within loops) • Debugging their own code • Writing code to create a desired effect • Using a range of programming commands • Using repetition within a program • Amending code within a live scenario	• Debugging quickly and effectively to make a program more efficient • Remixing existing code to explore a problem • Using and adapting nested loops • Programming using the language Python • Changing a program to personalise it • Evaluating code to understand its purpose • Predicting code and adapting it to a chosen purpose • Altering a website's code to create changes

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Information Technology:	**Using Software**	• Using a basic range of tools within graphic editing software • Taking and editing photographs • Understanding how to create digital art using an online paint tool • Developing control of the mouse through dragging, clicking and resizing of images to create different effects • Developing understanding of different software tools	• Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts • Using word processing software to type and reformat text • Using software to create story animations • Creating and labelling images	• Taking photographs and recording video to tell a story. • Using software to edit and enhance their video adding music, sounds and text on screen with transitions	• Building a web page and creating content for it • Designing and creating a webpage for a given purpose • Use Google online software for documents, presentations, forms and spreadsheets. • Work collaboratively with others	• Using logical thinking to explore software more independently, making predictions based on their previous experience • Using software programme Sonic Pi to create music • Using the animation software: Stop Motion to create video animation • Identify ways to improve and edit final products • Independently learning how to use 3D design software package TinkerCAD	• Using logical thinking to explore software independently, iterating ideas and testing continuously • Using search and word processing skills to create a presentation • Planning, recording and editing a radio play • Creating and editing sound recordings for a specific purpose • Creating and editing videos, adding multiple elements: music, voiceover, sound, text and transitions to create a video advert • Using design software TinkerCAD to design a product • Creating a website with embedded links and multiple pages

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Information Technology:	**Using Email and the Internet**	• Searching and downloading images from the internet safely		• Learning to log in and out of an email account • Writing an email including a subject, 'to' and 'from' • Sending an email with an attachment • Replying to an email		• Developing searching skills to help find relevant information on the internet • Learning how to use search engines effectively to find information, focussing on keyword searches and evaluating search returns	• Understanding how search engines work
Information Technology:	**Using Data**	• Introduction to Spreadsheets • Representing data in tables, charts and pictograms • Sorting data and creating branching databases • Identifying where digital content can have advantages over paper when storing and manipulating data	• Collecting and inputting data into a spreadsheet • Interpreting data	• Understanding the vocabulary associated with databases: field, record, data • Learning about the pros and cons of digital versus paper databases • Sorting and filtering databases to easily retrieve information • Creating and interpreting charts and graphs to understand data	• Designing a weather station which gathers and records sensor data	• Understanding how data is collected	• Understanding how barcodes, QR codes and RFID work • Gathering and analysing data in real time • Creating formulas and sorting data within spreadsheets
Information Technology:	**Wider Use of Technology**	• Recognising common uses of information technology, including beyond school • Recognising uses of technology beyond school	• Learning how computers are used in the wider world	• Understanding the purpose of emails.	• Understanding that software can be used collaboratively online to work as a team	• Learning what a search engine is	• Learning about the Internet of Things and how it has led to 'big data'. • Learning how 'big data' can be used to solve a problem or improve efficiency

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Digital Literacy	• Logging in and out and saving work on their own account • Understand the importance of a password • When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable	• Understanding how to stay safe when talking to people online. Not sharing personal information and what to do if they see or hear something online that makes them feel upset or uncomfortable	• Learning to be a responsible digital citizen; understanding their responsibilities to treat others respectfully and recognising when digital behaviour is unkind • Learning about Cyberbullying • Learning that not all emails are genuine, recognising when an email might be fake and what to do about it	• Recognising what appropriate behaviour is when collaborating with others online • Recognising that information on the Internet might not be true or correct and that some sources are more trustworthy than others	• Identifying possible dangers online and learning how to stay safe. • Creating an animation about digital safety • Recognising that information on the Internet might not be true or correct and learning ways of checking validity • Learning to use an online community safely	• Understanding the importance of secure passwords and how to create them • Using search engines safely and effectively • Recognising that updated software can help to prevent data corruption and hacking

Cultural Capital: Essential Learning Computing			
	By the end of Autumn Term All children will know:	**By the end of Spring Term All children will know:**	**By the end of Summer Term All children will know:**
Y1	**Topic 1 – Online Safety** Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of naming and dating a digital self-portrait. Use technology safely and respectfully in the context of searching for appropriate images online Use technology safely and respectfully in the context of learning about the SMART rules for Internet safety Use technology safely and respectfully in the context of keeping personal information safe Recognise common uses of information technology beyond school in the context of sending an email. Use technology safely and respectfully in the context of guiding others to make the right choices online. **Topic 2 - Improving Mouse Skills**	**Topic 4 - Digital Imagery** **Taking and manipulating digital photographs, including adding images found via a search engine** **Digital Literacy**: Using technology purposefully to create, organise, store, manipulate and retrieve digital content. **Digital Literacy**: Knowing what to do if they have concerns about content or contact online. **Computational Thinking:** Using logical reasoning to predict the behaviour of simple programs. **Computers and Hardware**: Using cameras or tablets to take photos.	**Topic 5 - Introduction to Data** **Learning about what data is and how it can be represented and using these skills to show the findings of a minibeast hunt** **Digital Literacy**: Using technology purposefully to create, organise, store, manipulate and retrieve digital content. **Digital Literacy**: Selecting software appropriately. **Computers and Hardware**: Recognising uses of technology beyond school.

	Introducing children to logging in and using technology for a purpose, including creating art **Digital Literacy**: Recognising common uses of information technology. **Digital Literacy**: Logging in and saving work on their own account. **Digital Literacy**: Knowing what to do if they have concerns about content or contact online. **Digital Literacy**: Understanding of how to create digital art using an online paint tool **Computer and Hardware**: Learning to locate where keys are on the keyboard/. Developing basic mouse skills **Topic 3 - Programming Beebots** **Using Bee-Bots to navigate an area and constructing simple algorithms, through the story of The Three Little Pigs** **Computational Thinking:** Learning how to explore and tinker with hardware to find out how it works. **Computational Thinking:** Constructing a series of instructions into a simple algorithm. **Computational Thinking:** Applying computing concepts to real world situation in an unplugged activity.		

Y2	**Topic 1 – Online Safety** 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 in the context of looking at how much information we can find out about a person online. Recognise common uses of information technology beyond school. Use technology safely and respectfully in the context of finding relevant information about a destination using keywords. 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 in the context of identifying appropriate websites for children. 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 in the context of reviewing websites. 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 in the context identifying cyberbullying. 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 in the context of answering questions about online safety and scenarios to complete a game.	**Topic 4– Programming Scratch Jr** **Using the app 'ScratchJr', pupils programme a familiar story and an animation of an animal, make their own musical instruments and follow an algorithm to record a joke** **Computational Thinking:** Creating and debugging simple programs. **Computational Thinking:** Using logical reasoning to predict the behaviour of simple programs. **Computational Thinking:** Understanding what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. **Digital Literacy**: Using technology purposefully to create, organise, store, manipulate and retrieve digital content.	**Topic 6– Stop Motion** **Pupils create simple animations, storyboarding their ideas then decomposing it into small parts of action to be captured using Stop Motion Animation Software** **Digital Literacy:** Using technology purposefully to create, organise, store, manipulate and retrieve digital content **Computers and Hardware**: Understanding how to use tablets or computers to take photos

	Topic 2 - What is a Computer? **Children explore exactly what a computer is, identifying and learning how inputs and outputs work, how computers are used in the wider world and designing their own computerised invention** **Computational Thinking:** Learning about inputs and outputs and how they are used in algorithms. **Computers and Hardware**: Understanding what a computer is and the role of individual components. **Topic 3 - Word Processing** **Using their developing word processing skills, pupils write simple messages to friends and learn why we must be careful about who we talk to online** **Digital Literacy**: Using word processing software to type and reformat text. **Digital Literacy**: Understanding the importance of staying safe online.	**Topic 5 - Algorithms and Debugging** **Identifying problems with code using both 'unplugged' and 'plugged' systems to diagnose and correct errors in an algorithm- a process known as 'debugging'** **Computational Thinking:** Creating and debugging simple programs. **Computational Thinking:** Using logical reasoning to predict the behaviour of simple programs. **Computational Thinking:** Understanding what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	

Y3	**Topic 1 – Online Safety** Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of recognising cyberbullying. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content in the context of identifying advertisements online. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating passwords and using privacy settings Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of sending and receiving emails safely. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of exploring the different ways we communicate online. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration in the context of planning a party online.	**Topic 4 - Top trump Databases** **Developing their understanding of data and databases, children play with and create their own Top Trumps cards, learning how to interpret information by ordering and filtering** **Digital Literacy**: Using technology purposefully to create, organise, store, manipulate and retrieve data.	**Topic 5 - Programming: Scratch** **Using Scratch, with its block-based approach to coding, pupils learn to tell stories and create simple games** **Computational Thinking:** Using logical reasoning to explain how simple algorithms work. **Computational Thinking:** Designing, writing and debugging programs that accomplish specific goals, including controlling or simulating physical systems. **Computational Thinking:** Solving problems by decomposing them into smaller parts. **Computational Thinking:** Using sequence, selection, and repetition in programs. **Computational Thinking:** Working with variables and various forms of input and output **Topic 6 - Networks**

	Topic 2 - Emailing **Pupils learn how to send emails, including attachments and how to be responsible digital citizens** **Digital Literacy**: Learn about cyberbullying and fake emails. **Digital Literacy**: Understanding the purpose of emails. **Topic 3 - Journey Inside a Computer** **Children learn about the different parts of a computer through role-play and develop their understanding of how they follow instructions** **Computers and Hardware**: Understanding what different components of a computer do **Computational Thinking:** Understanding that programs execute by following precise and unambiguous instructions.		**To understand how computers communicate, children learn about networks and how they are used to share information** **Computers and Hardware**: Identifying network components and how data is transferred

Y4	**Topic 1 – Online Safety** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of thinking about how online messages can be hurtful. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content in the context of using search engines accurately. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of finding out about online plagiarism. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating their own sample online game account, highlighting information which is acceptable to include. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of giving examples of how to be a good digital citizen Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating an online safety character	**Topic 4 – Further Coding with Scratch Using variables in coding.** **Computational Thinking:** Creating and debugging simple programs. **Computational Thinking:** Using logical reasoning to predict the behaviour of simple programs. **Computational Thinking:** Understanding what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. **Digital Literacy**: Using technology purposefully to create, organise, store, manipulate and retrieve digital content. **Topic 5 - Website Design** **Pupils design and create their own websites, considering content and style, as well as understanding the importance of working collaboratively** **Digital Literacy**: Selecting using and combining a variety of software to design and create a range of programs, systems and content that accomplish given goals. **Digital Literacy**: Understanding opportunities offered by the World Wide Web for communication and collaboration.	**Topic 7 - Computational Thinking** **Through developing their understanding of the four pillars of computational thinking, children learn to identify them in different contexts** **Computational Thinking:** Understand what decomposition is and how it facilitates problem solving. **Computational Thinking:** Designing, writing and debugging programs that accomplish specific goals **Computational Thinking:** Understand abstraction and patterns recognition.

	Topic 2 - Collaborative Learning **Learning to work collaboratively in a responsible way using tools including Google Docs and Sheets** **Digital Literacy**: Selecting using and combining a variety of software to design and create a range of programs, systems and content that accomplish given goals. **Digital Literacy**: Understanding opportunities offered by the World Wide Web for communication and collaboration. **Topic 3 - How the Internet Works** **We use the Internet every single day, but 30 years ago, it didn't exist. In this topic, pupils learn how data is transferred around the world using the world wide web** **Digital Literacy**: Understanding computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration **Computers and Hardware**: Identify components of a network and understand how they used to connect to the Internet.	**Topic 6 - HTML** **Pupils explore the language behind well known websites, while developing their understanding of how to change the core characteristics of a website using HTML and CSS** **Digital Literacy**: Recognising that information on the Internet might not be true or correct. **Digital Literacy**: Using technology safely, by recognising acceptable/unacceptable behaviour and knowing what to do when they have concerns about content or contact online.	

Y5	**Topic 1 – Online Safety** **Pupils create an online safety resource for younger children using tools such as presentation software, video tools or a simple stop-motion animation** **Digital Literacy**: Recognising that information on the Internet might not be true or correct. **Digital Literacy**: Using technology safely, by recognising acceptable/unacceptable behaviour and knowing what to do when they have concerns about content or contact online.	**Topic 2 – Search Engines** **To enable children to quickly and accurately find information and become independent learners, they need to develop their searching skills and learn how to identify trustworthy sources** **Digital Literacy**: Recognising that information on the Internet might not be true or correct. **Digital Literacy**: Know how to use key words to quickly find accurate information. **Topic 3 – Sonic Pi** **Composing music using code through Sonic Pi, pupils can import samples, add drum beats and compose simple tunes culminating in a 'battle of the bands' using live loops of music** **Digital Literacy**: Selecting using and combining a variety of software to design and create a range of programs, systems and content that accomplish given goals. **Computational Thinking:** Using programming language to create music, including use of loops.	**Topic 4 – Mars Rover 1** **Pupils explore inputs and outputs as well as Binary numbers to understand how the Mars Rover transmits and receives data and how scientists are able to control it to explore another planet!** **Digital Literacy**: Understanding computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration. **Computers and Hardware**: Using search technologies effectively, appreciating how results are selected and ranked, and be discerning in evaluating digital content. **Computers and Hardware**: Recognising that computers transfer data in binary and understand simple binary addition. **Topic 5 – Mars Rover 2** **Children learn how the Mars Rover is able to send images all the way back to Earth and experiment with online CAD software to design new tyres for it** **Digital Literacy**: Developing their CAD skills **Computers and Hardware**: Understanding how image data is transferred

Y6	**Topic 1 – Online Safety** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of comparing cyberbullying to bullying in person and developing strategies for dealing with online bullying. Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of identifying secure and unsecure websites. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of identifying information that is safe and unsafe to share with online friends. Use technology safely, respectfully and responsibly. Be discerning in evaluating digital content. Children will work in the context of evaluating media aimed at boys and girls. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of identifying how to behave in a range of online scenarios. Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of creating an online safety quiz.	**Topic 3 – Intro to Python** **Building on their knowledge of coding from previous years, children are introduced to the text-based programming language Python, which is the language behind many apps and programs, such as Dropbox** **Computational Thinking:** Understanding that websites can be altered by exploring the code beneath the site. **Computational Thinking:** Designing, writing and debugging programs that accomplish specific goals **Computational Thinking:** Solving problems by decomposing them into smaller parts.	**Topic 4 – Big Data 2** Children learn the difference between mobile data and WiFi and how data is transferred and use their understanding of big data to design their own smart school **Digital Literacy**: Selecting, using and combining a variety of software to design and create a range of programs, systems and content to collect, analyse, evaluate and present data

	Topic 2 – Bletchley Park **Children learn about the history of Bletchley Park, including: key historical figures, how the first modern computers were created at as part of a WWII code breaking team and consider how computers have evolved over time. They then go on to investigate secret codes and how they are created, exploring 'brute force' hacking and learn how to make passwords more secure** **Digital Literacy**: Understanding the importance of secure passwords and using searching and word processing skills to create a presentation. **Computational Thinking:** Using programming software to understand hacking, relating this to computer cracking codes in WWII. **Digital Literacy**: Editing sound recordings for specific purpose. **Computers and Hardware**: Learning about the history of computers and how they evolved over time.		**Topic 5 – Skills Showcase** Reflecting on and showcasing their computing skills, pupils create an entire project around a specific theme **Digital Literacy**: Showcasing their digital literacy skills. **Computational Thinking:** Demonstrating their computational thinking skills by designing and debugging programs, using different inputs and outputs. **Computers and Hardware**: Understanding how search engines work and knowing how to use them safely and effectively.

Curriculum Intent:
Design and Technology

Cultural Capital: Essential Learning

Design and Technology

	By the end of Autumn Term All children will know:	By the end of Spring Term All children will know:	By the end of Summer Term All children will know:
Y1	**Mechanisms: Wheels and Axles** Pupils experiment with mechanisms and troubleshoot why some wheels don't rotate, before designing and building a moving vehicle Designing mechanisms Adapting Mechanisms Measuring and cutting accurately Following a design brief Working to scale Identifying materials commonly used for wheels Researching and testing mechanisms Understanding how an axle works **Enterprise for Christmas Fayre**	**Food: Fruit and Vegetable Smoothie** Children learn how to identify fruits and vegetables and then design and make a smoothie Designing for others Chopping fruit and vegetables Making a smoothie Evaluating and adapting designs Describing and grouping fruits by texture and taste Understanding the difference between fruit and vegetables **Easter Art and Design**	**Structures: Windmills** Through the theme of windmills, pupils design and create their own structure and functioning windmill Designing for others Assembling different components to work together to create motion Assembling accurately Cutting neatly Testing a finished product Developing awareness of different structures for different purposes Understanding how to turn 2D nets into 3D structures Understanding what mechanisms are **Enterprise for Summer Fayre**

Y2	**Textiles: Pouches** Children design and make their own wallet or purse, learning to use running stitch to join two pieces of fabric together Considering purpose in the design process Threading a needle Sewing a running stitch Preparing fabrics for sewing Discuss the making process and the finished product Identifying parts of a needle (point and eye) Understand the alternative ways of joining fabrics and embellishments **Enterprise for Christmas Fayre**	**Food: A Balanced Diet** Pupils explore what makes a balanced diet and taste test combinations of different food groups before designing and making a wrap 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 **Easter Art and Design**	**Mechanisms: Ferris Wheel** Pupils explore existing mechanisms in order to design, test and make their own big wheel style ride Designing mechanisms Measuring and cutting accurately, working to scale and following a design brief Testing and adapting mechanisms Researching mechanisms Understanding how an axle works Know materials commonly used for wheels **Enterprise for Summer Fayre**
Y3	**Textiles: Cushions** Pupils learn to sew cross stitch and appliqué and then apply this to the design and creation of a cushion Designing for a purpose Sewing cross stitch and using applique Compare to designs Construction of cushions Understanding that fabrics can be layered for effect Knowing different stitch types **Enterprise for Christmas Fayre**	**Food: Eating Seasonally** Pupils learn about seasonality and how the climate a food is grown in can alter the way it tastes and make a crumble and tart using seasonal ingredients 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 **Easter Art and Design**	**Structures: Castles** Pupils learn more advanced construction techniques and plan for complex arrangements of structures with continual emphasis on evaluating throughout Planning for manufacture Establishing and using a design criteria to help focus and evaluate their work Using more demanding practical skills (paper engineering/paper folding techniques) Evaluating as they work Evaluating their own and other's final product Application of prior knowledge and increasing knowledge of nets **Enterprise for Summer Fayre**

Y4	**Mechanisms: Slingshot Cars** Pupils use kinetic energy to power slingshot cars, designing and making their own and then testing their effectiveness in time trials Developing designs using the views of others to improve them Using nets and tabs to design and make the car body Measuring, marking, cutting and assembling accurately Testing products in time trials Component names (chassis, axle etc.) Car body shape can impact speed (air resistance) **Enterprise for Christmas Fayre**	**Electrical Systems: Torches** Pupils are introduced to electricity and electrical safety before making a simple electric circuit to create a functioning torch Designing for others Creating neatly presented work Making an electrical circuit Evaluating to improve their work Testing their final products Electricity is energy Batteries are used to store electricity Know terminology of: insulator, conductor, L.E.D., battery, coin cell batteries **Easter Art and Design**	**Food: Adapting a Recipe** Pupils adapt a recipe by adding or altering the ingredients and then work in groups to create a final design that falls within a set budget and design brief 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 **Enterprise for Summer Fayre**
Y5	**Electrical Systems: Electric Greetings Cards** Pupils explore electric circuits and apply this knowledge to design and make their own electric greetings cards Applying knowledge to generate design ideas Identifying target audiences Making circuits Experimenting with circuits to consolidate knowledge of function Testing function of product Drawing circuit diagrams Knowing the function of different components Understanding the terminology: insulator, conductor, LED, battery **Enterprise for Christmas Fayre**	**Mechanisms: Pop-Up Books** Pupils use a range of mechanisms and construction techniques to create a pop up story book for younger children Planning using storyboards and designs, communicating through words and illustrations Making functional components Using layers and spacers to construct pages Cutting and assembling with accuracy Constantly evaluating progress against design Understand sliders, levers and linkages Understand structures and mechanisms **Easter Art and Design**	**Food: What Could Be Healthier?** Pupils adapt a bolognese recipe by adding or altering ingredients and learn about the ethical and hygienic issues of food 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 **Enterprise for Summer Fayre**

Y6	**Textiles: Waistcoats** After drawing a design in accordance with their own criteria, pupils learn how to measure, cut and assemble fabric to create a waistcoat Designing for a process Accurate cutting and joining, using running stitch Creating something in a given style Evaluating work continually Knowing how to create hidden seams **Enterprise for Christmas Fayre**	**Structures: Playgrounds** Pupils have the opportunity to be creative and experiment with a wide range of materials and equipment, applying prior knowledge of net and frame structures as well as bracing and cladding to design and make a playground Establishing and using a design criteria to help focus and evaluate their work Increasingly more demanding practical skills Selecting materials for their aesthetic and functional properties Make, strengthen and stiffen a range of structures Exploring existing playground structures Applying knowledge of construction techniques to realise design ideas Stabilising more complex structures using bracing **Easter Art and Design**	**Digital World – Navigating the word** Pupils can write a design brief from the information submitted by a client Pupils can develop design criteria to fulfil the clients request Pupils can consider and suggest additional functions for my navigation tool Pupils can program an N, E, S, W cardinal compass Pupils can explain the key functions in their program, including any additions Pupils can explain how their program fits the design criteria and how it would be useful as part of a navigation tool **Enterprise for Summer Fayre**

Curriculum Intent: Physical Education

Cultural Capital: Essential Learning

Physical Education

National Curriculum: Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- ♣ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- ♣ participate in team games, developing simple tactics for attacking and defending
- ♣ perform dances using simple movement patterns.
- ♣ Show resilience throughout. Encourage good sportsmanship, competitive spirit, encouraging others, links to health/fitness/science.

Year Group	Autumn	Spring	Summer
Y1	**Autumn 1** **Personal Cog –Coordination & Static Balance.** **Coordination – Footwork** **Physical Focus** • Side-step in both directions. • Gallop, leading with either foot. • Hop on either foot. • Skip • Combine side-steps with 180° front pivots off either foot. • Combine side-steps with 180° reverse pivots off either foot. • Keep your head up. • Bend your knees to help balance. • Work off the balls of your feet. **Personal Skills** • I enjoy working on simple tasks with help. – Working Towards	**Spring 1** **Cognitive Cog – Dynamic Balance and Static Balance.** **Dynamic Balance – On a line** **Physical Focus** • Walk forwards with fluidity and minimum wobble. • Walk backwards with fluidity and minimum wobble. • Walk fluidly, lifting knees to 90°. • Keep your head up and still. • Keep your back straight. • Swing your arms to help move and balance. **Cognitive Skills** • I can follow simple instructions – Working towards • I can understand and follow simple rules and can name some things I am good at – Expected	**Summer 1** **Physical Cog – Coordination and Agility.** **Coordination – Sending and Receiving** **Physical Focus** • Roll large ball and collect the rebound. • Roll small ball and collect the rebound. • Throw large ball and catch the rebound with 2 hands. • Throw tennis ball, catch rebound with same hand after 1 bounce. • Throw tennis ball, catch rebound with same hand without a bounce. • Throw tennis ball, catch rebound with other hand after 1 bounce. • Use backswing and follow through. • Keep your eyes focused on the ball.

- I can follow instructions, practise safely and work on simple tasks by myself. – Expected
- I try several times if at first I don't succeed and I ask for help when appropriate – Exceeding
- Listen carefully to instructions.
- Keep your head up and stay within marked areas.
- Think about who you can ask for help.

Static Balance – One leg

Physical Focus

- Stand still for 10 seconds.
- Stand still for 30 seconds.
- Keep your head up and still.
- Keep your tummy (core muscles) tight and back straight.
- Use your arms to help you balance.

Personal Skills

- I enjoy working on simple tasks with help. – Working Towards
- I can follow instructions, practise safely and work on simple tasks by myself. – Expected
- Find a safe space you can work in.
- Think about who you can ask for help.
- Keep going when things are hard.

- I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well – Exceeding
- Listen carefully and follow the rules for each activity.
- Think about what you have done well in the lesson.
- Start with simple movements and gradually add more difficult ones.

Static Balance – Stance

Physical Focus

- Stand on line with good stance for 15 seconds.
- Stand on low beam with good stance for 10 seconds.
- Keep your feet a shoulder width apart and knees bent.
- Keep your weight on the balls of your feet.
- Keep your back straight and head up.

Cognitive skills

- I can follow simple instructions – Working towards
- I can understand and follow simple rules and can name some things I am good at – Expected
- I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well – Exceeding
- Listen carefully and follow the rules for each activity.
- Start with simple movements and gradually add more difficult ones.
- Look at different parts of the body to help recognise similarities and differences.

- Adopt a good 'ready position' (weight on balls of feet, wide base).

Physical Skills

- I can move confidently in different ways – Working towards.
- I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together – Expected
- I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed – Exceeding
- Extend front leg when rolling to help balance and aim.
- Keep eyes focused on ball.
- When rolling/receiving, bend knees to get low to the ground.

Agility – Reaction/Response

Physical Focus

- React and catch large ball dropped from shoulder height after 2 bounces.
- React and catch large ball dropped from shoulder height after 1 bounce.
- React and catch tennis ball dropped from shoulder height after 1 bounce.
- Take up a ready position with your knees bent and your feet apart (front to back).
- Start quickly and accelerate by pushing off hard with your feet.
- Bend your knees to help you slow down.

Physical Skills

- I can move confidently in different ways – Working towards.
- I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together – Expected
- I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed – Exceeding
- Maintain a good 'ready position'.
- Lean forward to help move quickly.

Autumn 2

Social Cog – Dynamic balanced to agility and Static Balance.

Dynamic Balance to Agility – Jumping and Landing.

Physical Focus

- Jump from 2 feet to 2 feet forwards, backwards and side to-side.
- Jump from 2 feet to 2 feet with quarter turn in both directions.
- Keep your feet shoulder width apart.
- Bend your knees on take-off and on landing.
- Keep your head up.

Social Skills

- I can play with others and take turns and share with help– Working towards
- I can work sensibly with others, taking turns and sharing – Expected
- I can help praise and encourage others in their learning- Exceeding
- Take turns.
- Share space and equipment.
- Use positive words to praise.

Static Balance – Seated

Physical Focus

- Balance with both hands/ feet down.
- Balance with 1 hand/ 2 feet down.
- Balance with 2 hands/ 1 foot down.
- Balance with 1 hand/ 1 foot down.
- Balance with 1 hand or 1 foot down.
- Balance with no hands or feet down.
- Pick up a cone from one side, swap hands and place it on the other side.
- Keep your tummy tight (core muscles) and back straight.
- Keep your weight going through your bottom.
- Keep your head up and breathe throughout.

Social Skill

- I can play with others and take turns and share with help– Working towards
- I can work sensibly with others, taking turns and sharing – Expected

Spring 2

Creative Cog – Coordination and Counter Balance

Coordination – Ball Skills

Physical Focus

- Sit and roll a ball along the floor around body using 2 hands.
- Sit and roll a ball along the floor around body using 1 hand (right and left).
- Sit and roll a ball down legs and around upper body using 2 hands.
- Stand and roll a ball up and down legs and round upper body using 2 hands.
- Keep your tummy tight and your weight through your bottom.
- Use your fingers to move the ball.
- Focus on moving the ball smoothly rather than on speed.

Creative Skill

- I can observe and copy others – Working towards
- I can explore and describe different movements – Expected
- I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme – Exceeding
- Try different ways to find what feels right.
- Think about what your body is doing when describing your movements.
- Observe and think about different parts of the body and how they move when comparing movements and skills.

Counter Balance – With a partner

Physical Focus

- Sit holding hands with toes touching, lean in together then apart.
- Sit holding 1 hand with toes touching, lean in together then apart.
- Sit holding hands with toes touching and rock forwards, backwards and side-to-side.
- Jump from 2 feet to 2 feet with quarter turn in both directions.
- Move feet, rather than stretch, to get to the ball.

Summer 2

Health and Fitness Cog – Agility and Static Balance.

Agility- Ball Chasing

Physical Focus

- Roll a ball, chase and collect it in balanced position facing opposite direction.
- Chase a ball rolled by a partner and collect it in balanced position facing opposite direction.
- Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction.
- Take up a good ready position and push off hard.
- Keep your head steady and watch the ball.
- Try rolling the ball at different speeds to get the right challenge.

Health and Fitness Skills

- I am aware of the changes to the way I feel when I exercise – Working towards.
- I am aware of why exercise is important for good health – Expected
- I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely – Exceeding
- Changes to the body during exercise include increased heart rate and increase breathing rate.
- Exercise strengthens our heart, lungs, bones and muscles.
- Exercise can have a positive effect on our mood and how we feel.

Static Balance – Floor work

- Hold mini-front support position.
- 2. Reach round and point to ceiling with either hand in mini-front support.
- Place cone on back and take it off with other hand in minifront support.
- Take up a good ready position and push off hard.
- Keep your head steady and watch the ball.
- Try rolling the ball at different speeds to get the right challenge.

	• I can help praise and encourage others in their learning- Exceeding • Take turns. • Use positive gestures or words to praise and keep others going. • Support others when they need help	• Hold on and, with a long base, lean back, hold balance and then move back together. Keep your tummy (core muscles) tight and body straight throughout. • Hold on to your partner's forearms. • Hold with straight arms when leaning back. **Creative Skill** • I can observe and copy others – Working towards • I can explore and describe different movements – Expected • I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme – Exceeding • Try lots of different movements and think about how you are using your body and the equipment. • Think about movements you can connect smoothly and with control. • Think about shapes and movements that go with the theme.	**Health and Fitness Skill** • I am aware of the changes to the way I feel when I exercise – Working towards. • I am aware of why exercise is important for good health – Expected • I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely – Exceeding • Changes to the body during exercise include increased heart rate and increase breathing rate. • Exercise strengthens our heart, lungs, bones and muscles. • Exercise can have a positive effect on our mood and how we feel.

Y2	Autumn 1	Spring 1	Summer 1
	Personal Cog –Coordination & Static Balance. **Coordination – Footwork** **Physical Focus** • Side-step in both directions. • Gallop, leading with either foot. • Hop on either foot. • Skip • Combine side-steps with 180° front pivots off either foot. • Combine side-steps with 180° reverse pivots off either foot. • Skip with knee and opposite elbow at 90° angle. • Hopscotch forwards and backwards, hopping on the same leg (right and left). • Keep your head up. • Bend your knees to help balance. • Work off the balls of your feet. **Personal Skills** • I can follow instructions, practise safely and work on simple tasks by myself – Working towards. • I try several times if at first I don't succeed and I ask for help when appropriate – Expected. • I know where I am with my learning and I have begun to challenge myself – Exceeding. • Listen carefully to instructions. • Keep your head up and stay within marked areas. • Keep going when things are hard.	**Cognitive Cog – Dynamic Balance and Static Balance.** **Dynamic Balance – On a line** **Physical Focus** • Walk forwards with fluidity and minimum wobble. • Walk backwards with fluidity and minimum wobble. • Walk fluidly, lifting knees to 90°. • Walk fluidly, lifting heels to bottom. • Keep your head up and still. • Keep your back straight. • Swing your arms to help move and balance. **Cognitive Skills** • I can understand and follow simple rules and can name some things I am good at – Working towards • I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well – Expected • I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement – Exceeding • Listen carefully and follow the rules for each activity. • Look at different parts of the body to help recognise similarities and differences. • Try to be specific about what others are doing well. **Static Balance – Stance** **Physical Focus** • Stand on line with good stance for 10 seconds. • Stand on low beam with good stance for 10 seconds. • **Challenge –** Receive a small force from various angles. • Receive a small force from various angles. • Keep your feet a shoulder width apart and knees bent.	**Physical Cog – Coordination and Agility.** **Coordination – Sending and Receiving** **Physical Focus** • Roll large ball and collect the rebound. • Roll small ball and collect the rebound. • Throw large ball and catch the rebound with 2 hands. • Throw tennis ball, catch rebound with same hand after 1 bounce. • Throw tennis ball, catch rebound with same hand without a bounce. • Throw tennis ball, catch rebound with other hand after 1 bounce. • Throw tennis ball, catch rebound with other hand without a bounce. • Strike large, soft ball along ground with hand 5 times in a rally. • Use backswing and follow through. • Keep your eyes focused on the ball. • Adopt a good 'ready position' (weight on balls of feet, wide base). **Physical Skills** • I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together – Working Towards • I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed – Expected • I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency – Exceeding • Adopt good 'ready position'. • Use footwork to move in line with the ball when receiving. • Focus on accuracy and weight when sending.

Static Balance – One leg

Physical Focus

- Stand still for 10 seconds.
- Stand still for 30 seconds.
- Complete 5 mini-squats.
- Keep your head up and still.
- Keep your tummy (core muscles) tight and back straight.
- Use your arms to help you balance.

Personal Skills

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- I can follow instructions, practise safely and work on simple tasks by myself – Working towards.
- I try several times if at first I don't succeed and I ask for help when appropriate – Expected.
- I know where I am with my learning and I have begun to challenge myself – Exceeding.
- Find a safe space you can work in.
- Think about who you can ask for help.
- Keep going when things are hard.

- Keep your weight on the balls of your feet.
- Keep your back straight and head up.

Cognitive skills

- I can understand and follow simple rules and can name some things I am good at – Working towards
- I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well – Expected
- I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement – Exceeding
- Think about what you have done well in the lesson.
- Try to be specific about what others are doing well.
- Use your own and others' feedback to help you identify areas for improvement.

Agility – Reaction/Response

Physical Focus

- React and catch large ball dropped from shoulder height after 2 bounces.
- React and catch large ball dropped from shoulder height after 1 bounce.
- React and catch tennis ball dropped from shoulder height after 1 bounce (1, 2 & 3m).
- Take up a ready position with your knees bent and your feet apart (front to back).
- Start quickly and accelerate by pushing off hard with your feet.
- Bend your knees to help you slow down.

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Physical Skills

- I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together – Working Towards
- I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed – Expected
- I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency – Exceeding
- Maintain a good 'ready position'.
- Lean forward to help move quickly.
- Move feet, rather than stretch, to get to the ball.

	Autumn 2 **Social Cog – Dynamic balanced to agility and Static Balance.** **Dynamic Balance to Agility – Jumping and Landing** **Physical Focus** • Jump from 2 feet to 2 feet forwards, backwards and side to-side. • Jump from 2 feet to 2 feet with quarter turn in both directions. • Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot). • Keep your feet shoulder width apart. • Bend your knees on take-off and on landing. • Keep your head up. **Social Skills** • I can work sensibly with others, taking turns and sharing – Working towards • I can help praise and encourage others in their learning – Expected • I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas – Exceeding • Take turns, share space and equipment. • Use positive words when others do well. • Use positive gestures/words to keep others going. **Static Balance – Seated** **Physical Focus**	**Spring 2** **Creative Cog – Coordination and Counter Balance** **Coordination – Ball Skills** **Physical Focus** • Sit and roll a ball along the floor around body using 2 hands. • Sit and roll a ball along the floor around body using 1 hand (right and left). • Sit and roll a ball down legs and around upper body using 2 hands. • Stand and roll a ball up and down legs and round upper body using 2 hands. • Sit and roll a ball up and down legs and round upper body using 1 hand. • Stand and roll a ball up and down legs and round upper body using 1 hand. • Keep your tummy tight and your weight through your bottom. • Use your fingers to move the ball. • Focus on moving the ball smoothly rather than on speed. **Creative Skill** • I can explore and describe different movements – Working towards. • I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme – Expected. • I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression – Exceeding. • Try lots of different movements and think about how you are using your body and the equipment. • Think about different parts of the body and how they move when comparing movements and skills. • Try to link movements smoothly and with control **Counter Balance – With a partner** **Physical Focus**	**Summer 2** **Health and Fitness Cog – Agility and Static Balance.** **Agility- Ball Chasing** **Physical Focus** • Roll a ball, chase and collect it in balanced position facing opposite direction. • Chase a ball rolled by a partner and collect it in balanced position facing opposite direction. • Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced • position facing opposite direction. • Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction. • Take up a good ready position and push off hard. • Keep your head steady and watch the ball. Try rolling the ball at different speeds to get the right challenge **Health and Fitness Skills** • I am aware of why exercise is important for good health – Working Towards • I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely – Expected. • I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down – Exceeding. • Exercise strengthens our heart and lungs which is good for our health. • Changes to the body during and after exercise include increased body temperature which causes us to sweat. • Moving and landing safely is helped by having good health and fitness, for example, good stability and strength in our muscles and joints. **Static Balance – Floor work** **Physical Focus**

- Balance with both hands/ feet down.
- Balance with 1 hand/ 2 feet down.
- Balance with 2 hands/ 1 foot down.
- Balance with 1 hand/ 1 foot down.
- Balance with 1 hand or 1 foot down.
- Balance with no hands or feet down.
- Pick up a cone from one side, swap hands and place it on the other side.
- Return the cone to the opposite side.
- Keep your tummy tight (core muscles) and back straight.
- Keep your weight going through your bottom.
- Keep your head up and breathe throughout.

Social Skill

- I can work sensibly with others, taking turns and sharing – Working towards
- I can help praise and encourage others in their learning – Expected
- I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas – Exceeding
- Smile and make eye contact.
- Use positive gestures or words to praise and keep others going.
- Set an example by being patient and positive if someone is struggling.

- Sit holding hands with toes touching, lean in together then apart.
- Sit holding 1 hand with toes touching, lean in together then apart.
- Sit holding hands with toes touching and rock forwards, backwards and side-to-side
- Hold on and, with a long base, lean back, hold balance and then move back together.
- Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together.
- Keep your tummy (core muscles) tight and body straight throughout.
- Hold on to your partner's forearms.
- Hold with straight arms when leaning back.

Creative Skill

- I can explore and describe different movements – Working towards.
- I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme – Expected.
- I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression – Exceeding.
- Try lots of different movements and think about how you are using your body and the equipment.
- Think about different parts of the body and how they move when comparing movements and skills.
- Try to come up with ideas to make activities more fun, challenging or different.

- . Hold mini-front support position.
- Reach round and point to ceiling with either hand in mini-front support.
- Place cone on back and take it off with other hand in mini front support.
- Hold mini-back support position.
- Place cone on tummy and take it off with other hand in mini back support.
- Keep your hands in line with your shoulders and knees in line with your hips (mini-front support).
- Keep your hands in line with your shoulders and feet in line with your knees (mini-back support).
- Point your fingers towards your feet in the mini-back support.

Health and Fitness Skill

- I am aware of why exercise is important for good health – Working Towards
- I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely – Expected.
- I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down – Exceeding.
- Exercise can help prevent things like stress and depression and lots of common diseases.
- Developing good technique, posture and using the appropriate equipment safely can help us stay healthy.
- Cooling down can help prevent our muscles being sore in the first couple of days after exercise.

National Curriculum: Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

♣ use running, jumping, throwing and catching in isolation and in combination

♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

♣ perform dances using a range of movement patterns

♣ take part in outdoor and adventurous activity challenges both individually and within a team

♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.

♣ show resilience throughout. Encourage good sportsmanship, competitive spirit, encouraging others, links to healthy diet/fitness/science. Knowledge built of muscle use and why we warm up before exercise.

Year Group	Autumn	Spring	Summer
Y3	**<u>Autumn 1</u>** **<u>Personal Cog –Coordination & Static Balance.</u>** **Coordination – Footwork** **Physical Focus** • Combine side-steps with 180° front pivots off either foot. • Combine side-steps with 180° reverse pivots off either foot. • Skip with knee and opposite elbow at 90° angle. • Hopscotch forwards and backwards, hopping on the same leg (right and left). • Hopscotch forwards and backwards, alternating hopping leg each time. • Keep your head up and back straight. • Work off the balls of your feet. • Bend your knees to push off and land. **Personal Skills** • I try several times if at first I don't succeed and I ask for help when appropriate – Working towards.	**<u>Spring 1</u>** **<u>Cognitive Cog – Dynamic Balance and Static Balance.</u>** **Dynamic Balance – On a line** **Physical Focus** • Walk fluidly, lifting knees to 90°. • Walk fluidly, lifting heels to bottom.. • March, lifting knees and elbows up to a 90° angle. • Walk fluidly with heel to toe landing. • Keep your head still and look forward. • Use your arms to help you move and balance as you walk (opposite arm and leg). • Work off the balls of your feet. **Cognitive Skills** • I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well – Working towards • I can understand the simple tactics of attacking and defending. I can explain what I	**<u>Summer 1</u>** **<u>Physical Cog –Agility & Static Balance.</u>** **Agility – Reaction/Response** **Physical Focus** • React and catch tennis ball dropped from shoulder height after 1 bounce. • React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg (1 meter). • Take up a ready position with your knees bent and your feet apart (front to back). • Start quickly and accelerate by pushing off hard with your feet. • Bend your knees to help you slow down. **Physical Skills** • I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed – Working Towards.

	• I know where I am with my learning and I have begun to challenge myself – Expected. • I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice – Exceeding. • Keep your head up and stay within marked areas. • Keep going when things are hard. • Only move on when you can do things consistently. **Cool Down – Static Balance – One Leg** • Stand still for 30 seconds with eyes closed. **Autumn 2** **Social Cog – Dynamic balanced to agility and Static Balance.** **Dynamic Balance to Agility – Jumping and Landing.** **Physical Focus** • Jump from 2 feet to 2 feet forwards, backwards and side to-side. • Jump from 2 feet to 2 feet with quarter turn in both directions. • Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot).	am doing well and I have begun to identify areas for improvement – Expected • I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions – Exceeding • Start with simple movements and gradually add more difficult ones. • Look at different parts of the body to help recognise similarities and differences. • Think of non-physical and physical skills in terms of what you are doing well. **Cool down - Static Balance – Stance** • Stand on low beam with good stance for 10 seconds. • Receive a small force from various angles. • Raise alternate feet 5 times. **Spring 2** **Creative Cog – Coordination and Counter Balance** **Coordination – Ball Skills** **Physical Focus** • Sit and roll a ball up and down legs and round upper body using 1 hand. • Stand and roll a ball up and down legs and round upper body using 1 hand. • In 20 seconds or less: • Stand with legs apart and move a ball around 1 leg 16 times (right and left leg). • Keep your eyes focused on the ball. • Move your feet to get in line with the ball when receiving. • Try to have 'soft hands' when catching.	• I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency – Expected. • I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities – Exceeding • Maintain a good 'ready position' (bend knees and wide base). • Move feet, rather than stretch, to get to the ball. • Bend your knees to help slow down and stay balanced. **Cool Down – Static Balance – Floor Work** • Place cone on back and take it off with other hand in minifront support. 2. Hold mini-back support position. • Place cone on tummy and take it off with other hand in miniback support. • Hold full front support position. **Summer 2** **Health and Fitness Cog – Agility and Static Balance.** **Agility- Ball Chasing** **Physical Focus** • Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction. • Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction. • Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction.

- Jump from 2 feet to 2 feet with 180° turn in either direction.
- Bend your knees on take-off and on landing.
- Swing your arms to help gain height and use them to help balance on landing.
- Try to land softly so there is no noise.

Social Skills

- I can help praise and encourage others in their learning – Working towards
- I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas – Expected
- I can help praise and encourage others in their learning – Exceeding
- Use positive words when others do well.
- Use positive gestures/words to keep others going.
- Listen to and support others when they need help.

Cool Down - Static Balance – Seated

- Pick up a cone from one side, swap hands and place it on the other side.
- Return the cone to the opposite side.

- Pick up a cone from one side and place it on the other side with same hand.
- Return it to the opposite side using the other hand.
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Creative Skill

- I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme – Working towards
- I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression – Expected
- I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging – Exceeding
- Think about different parts of the body and how they move when comparing movements and skills.
- Think about movements and skills that fit together effectively.
- Try to come up with ideas to make activities more fun, challenging or different.

Cool Down -Counter Balance – With a partner

- Hold on and, with a long base, lean back, hold balance and then move back together.
- Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together.

- . Hold on and, with a short base, lean back, hold balance and then move back together.
- Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together.
-

- Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction.
- Start quickly and accelerate by pushing off hard with your feet.
- Drive your arms from 'hips to lips' to help you accelerate.
- Keep watching the ball and concentrate on your timing so you arrive at the right time.

Health and Fitness Skills

- I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely – Working Towards.
- I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down – Expected.
- I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working – Exceeding
- Changes to the body during and after exercise include increased body temperature which causes us to sweat.
- Moving and landing safely is helped by having good health and fitness, for example, good stability and strength in our muscles and joints.
- During and after exercise our heart rate increases, as our heart works harder to pump blood (and the oxygen in it) to our muscles

Cool Down - Static Balance – Stance

- Stand on low beam with good stance for 10 seconds.
- Receive a small force from various angles.
- Raise alternate feet 5 times.

Y4	Autumn 1	Spring 1	Summer 1
	Personal Cog –Coordination & Static Balance. **Coordination – Footwork** **Physical Focus** • Combine side-steps with 180° front pivots off either foot. • Combine side-steps with 180° reverse pivots off either foot. • Skip with knee and opposite elbow at 90° angle. • Hopscotch forwards and backwards, hopping on the same leg (right and left). • Hopscotch forwards and backwards, alternating hopping leg each time. • Move in a 3-step zigzag pattern forwards. • Move in a 3-step zigzag pattern backwards. • Keep your head up and back straight. • Work off the balls of your feet. • Bend your knees and use your arms to help you balance. **Personal Skills** • I try several times if at first I don't succeed and I ask for help when appropriate – Working Towards. • I know where I am with my learning and I have begun to challenge myself – Expected • I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice – Exceeding • Keep going when things are hard. • Only move on when you can do things consistently.	**Cognitive Cog – Dynamic Balance and Coordination.** **Dynamic Balance – On a line** **Physical Focus** • Walk fluidly, lifting knees to 90°. • Walk fluidly, lifting heels to bottom.. • March, lifting knees and elbows up to a 90° angle. • Walk fluidly with heel to toe landing. • Walk fluidly, lifting knees and using heel to toe landing Walk fluidly, lifting heels to bottom and using heel to toe landing. • Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing. • Use your arms to help you move and balance as you walk (opposite arm and leg). • Work off the balls of your feet. **Cognitive Skills** • I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well – Working Towards • I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement – Expected. • I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions – Exceeding.	**Physical Cog – Agility and Static Balance.** **Agility – Reaction/Response** **Physical Focus** • React and catch tennis ball dropped from shoulder height after 1 bounce. • React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg (from 1, 2 & 3 meters). • Take up a ready position with your knees bent and your feet apart (front to back). • Start quickly and accelerate by pushing off hard with your feet. • Bend your knees to help you slow down. **Physical Skills** • I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed – Working Towards • I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. – Expected • I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities. – Exceeding. **Cool Down - Static Balance – Floor Work** • Place cone on back and take it off with other hand in minifront support. 2. Hold mini-back support position. • Place cone on tummy and take it off with other hand in miniback support. • Hold full front support position. • Lift 1 arm and point to the ceiling with either hand in front support.

Find a challenge you can't quite do and then see if you can do it.

Cool Down Static Balance – One leg

- Stand still for 30 seconds with eyes closed.
- Complete 5 squats.
- Complete 5 ankle extensions.
- Stand still on uneven surface for 30 seconds.
- Stand still on uneven surface for 30 seconds with eyes closed.
- Complete 10 squats into ankle extensions.

Autumn 2

Social Cog – Dynamic balanced to agility and Static Balance.

Dynamic Balance to Agility – Jumping and Landing.

Physical Focus

- Jump from 2 feet to 2 feet forwards, backwards and side to-side.
- Jump from 2 feet to 2 feet with quarter turn in both directions.
- Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot).
- Jump from 2 feet to 2 feet with 180° turn in either direction.
- Complete a tucked jump.
- Complete a tucked jump with 180° turn in either direction.
- Bend your knees on take-off and on landing.
- Start with simple movements and gradually add more difficult ones.
- Think of non-physical and physical skills in terms of what you are doing well.
  Use your own and others' feedback to help you identify areas for improvement.

Cool Down – Coordination – Ball Skills

- Sit and roll a ball up and down legs and round upper body using 1 hand.
- Stand and roll a ball up and down legs and round upper body using 1 hand.
- Stand with legs apart and move a ball around 1 leg 16 times (right and left leg).
- Move a ball round waist 17 times.
- Stand with legs apart and move a ball around alternate legs 16 times.

Spring 2

Creative Cog – Coordination and Counter Balance

Coordination – Sending and receiving

Physical Focus

- Throw tennis ball, catch rebound with same hand after 1 bounce.
- Throw tennis ball, catch rebound with same hand without a bounce.
- Throw tennis ball, catch rebound with other hand after 1 bounce.
- Throw tennis ball, catch rebound with other hand without a bounce.
- Strike large, soft ball along ground with hand 5 times in a rally.
- Strike a ball with alternate hands in a rally.
- Kick a ball with the same foot.
- Kick a ball with alternate feet Roll 2 balls alternately using both hands, sending 1 as the other is returning.
- Keep your eyes focused on the ball.
- Transfer cone on and off back in front support.

Summer 2

Health and Fitness Cog – Agility and Static Balance.

Agility- Ball Chasing

Physical Focus

- Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction.
- Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction.
- Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction.
- Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction.
- Complete above challenges with tennis ball.
- Start quickly and accelerate by pushing off hard with your feet.
- Drive your arms from 'hips to lips' to help you accelerate.

- Swing your arms to help gain height and use them to help balance on landing.
- Try to land softly so there is no noise.

Social Skills

- I can help praise and encourage others in their learning – Working Towards.
- I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas – Expected.
- I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task – Exceeding.
- Use positive words when others do well.
- Listen to and support others when they need help.
- Share your ideas with your team.

Cool Down - Static Balance – Seated

- Pick up a cone from one side, swap hands and place it on the other side.
- Return the cone to the opposite side.
- Pick up a cone from one side and place it on the other side with same hand.
- Return it to the opposite side using the other hand.
- Sit in a dish shape and hold it for 5 seconds.
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- Move your feet to get in line with the ball when receiving.
- Try to have 'soft hands' when catching.

Creative Skill

- I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme – Working Towards.
- I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression - Expected
- I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging
- Think about different parts of the body and how they move when comparing movements and skills.
- Try to come up with ideas to make activities more fun, challenging or different.
- Consider speed, tempo and body positioning when looking at similarities and differences.

Cool Down - Counter Balance – With a partner

- Children can sit holding hands with a partner with feet together, lean in together then apart.
- Hold on with 1 hand to a partner and, with a long base, lean back, hold their balance and move back together again.
- Hold on with 1 hand to a partner, with a short base, lean back, hold their balance and move back together again.
- Perform above challenges with eyes closed.
- Keep the tummy tight and body straight.
- Hold onto your partners forearms.
- Hold with straight arms when leaning back.
- Stay in balance with smooth, controlled movements.
- Coordinate movements with partner.

- Keep watching the ball and concentrate on your timing so you arrive at the right time.

Health and Fitness Skills

- I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely/ - Working Towards.
- I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down. – Expected.
- I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. - Exceeding

Cool Down - Static Balance – Stance

- Stand on low beam with good stance for 10 seconds.
- Receive a small force from various angles.
- Raise alternate feet 5 times.
- Raise alternate knees 5 times.
- Catch ball at chest height and throw it back.
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Y5/Y6	Autumn 1	Spring 1	Summer 1
	Year 5 will participate in swimming lessons once a week. **Personal Cog – Coordination and Agility** **Coordination – Sending and Receiving** **Physical Focus** • Strike a ball with alternate hands in a rally. • Kick a ball with the same foot. • Kick a ball with alternate feet Roll 2 balls alternately using both hands, sending 1 as the other is returning. • Alternately throw and catch 2 tennis balls against a wall. • Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over). • Throw 2 tennis balls against a wall in a circuit, in both directions. • Take up a balanced position, making sure your hands are in a good ready position. • Vary the pace of the ball to find which is best. • Keep your eyes focused on the ball(s). **Personal Skills** • I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice. – Working Towards. • I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. – Expected. • I can create my own learning plan and revise that plan when necessary. I can	**Cognitive Cog – Coordination and Agility** **Coordination – Ball Skills.** **Physical Focus** • Stand with legs apart and move a ball around 1 leg 16 times (right and left leg). • Move a ball round waist 17 times. • Stand with legs apart and move a ball around alternate legs 16 times. • Stand with legs apart and move ball in figure of 8 around both legs 12 times. • Move ball around waist into figure of 8 around both legs 10 times. • Move ball around waist and then around alternate legs 12 times. • Stand with legs apart and perform 24 criss-crosses, with and then without a bounce. • React and move early so it gives you time to get balanced. • Start quickly and accelerate by pushing off hard with your feet. • Extend your front leg across your body and bend your knees to enable you to stop quickly and get into a balanced position. **Cognitive Skills** • I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions. – Working Towards • I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents. – Expected.	**Physical Cog – Dynamic Balance to Agility and Static Balance** **Dynamic Balance to Agility – Jumping and Landing.** **Physical Focus** • Jump from 2 feet to 2 feet with 180° turn in either direction. • Complete a tucked jump. • Complete a tucked jump with 180° turn in either direction. • Jump 2 feet to 2 feet forwards, backwards and side-to-side. • Hop forward and backwards, freezing on landing. • Jump 1 foot to other forwards and backwards, freezing on landing. • Hop sideways, raising knee and freezing on landing. • Jump 1 foot to other sideways, raising knee and freeze on landing. • Bend your knees before take-off and on landing. • Swing your arms to get height and use them to help balance on landing. • Land softly on the balls of your feet so there is no noise. **Physical Skill** • I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities. – Working Towards. • I can use combinations of skills confidently in sport specific contexts. I can perform a range

accept critical feedback and make changes. – Exceeding.

Cool Down – Agility - Ball Chasing

- Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction.
- Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction.
- Complete above challenges with tennis ball.
- Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction.
- Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction.
- Perform above challenge with tennis ball.
- Roll and chase large ball, stopping it with head in front support position facing opposite direction.

Autumn 2

Social Cog – Dynamic Balance and Counter Balance.

Dynamic Balance – On a line

Physical Focus

- March, lifting knees and elbows up to a 90° angle.
- Walk fluidly with heel to toe landing.
- I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop. – Exceeding.
- Look at different parts of the body to help recognise similarities and differences.
- Think of non-physical and physical skills in terms of what you are doing well.
- Use your own and others' feedback to help you identify areas for improvement.

Cool Down – Agility – Reaction/Response.

- React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.
- React and step across body, bring hand across body and catch tennis ball after 1 bounce.
- React to call from partner when they drop a ball, turn and catch it after 1 bounce..

Spring 2

Creative Cog – Static Balance

Static Balance – Seated.

Physical Focus

- Pick up a cone from one side and place it on the other side with same hand.
- Return it to the opposite side using the other hand.

of skills fluently and accurately in practice situations. – Expected.

- I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations. – Exceeding.
- Focus on keeping in balance and controlling landings.
- Keep centre of gravity forward when combining jumps.
- Keep head up and scan ahead when combining jumps.
- Try to combine and control jumps with throws to extend yourself.

Cool Down - Static Balance – One leg

- On both legs:
- Stand still for 30 seconds with eyes closed.
- Complete 5 squats.
- Complete 5 ankle extensions
- Stand still on uneven surface for 30 seconds.
- Stand still on uneven surface for 30 seconds with eyes closed.
- Complete 10 squats into ankle extensions.

Complete 5 squats with eyes closed.

Summer 2

Health and Fitness Cog – Static Balance and Coordination.

Static Balance - Stance

Physical Focus

- Receive a small force from various angles.
- Raise alternate feet 5 times.
- Raise alternate knees 5 times.

- Walk fluidly, lifting knees and using heel to toe landing Walk fluidly, lifting heels to bottom and using heel to toe landing.
- Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing.
- Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing).
- Lunge walk forwards, bringing opposite elbow up to a 90° angle.
- Complete all red challenges with eyes closed.
- Keep your head still and back straight.
- Use your arms to help you balance as you walk, bringing them 'from hips to lips'.
- Practise the movement slowly at first.

Social Skills

- I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task. – Working Towards.
- I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. – Expected.
- I can involve others and motivate those around me to perform better. – Exceeding
- Give specific feedback on what others have done well.
- Take responsibility for making sure everyone is clear on what they are doing.
- Give a positive comment before any improvement feedback.

Cool Down - Counter Balance – With a Partner

- Sit in a dish shape and hold it for 5 seconds.
- Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions).
- Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions).
- Hold a V-shape with straight arms and legs for 10 seconds.
- Keep your core muscles tight.
- Use smooth, controlled movements.
- Keep your legs, back and arms straight.

Creative Skills

- I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging. – Working Towards.
- I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others. – Expected.
- I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience. – Exceeding.
- Use others' ideas as a starting point and then make your own adjustments.
- Start with an idea and then see if you can make changes to make it more fun or more challenging.
- Observe others and then see if you can do something completely different.

Cool Down - Static Balance – Floor Work

- Hold full front support position.
- Lift 1 arm and point to the ceiling with either hand in front support.

- Catch ball at chest height and throw it back.
- Raise alternate knees to opposite elbow 5 times.
- Catch large ball thrown at knee height and above head.
- Catch large ball thrown away from body.
- Catch small ball thrown close to and away from body.
- Keep your feet a shoulder width apart and bend your knees.
- Keep your head up looking forward.
- Use smooth, controlled movements.

Health and Fitness Skills

- I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. – Working Towards.
- I can self-select and perform appropriate arm up and cool down activities. I can identify possible dangers when planning an activity. – Expected.
- I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme. – Exceeding.
- Basic fitness includes strength, stamina (aerobic/anaerobic), speed and flexibility.
- Taking our pulse before and after exercise helps us to see how hard we are working.
- When planning an activity, some dangers to consider are the environment, e.g. weather/surface, equipment, frequency and intensity.

Cool Down - Coordination - Footwork

	• Hold on and, with a short base, lean back, hold balance and then move back together. • Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together. • Perform above challenges with eyes closed. • Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together. • Stand on 1 leg while holding on to partner's opposite foot. •	• Transfer cone on and off back in front support. • Transfer tennis ball on and off back in a front support. • Transfer cone on and of tummy in back support. •	• Hopscotch forwards and backwards, hopping on the same leg (right and left). • Hopscotch forwards and backwards, alternating hopping leg each time. • Move in a 3-step zigzag pattern forwards. • Move in a 3-step zigzag pattern backwards. • Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg. • Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction. • Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction. •

Curriculum Intent: Art

Cultural Capital: Essential Learning

Art

	By the end of Autumn Term All children will know:	By the end of Spring Term All children will know:	By the end of Summer Term All children will know:
Y1	**Formal Elements** **Generating Ideas (Conceptual Knowledge)** Explore and create ideas for purposes and intentions. **Progression of Skills – Making Skills (Procedural Knowledge)** Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose. Identify, describe and use shape for purpose. **Progression of Skills – Knowledge (Factual Knowledge)** Artists, craftspeople, designers – Bridget Riley, David Hockney, Vija Celmins and Jasper Johns. **Vocabulary** Abstract, composition, modern art, op art, optical illusion, photorealism, Pop art, primary colours, secondary colours and shape.	**Art and Design Skills** **Generating Ideas (Conceptual Knowledge)** To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. Explore and create ideas for purposes and intentions. Explore mark making, experiment with drawing lines and use 2D shapes to draw. **Progression of Skills – Making Skills (Procedural Knowledge)** Develop skill and control when painting. Paint with expression. Understand patterns in nature, design and make patterns in a range of materials. **Progression of Skills – Knowledge (Factual Knowledge)** Artists, craftspeople, designers –Loius Wain, Kandinsky, Bernal and Bolotowsky. **Vocabulary** 2d shapes, 3d shapes, abstract, contemporary, drawing mediums, narrative, printing, shade, Tudor-style house.	**Landscapes using different media** **Generating Ideas (Conceptual Knowledge)** Understand what tone is and how to apply this to their own work. **Progression of Skills – Making Skills (Procedural Knowledge)** Explore mark making, experiment with drawing lines and use 2D shapes to draw. Develop skill and control when painting. Paint with expression. Use materials to create textures Learn a range of materials and techniques such as clay-etching, printing and collage. **Progression of Skills – Knowledge (Factual Knowledge)** Artists, craftspeople, designers – Renoir, Sorolla, Kroyer **Vocabulary** Figurative, horizon line, impressionism, landscape, post impressionism, representation, shading, tones. **Progression of Skills – Making Skills (Procedural Knowledge)** Learn about form and space through making sculptures and developing language. Identify, describe and use shape for purpose. Explore mark making, experiment with drawing lines and use 2D shapes to draw. Understand patterns in nature, design and make patterns in a range of materials. **Progression of Skills – Knowledge (Factual Knowledge)** Artists, craftspeople, designers – Louise Bourgeois **Vocabulary** Bronze, contemporary, etching, land art, metallic, pattern, sculpture, sketch, symmetrical, textile.

Y2	Formal Elements	Art and Design Skills	Human form Collage, portraits and sculpture.
	Generating Ideas (Conceptual Knowledge) Experiment with pencils to create tone. Use tone to create form when drawing. **Progression of Skills – Making Skills (Procedural Knowledge)** Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections. Learn a range of techniques to make repeating and nonrepeating patterns. Identify natural and man-made patterns. Create patterns of their own. Identify and describe different textures. Select and use appropriate materials to create textures. **Progression of Skills – Knowledge (Factual Knowledge)** Artists, craftspeople, designers – Matt Ernst, Ed Ruscha **Vocabulary** Tessellation, repeating patter, overprinting, rubbing, frottage, 3d drawing, dad, surrealism, pop art	**Generating Ideas (Conceptual Knowledge)** To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. **Progression of Skills – Making Skills (Procedural Knowledge)** Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. Further improve skill and control when painting. Paint with creativity and expression. Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay. **Progression of Skills – Knowledge (Factual Knowledge)** Artists, craftspeople, designers – Clarice Cliffe, Nancy McCrocky **Vocabulary** Air drying clay, ceramics, concentric circles, repeating patterns, score, sketch, slip, tone	**Generating Ideas (Conceptual Knowledge)** Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world. **Progression of Skills – Making Skills (Procedural Knowledge)** Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing. **Progression of Skills – Knowledge (Factual Knowledge)** Artists, craftspeople, designers – Damien Hirst, Julian Opie, Edwina Bridgeman **Vocabulary** Choreograph, collaboration, contemporary, day of the dead, mixed media, sculpture, self-portrait, symbolism **Sculpture and mixed media** **Progression of Skills – Making Skills (Procedural Knowledge)** Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. Further improve skill and control when painting. Paint with creativity and expression. Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay. Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections. Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing. Draw lines with increased skill and confidence. Use line for expression when drawing portraits. Compose geometric designs by adapting the work of other artists to suit their own ideas. **Vocabulary** Blend, cartoon, colour wash, comic, dot matrix, illustrator, pop art, sculpture

Y3	Formal Elements	Art and Design Skills	Human form Collage, portraits and sculpture.
	Generating Ideas (Conceptual Knowledge) Develop skill and control when using tone. Learn and use simple shading rules. **Progression of Skills – Making Skills (Procedural Knowledge)** Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products. Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials. Express and describe organic and geometric forms through different types of line. **Vocabulary** 3d form, facial features, geometric shapes, guidelines, shading, sketching, template, tone	**Generating Ideas (Conceptual Knowledge)** To use sketchbooks to ideas and record thoughts and observations. Make records of visual experiments. **Progression of Skills – Making Skills (Procedural Knowledge)** Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. Increase skill and control when painting. Apply greater expression and creativity to own paintings. Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products. Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes. Further develop their ability to describe 3D form in a range of materials, including drawing. **Progression of Skills – Knowledge (Factual Knowledge)** Artists, craftspeople, designers – Carl Giles, Diego Velazquez **Vocabulary** Cartoonist, character, minimal, opaque, puppet, sketching, style, three-dimensional, tint, tone	**Generating Ideas (Conceptual Knowledge)** To use sketchbooks to ideas and record thoughts and observations. Make records of visual experiments. **Progression of Skills – Making Skills (Procedural Knowledge)** Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. Increase skill and control when painting. Apply greater expression and creativity to own paintings. Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials. Analyse and describe texture within artists' work. **Vocabulary** Cave artists, charcoal, geometric shapes, iron age, line drawing, native prehistoric, proportions, stone age, texture, tone **Craft** **Generating Ideas (Conceptual Knowledge)** To use sketchbooks to ideas and record thoughts and observations. Make records of visual experiments. **Progression of Skills – Making Skills (Procedural Knowledge)** Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products. Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes. Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern. **Vocabulary** Interior designer, intersectional points, loom card frame, mood board, personality, running-stitch, synthetic materials, textile designer, warp, wax resist, weave, weft

Y4	Formal Elements	Art and Design Skills	Human form Collage, portraits and sculpture.
	Generating Ideas (Conceptual Knowledge) Develop skill and control when using tone. Learn and use simple shading rules. **Progression of Skills – Making Skills (Procedural Knowledge)** Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products. Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials. Express and describe organic and geometric forms through different types of line. **Vocabulary** 3d form, facial features, geometric shapes, guidelines, shading, sketching, template, tone	**Generating Ideas (Conceptual Knowledge)** To use sketchbooks to ideas and record thoughts and observations. Make records of visual experiments. **Progression of Skills – Making Skills (Procedural Knowledge)** Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. Increase skill and control when painting. Apply greater expression and creativity to own paintings. Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products. Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes. Further develop their ability to describe 3D form in a range of materials, including drawing. **Progression of Skills – Knowledge (Factual Knowledge)** Artists, craftspeople, designers – Carl Giles, Diego Velazquez **Vocabulary** Cartoonist, character, minimal, opaque, puppet, sketching, style, three-dimensional, tint, tone	**Generating Ideas (Conceptual Knowledge)** To use sketchbooks to ideas and record thoughts and observations. Make records of visual experiments. **Progression of Skills – Making Skills (Procedural Knowledge)** Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. Increase skill and control when painting. Apply greater expression and creativity to own paintings. Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials. Analyse and describe texture within artists' work. **Vocabulary** Cave artists, charcoal, geometric shapes, iron age, line drawing, native prehistoric, proportions, stone age, texture, tone **Craft** **Generating Ideas (Conceptual Knowledge)** To use sketchbooks to ideas and record thoughts and observations. Make records of visual experiments. **Progression of Skills – Making Skills (Procedural Knowledge)** Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products. Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes. Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern. **Vocabulary** Interior designer, intersectional points, loom card frame, mood board, personality, running-stitch, synthetic materials, textile designer, warp, wax resist, weave, weft

Y5	Art and Design Skills	Generating Ideas (Conceptual Knowledge)	Every picture tells a story
	Generating Ideas (Conceptual Knowledge) Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques. Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks. Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images. **Progression of Skills – Making Skills (Procedural Knowledge)** Further develop drawing from observation. Draw using perspective, mathematical processes design, detail and line. Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression. Create mixed media art using found and reclaimed materials. Select materials for a purpose. Select and mix more complex colours to depict thoughts and feelings. Develop understanding of texture through practical making activities. **Progression of Skills – Knowledge (Factual Knowledge)** Artists, craftspeople, designers – Hundertwasser **Vocabulary** Abstract, herringbone, milliner, mindfulness, pattern, polyprint tile, prototype, realism, symbolism, zentangle pattern	**Generating Ideas (Conceptual Knowledge)** Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks. Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes. **Progression of Skills – Making Skills (Procedural Knowledge)** Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression. **Progression of Skills – Knowledge (Factual Knowledge)** Artists, craftspeople, designers – Giorgio Morandi **Vocabulary** Analytical observational drawing, annotation, collage, computer-aided-design (CAD), continuous line drawing, diagram, exploded diagram, invention, portrait, prototype, sketch, texture	**Generating Ideas (Conceptual Knowledge)** Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone. Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks. Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes. **Progression of Skills – Making Skills (Procedural Knowledge)** Further extend their ability to describe and model form in 3D using a range of materials. Extend and develop a greater understanding of applying expression when using line. Construct patterns through various methods to develop their understanding. Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists use of shape. Develop understanding of texture through practical making activities. **Progression of Skills – Knowledge (Factual Knowledge)** Artists, craftspeople, designers – Banksy, Andy Warhol, John Singer Sargent, Magdalene Odundo **Vocabulary** Abstract, anonymous, brexit, emoji's, immigration, mural, pictograms, racism, street art, symmetrical **Design for purpose** **Generating Ideas (Conceptual Knowledge)** Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks. Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources.

			Create and invent for purposes. **Progression of Skills – Making Skills (Procedural Knowledge)** Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. Create mixed media art using found and reclaimed materials. Select materials for a purpose. Select and mix more complex colours to depict thoughts and feelings. Extend and develop a greater understanding of applying expression when using line. Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape. **Vocabulary** Client, collaboration, design brief, font, heraldry, logo, pitch, presentation, prototype, sketch, slogan, soundbite, template, urban, unique-selling point (USP)

Y6	Art and Design Skills	Make my voice heard	Photography
	Generating Ideas (Conceptual Knowledge) Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques. Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks. Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images. **Progression of Skills – Making Skills (Procedural Knowledge)** Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms. Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters. Express and articulate a personal message through sculpture. Analyse and study artists' use of form. Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists. Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern. Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work. **Progression of Skills – Knowledge (Factual Knowledge)** Artists, craftspeople, designers – Claude Monet, William Morris, Edward Hopper	**Generating Ideas (Conceptual Knowledge)** Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques. Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks. Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images. **Progression of Skills – Making Skills (Procedural Knowledge)** Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms. Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists. Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern. Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work. **Progression of Skills – Knowledge (Factual Knowledge)** Artists, craftspeople, designers – Kathe Kollwitz, Pablo Picasso, Mark Wallinger **Vocabulary** Abstract, chiaroscuro, composition, figurative, graffiti, art, parallel lines, serif, symbolism, tag	**Generating Ideas (Conceptual Knowledge)** Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning Express ideas about art through. messages, graphics, text and images. **Progression of Skills – Making Skills (Procedural Knowledge)** Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms. **Progression of Skills – Knowledge (Factual Knowledge)** Artists, craftspeople, designers – Hannah Hoch, Peter Kennard, Jerry Uelsmann, Jenny Holzer, Edward Weston, Edvard Munch **Vocabulary** Composition, crop, digital, expression, lens, macro, photography, self-portrait, technique, truism **Still life** **Generating Ideas (Conceptual Knowledge)** Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques. Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks. **Progression of Skills – Making Skills (Procedural Knowledge)** Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters. Express and articulate a personal message through sculpture. Analyse and study artists' use of form. Deepen knowledge and understanding of using line when drawing portraits.

	Vocabulary Abstract, herringbone, milliner, mindfulness, pattern, polyprint tile, prototype, realism, symbolism, zentangle pattern		Develop greater skill and control. Study and apply the techniques of other artists. Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work. Understand how artists manipulate materials to create texture. **Vocabulary** Abstract, cartoon, charcoal, colour wheel, composition, cuboid, greyscale, hue, negative image, sketching, still life, underpainting, visual minutes)

Curriculum Intent: Music

Cultural Capital: Essential Learning

Music

	By the end of Autumn Term All children will know:	By the end of Spring Term All children will know:	By the end of Summer Term All children will know:
Y1	Half Term 1 **Hey You!** **Listen and Appraise (Hip Hop)** To know how to find the pulse and recognise that it is the heartbeat of the piece. To know how to recognise two or more instruments they hear (male vocal, bass guitar, drums and decks) **Composing, and improvising.** To know how to compose a simple melody using simple rhythms using C and D To know how to improve using C and G Perform To know how to march in time with the pulse. To play accurately and time using C and G **Vocabulary:** Pulse, rhythm, pitch, rap, improvise, compose, melody, bass, guitar, decks, drums, perform. **Most children** should know that music has a steady beat like a heartbeat. Others will create their own rhythms using C, D and E	Half Term 3 **In the Groove** **Listen and Appraise**(Various music types) To know how to find the pulse and recognise that it is the heartbeat of the piece. To know how to identify different musical types (Blues, Baroque, Latin, Irish Folk, Funk) To know how to move/dance to the pulse and style of music. **Composing, and improvising.** To know how to compose a simple melody using simple rhythms using C, D and E. To know how to improvise using C and D Perform To know how to march in time with the pulse. To play accurately and time using C and D **Perform** To know how to play accurately and in time as part of a performance using C and D. To know how to sing together and in time. Vocabulary Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpet, saxophone, perform. **Most children** should know that music has a steady beat like a heartbeat. Others will create their own rhythms using C, D and E	Half Term 5 **Your imagination** **Listen and Appraise (Bossa Nova)** To know how to find the pulse and recognise that it is the heartbeat of the piece. To know how to recognise two or more instruments they hear (a female singer, keyboards, bass, drums) **Composing, and improvising.** To know how to compose a simple melody using rhythms choosing from the notes C and D or C, D and E To know how to improvise using C and D Perform To know how to march in time with the pulse. To play accurately and time using C and D **Perform** To know how to play accurately and in time as part of a performance using C and D. To play instruments using two notes C and G To know how to sing in unison and in two parts Vocabulary Keyboard, bass, drums, pulse, rhythm, pitch, improvise, compose, audience, imagination. **Most children** should know that music has a steady beat like a heartbeat. Most children will know that we can create rhythm form words, our names, favourite foods and animals. Others will create their own rhythms.

	Half Term 2 **Rhythm in the way we walk and Banana Rap**	Half Term 4 **Round and Round**	Half Term 6 **Consolidate learning and perform**
	Listen and Appraise(Reggae) To know how to find the pulse and recognise that it is the heartbeat of the piece. To know how to recognise two or more instruments they hear (singers, keyboards, bass, guitar, percussion, trumpets, saxophones) **Composing, and improvising.** To know how to copy and clap back rhythms. To know how to make up a rhythm. **Perform** To know how to rap and sing in time to the music. To begin to understand that pitch is high and low sounds. Vocabulary Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpet, saxophone, perform. **Most children** should know that music has a steady beat like a heartbeat. Others will create their own rhythms using C, D and E	**Listen and Appraise** (Pop) To know how to find the pulse and recognise that it is the heartbeat of the piece. To know how to recognise two or more instruments they hear (singers, keyboards, bass, guitar, percussion, trumpets, saxophones) **Composing, and improvising.** To know how to play accurately and in time as part of a performance using D and E. To know how to sing together with actions. **Perform** To know how to play accurately and in time as part of a performance. To know how to play D,F (C and D) **Vocabulary** Keyboard, drums, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience. **Most children** should know that music has a steady beat like a heartbeat. Most children will know that we can create rhythm form words, our names, favourite foods and animals. Others will create their own rhythms using C, D and E	This unit of work consolidates the learning that has occurred during the year. All learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. **Musical learning focus:** Listen and Appraise Classical Music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place **How this Unit is organised** **Listen and Appraise** a different piece of music each week/step **Musical Activities** **Share and Perform**

Y2	Half Term 1 **Hands, Feet, Heart!** **Listen and Appraise (South African Music)** To know how to find the pulse and recognise that it is the heartbeat of the piece. To know how to recognise two or more instruments they hear (keyboard, drums, bass, electric guitars, saxophone, trumpet, vocals) **Composing, and improvising.** To know how to improvise using the notes C + D To know how to compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E. **Performing** To know that sometimes songs have a questions and answer section and a chorus. Playing instruments using up to three notes – G or G, A + C. To know how to play accurately and in time using G, A+C. **Vocabulary:** Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo **Most children** should know that music has a steady beat like a heartbeat. To know that rhythm is different from the pulse. To know that we use pitch when we sing and play instruments. Others will create their own rhythms using G,A B+C Recognise all of the instruments they hear Half Term 2	Half Term 3 **I wanna play in a band!** **Listen and Appraise**(Rock music) To know how to find the pulse and move to the music. To know how to recognise instruments/voices you can hear: keyboard, drums, bass, electric guitar, singers **Composing, and improvising.** To know how to compose a simple melody using simple rhythms, choosing from the notes F + G or F, G + A To know how to improvise using F and G **Perform** To know how to play instruments using D+C or G, F+C Vocabulary Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo **Most children** should know that music has a steady beat like a heartbeat. To know that rhythm is different from the pulse. To know that we use pitch when we sing and play instruments. Others will create their own rhythms using G,F+C Recognise all of the instruments they hear. Half Term 4	Half Term 5 **Friendship Song** **Listen and Appraise** To know how to find the pulse as you are listening to the music: Dance, move, sway with your friends Instruments/voices you can hear: Keyboard, drums, bass, a female singer, a glockenspiel **Composing, and improvising.** To know how to compose a simple melody using simple rhythms, choosing from the notes C + D or C, D or E. Which notes did you use? To improvise using the notes C + D ● Challenge 1 Clap and Improvise ● Challenge 2 Sing, Play and Improvise ● Challenge 3 Improvise Which challenge did you get to? **Perform** Find the pulse! ● You can decide how to find the pulse! Clapping Rhythms ● Clap the rhythm of your name ● Clap the rhythm of your favourite colour ● Make up your own rhythms Singing in two-parts Playing instruments using up to three notes – C or E and G. Which part did you play? Vocabulary Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo **Most children** should know that music has a steady pulse. Some children will know that we can create rhythms from words, our names, favourite foods and animals. Some will know that rhythms are different from the pulse. Some will know that we add high and low sounds (pitch) when we play our instruments and sing. Others will create their own rhythms. Half Term 6

	Ho Ho Ho! **Listen and Appraise**(Rap) To know how that songs have a musical style. To know that rap is spoken word. To recognise some of the instruments / voices: Singers, keyboard, bass, guitar, percussion, trumpets, and saxophone. **Composing, and improvising.** To know how to improvise using words. **Perform** To know that pitch is adding high and low sounds when we sing / play instruments. To know how to play accurately and in time using G, A+B. To sing and rap together in time. **Vocabulary** Keyboard, bass, guitar, percussion, trumpets, saxophone, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo. **Most children** should know that music has a steady beat like a heartbeat. To know that rhythm is different from the pulse. To know that we use pitch when we sing and play instruments. Others will create their own rhythms using G,A+B	**Zootime** **Listen and Appraise (**Reggae) To know how to find the pulse as you are listening to the music: Dance, wiggle, march, and clap. Instruments/voices you can hear: Keyboard, drums, bass, electric guitar, singers. **Composing, and improvising.** To know how to compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E. To improvise using the notes C + D **Perform** To know how to clapping rhythms Copy and clap back rhythms Clap the rhythm of your name Clap the rhythm of your favourite animal Make up your own rhythms **Vocabulary** Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo **Most children** should know that music has a steady pulse. Some children will know that we can create rhythms from words, our names, favourite foods and animals.	**Consolidate your learning and perform** This unit of work consolidates the learning that has occurred during the year. All learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. **Musical learning focus:** Listen and Appraise Classical Music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place **How this Unit is organised** **Listen and Appraise** a different piece of music each week/step **Musical Activities** **Share and Perform**

Y3	Half Term 1 **Let Your Spirit Fly** **Listen and Appraise (RnB)** To know how to identify the structure of introduction, verse, chorus. To know how to identify instruments and voices voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer. To know how to find the pulse while listening. **Composing, and improvising.** To know how to copy back, play, invent rhythmic and melodic patterns. To know how to sing in 2 parts. To know how to play instrumental parts accurately and in time, as part of the performance. F, G + C by ear. **E, F, G, A, B + C by ear and from notation.** **Perform** To know how to contribute to a performance by singing, playing an instrumental part, improvising or by performing their composition. **Vocabulary:** Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums. **Most children** should know the difference between pulse and rhythm. **Others will know how pulse, rhythm and pitch work together to create a song.**	Half Term 3 **Three Little Birds** **Listen and Appraise**(Reggae) To know how to identify the piece's structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus. To know how to identify the instruments/voices: Bass, drums, electric guitar, keyboard, organ, male, backing vocals. To know how to find the pulse and identify funky rhythms, tempo changes and dynamics. **Composing, and improvising.** To know how to play and copy back using up to 2 notes – C + D Improvise using up to 3 notes – C, D + E. Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G. **Perform** Play instrumental parts with the song by ear and/or from notation Vocabulary Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae Most children should identify the structure of a piece of music: Identify the instruments/voices: Singing in unison. Play instrumental parts accurately and in time, as part of the performance. Compose a simple melody using simple rhythms.	Half Term 5 **Bringing us Together** **Listen and Appraise**(Disco) To know how to find the pulse while listening. (funky rhythms, tempo changes, dynamics). To know how to identify instruments/voices - Keyboard, drums, bass, a female singer. To know how to explain how the words of the song tell a story? **Composing, and improvising.** To know how to play instrumental parts by ear and/or from notation using up to 3 notes – C, A + G. Improvise using up to 2 notes – C + A. Compose a simple melody using simple rhythms choosing from the notes C, A + G or C, D, E, G + A. (Pentatonic scale) **Perform** Play instrumental parts with the song by ear and/or from notation Vocabulary Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody Most children should know the difference between pulse and rhythm. Others will know how pulse, rhythm and pitch work together to create a song

	Half Term 2 **Glockenspiel 1** **Listen and Appraise** Music – Mozart's The Magic Flute To know how to identify instruments in a piece of music and express feelings through artwork. **Composing, and improvising.** To know how to play and read the notes C, D, E + F To know how to improvise using the notes C + D. To know how to compose using the notes C, D, E + F. **Perform** To know how to practise and perform the following pieces using the glockenspiel. Easy E ● Strictly D ● Play Your Music ● Drive ● Dee Cee's Blues ● What's Up ● D-E-F-initely ● Roundabout ● March of the Golden Guards ● **Most children** should know how to play and compose using notes C,D,E and F **Others will know how to improve using these notes.**	Half Term 4 **The Dragon Song(Pop)** **Listen and Appraise** To know how to identify instruments/voices Keyboard, drums, bass, a female singer To know how to explain how the words of the song tell a story? To know how to identify the themes within music **Composing, and improvising.** To know how to improvise using up to 3 notes – G, A + B To know how to compose a simple melody using simple rhythms choosing from the notes G, A + B or D, E, G, A + B. (Pentatonic scale) **Perform** To know how to sing in 2 parts To know how to play instrumental parts with the song by ear and/or from notation using up to 3 notes – G, A + B. **Vocabulary** Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody **Most children** should know how to improvise , compose and perform using up to 3 notes Others will know how pulse, rhythm and pitch work together to create a song.	Half Term 6 **Consolidate your learning and perform** This unit of work consolidates the learning that has occurred during the year. All learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. **Musical learning focus:** Listen and Appraise Classical Music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place **BBC Ten pieces link to be used throughout the year to support musical knowledge and skills to enhance children's exposure to music styles and composers.** https://www.bbc.co.uk/teach/ten-pieces/ten-pieces-musical-menu/zmypxbk

Y4 **Wider Opportunities Whole class Trombone Lessons**	Half Term 1 **Mamma Mia** **Listen and Appraise (Pop)** To know how to identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus. Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, and drums. Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture. **Composing, and improvising.** To know how to improvise using up to 3 notes – G, A + B. Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale) **Perform** To know how to sing in unison, play instrumental parts with the song by ear and/or from notation using G, A + B. **Vocabulary:** Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison. Most children will know the difference between pulse and rhythm and be able to keep the internal pulse. Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.	Half Term 3 **Stop**! **Listen and Appraise** (Grime) To identify the structure: Intro and 6 rapped verses, each with a sung chorus. ● Identify the instruments/voices: Digital/electronic sounds, turntables, synthesizers, drums. ● Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture **Composing, and improvising.** To compose own rapped lyrics about bullying or another topic or theme that you decide as a class. **Perform** Singing and rapping in unison and in parts. To contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better? Vocabulary Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo Most children should know the difference between pulse and rhythm. Others will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.	Half Term 5 **Blackbird** **Listen and Appraise**(Pop) To know how to listen for instruments/voices you can hear: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong. Do the words of the song tell a story? Does the music create a story in your imagination? What story? **Composing, and improvising.** Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, G + A (the pentatonic scale). Improvise using up to 3 notes – C, D + E **Perform** Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E Vocabulary Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo. Most children will know the difference between pulse and rhythm and be able to keep the internal pulse. Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.

	Half Term 2 **Glockenspiel 2** **Composing, and improvising.** Compose using the notes C, D, E, F + G. **Perform** Learn to play these tunes: ● Mardi Gras Groovin' ● Two-Way Radio ● Flea Fly ● Rigadoon ● Mamma Mia Revise, play and read the notes C, D, E, F + G. Vocabulary Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, Most children will know the difference between pulse and rhythm and be able to keep the internal pulse. Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.	Half Term 4 **Lean on Me** **Listen and Appraise (Soul / Gospel)** To know how to identify the piece's structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro. ● Identify the instruments/voices: Male vocal, backing vocal, piano, bass, drums, and organ. ● Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture **Composing, and improvising.** To compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: F, G + A. Using the notes: C, D, F, G + A. **Perform** To sing in unison. Play instrumental parts accurately and in time, as part of the performance. To play C + F by ear **Vocabulary** Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, tempo, dynamics, texture, structure, compose, hook, riff, melody, solo. Most children will know the difference between pulse and rhythm and be able to keep the internal pulse. Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.	Half Term 6 **Consolidate your learning and perform** This unit of work consolidates the learning that has occurred during the year. All learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. **Musical learning focus:** Listen and Appraise Classical Music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place **BBC Ten pieces link to be used throughout the year to support musical knowledge and skills to enhance children's exposure to music styles and composers.** https://www.bbc.co.uk/teach/ten-pieces/ten-pieces-musical-menu/zmypxbk

Y5	Half Term 1 **Living on a Prayer** **Listen and Appraise (Rock)** To know how to identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus. Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, and drums. Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture. **Composing, and improvising.** To know how to improvise using up to 3 notes – G, A + B. Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale) **Perform** To know how to sing in unison, play instrumental parts with the song by ear and/or from notation using G, A + B. **Vocabulary:** Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison. Most children will know the difference between pulse and rhythm and be able to keep the internal pulse. Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.	Half Term 3 **Make you feel my love** **Listen and Appraise** (Pop) To identify the structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending. Identify the instruments/voices: Strings, piano, guitar, bass and drums. Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture? **Composing, and improvising.** To compose a melody using simple rhythms and use as part of the performance. Using the notes: C, D + E. To improvise in the lessons and as part of the performance using C + D **Perform** Singing in unison. Play instrumental parts accurately and in time as part of the performance. The easy part C, D + E by ear and from notation. Vocabulary Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure. Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.	Half Term 5 **Dancing in the street.** **Listen and Appraise**(Motown) To know how to listen for the structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3. Instruments/voices you can hear: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax). Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture? **Composing, and improvising.** Compose a simple melody using simple rhythms choosing from the notes C, D, E, F + G. Improvise using up to 3 notes – D, E + F **Perform** Singing in unison. And with backing vocals Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 2 notes – F + G (complex rhythms). Vocabulary Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.

	Half Term 2 **Glockenspiel 2**	Half Term 4 **The Fresh Prince Of Bel-Air**	Half Term 6 **Consolidate your learning and perform**
	Listen and Appraise To know how to recognise The Three Note Bossa & Five Note Swing. To identify the structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead. To identify the structure: (Five note Swing): 8-bar intro, 8-bar tune repeated, middle 8, lead, lead. To identify instruments/voices: Piano, bass, drums and glockenspiel. **Composing and Improvising** To play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B. To improvise in a Bossa Nova style using the notes: G, A + B. Improvise in a swing style using the notes: D + E. D, E, G. **Perform** To introduce the performance and add some choreography. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations • Instrumental performances **Vocabulary** Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.	**Listen and Appraise** (Hip Hop) To know how to identify the piece's structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending Instruments/sounds you can hear: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper. Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture? **Composing and improvising.** Compose a simple melody using simple rhythms choosing from the notes D, E + F or D, E, F, G + A. To improvise using up to 3 notes – D, E + F. **Perform** To sing/rapp in unison. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – D, G + A **Vocabulary** Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.	This unit of work consolidates the learning that has occurred during the year. All learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. **Musical learning focus:** Listen and Appraise Classical Music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place **BBC Ten pieces link to be used throughout the year to support musical knowledge and skills to enhance children's exposure to music styles and composers.** https://www.bbc.co.uk/teach/ten-pieces/ten-pieces-musical-menu/zmypxbk

Y6	Half Term 1 **Happy** **Listen and Appraise (Pop/Neo Soul)** To describe the style indicators of the song/music. To describe the structure of the song. To identify the instruments/voices they can hear. To talk about the musical dimensions used in the song. **Composing, and improvising.** To know how to improvise in the lessons and as part of the performance using A+G To compose a melody using simple rhythms and use as part of the performance. Using the notes: A, G + B. **Perform** Singing in 2 parts. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – A, G + B. **Vocabulary** Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to. Half Term 2	Half Term 3 **A New Year Carol** **Listen and Appraise** To describe the style indicators of the song/music. To describe the structure of the song. To identify the instruments/voices they can hear. To talk about the musical dimensions used in the song. **Perform** Singing in unison. Sing the song in its original style and the Urban Gospel version **Vocabulary** Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, Urban Gospel. Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to. Half Term 4	Half Term 5 **Music and Me** **Listen and Appraise** To know how to talk about the music of featured artists. To talk about any musical connection with previous knowledge and understanding. Explain which inspirational women listed on the timetable you would like to meet and why. **Compose** To write own music using 'Music and Me' ('Identity') as your theme **Perform** Singing in unison. And with backing vocals Play Present the performance in an engaging way. **Vocabulary** Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music. Most children will know about their own contribution to the composition. Others will take on a musical leadership, creating musical ideas for the group to respond to. Half Term 6

	Classroom Jazz 2 **Listen and Appraise** To know how to describe the style indicators of the song/music. To describe the structure of the song. To identify the instruments/voices they can hear. To talk about the musical dimensions used in the songs. **Composing and Improvising** To Improvise in Bacharach Anorak using the notes: C, D. C, D, E. C, D, E, F, G Improvise in a Blues style using the notes: C. C, Bb, G. **Perform** Using glockenspiels and/or recorders Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet The Blues). **Vocabulary** Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo. Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.	**You've Got a Friend** **Listen and Appraise** To know how to describe the style indicators of the song/music. To describe the structure of the song. To identify the instruments/voices they can hear. To talk about the musical dimensions used in the song. **Composing and improvising.** Compose a melody using simple rhythms and use as part of the performance. Using the notes: A, G + E. Improvise in the lessons and as part of the performance using A + G **Perform** To sing in unison. Play instrumental parts accurately and in time as part of the performance using C, D, E + F by ear and from notation. **Vocabulary** Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony. Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.	**Consolidate your learning and perform** This unit of work consolidates the learning that has occurred during the year. All learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. **Musical learning focus:** Listen and Appraise Classical Music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place **BBC Ten pieces link to be used throughout the year to support musical knowledge and skills to enhance children's exposure to music styles and composers.** https://www.bbc.co.uk/teach/ten-pieces/ten-pieces-musical-menu/zmypxbk

Curriculum Intent:

PSHE

RSE

Cultural Capital: Essential Learning

PSHE

	By the end of Autumn Term All children will :	By the end of Spring Term All children will:	By the end of Summer Term All children will:
Y1	**Setting Ground Rules (One lesson)** - To begin to understand what PSHCE education is and how we can learn effectively in these lessons. **PANTASAURUS NSPCC lesson (2 lessons)-** -To understand that pants are private. **ASSESSMENTS (for each topic area)** **Family and Relationships** - To understand that families look after us - To begin to understand the importance and characteristics of positive friendships. - To recognise how others show feelings and how to respond - To begin to understand how friendships can make us feel. - To begin to understand that friendships can have problems but we can overcome them - To begin to understand that being friendly to others makes them feel welcome and included - - To begin to understand what is meant by a stereotype	**Citizenship** - To begin to understand the importance of rules - To understand that animals have different needs and how to care for them - To begin to understand the needs of babies and young children - To begin to recognise ways in which we are the same and different to other people - To understand the range of groups people belong to - To begin to understand how democracy works **Economic Well Being** - To understand what money is and where it comes from - To understand how to keep cash safe - To understand the benefits of banks and building societies - To begin to understand that people make different choices about spending and saving money - I understand some of the jobs that exist in my school	**Health and Well Being** - To describe and understand their feelings - To develop simple strategies for managing them - To recognise and celebrate their strengths and set simple but challenging goals - To understand the benefits of physical activity and rest - To know how to relax in different ways - To begin to understand how germs are spread and how we can stop them spreading - To begin to understand the risks associated with the sun - To begin to understand allergies - To understand that there are people in the local community who help to keep us healthy **Safety and the Changing Body** - To know how to respond to adults in a safe and familiar context - To understand how to respond to adults in a range of situations - To understand what to do if you get lost - To know what is an emergency and to make a phone call if needed - To begin to understand the difference between acceptable and unacceptable physical contact - To begin to understand what is safe to put into or onto our bodies - To understand that there are dangers at home and how these can be avoided. - To understand that there are people in the local community who help to keep us safe.

Y2	**Setting Ground Rules (One lesson)** - To recap effective learning in PSHE education and how we can help everyone to learn in these lessons **PANTASUARUS NSPCC lesson (2 lessons)** -To understand that pants are private **ASSESSMENTS (for each topic area).** **Family and Relationships** - To begin to understand the role of the family in their lives - To begin to understand the range of families they may encounter now and in the future - To recognise how others show feelings in different ways and how to respond - To begin to understand that some friendships might make us feel unhappy and how to deal with this - To begin to understand the conventions of courtesy and manners - To begin to understand how loss and change can affect us - To develop understanding of stereotypes and how these might affect job/career choices	**Citizenship** - To understand the importance of rules - To understand ways to look after the school environment - To recognise the role people play in looking after the environment - To begin to understand the roles people have in the community - To recognise similarities and differences between people in the local community - To begin to understand how democracy works in school - To understand ways to share an opinion **Economic Well Being** - To understand where money comes from - To begin to understand the difference between wants and needs - Understanding how saving can help us to buy the things we want. - Understand that banks look after money and the benefits of bank accounts To understand that skills and interests will help someone decide what job to do	**Health and Well Being** - To describe a range of feelings and develop simple strategies for managing them - To understand the benefits of physical activity - To use breathing exercises to relax - To understand their strengths and set themselves achievable goals - To identify strategies to help overcome barriers or manage difficult emotions - To develop a growth mindset -To understand what it means to have a healthy diet - To understand ways of looking after our teeth **Safety and the Changing Body** - To understand what the Internet is and how it can help us -To understand how to stay safe when using the internet -To begin to understand the difference between secrets and surprises -To begin to understand the concept of privacy and the correct vocabulary for body parts -To understand safe and unsafe touches - To understand ways to keep safe on and near roads -To begin to understand how to stay safe with medicines

Y3	**Setting Ground Rules (One lesson)** -To recap what the subject of PSHE is and how we can help everyone to learn in these lessons **PANTASAURUS NSPCC lesson (2 lessons)** -To understand that pants are private **ASSESSMENTS (for each topic area)** **Family and Relationships** -To understand that families love and support each other but sometimes problems can occur and help is available if needed - To understand that friendships have ups and downs and that problems can be resolved. - To begin to understand the impact of bullying - To listen and communicate effectively - To understand why trust is an important part of positive relationships - To begin to understand the differences between people and why it is important to respect these differences - To recognise that stereotypes are present in everyday life - To recognise that stereotypes exist based on a number of factors	**Citizenship** - To begin to understand the UN convention on the rights of the child - To understand the responsibilities of both children and adults to help all children benefit from their rights - To understand the environmental benefits of recycling - To understand the groups which make up the community - To understand that charities care for others and how people can support them - To begin to understand how democracy works in the local area - To understand why we have rules and the consequences of breaking rules at school and home **Economic Well Being** - To understand the different ways to pay for things and why people might choose them - To understand how to put together a budget - To recognise that money has an impact on how we feel - To begin to recognise how ethics can influence our spending decisions - To understand that there are a range of jobs available and to think about what job they might want to do To understand that there are stereotypes in the workplace and these should not limit people's career aspirations.	**Health and Well Being** - To understand and plan for a healthy lifestyle including physical activity, rest and diet - To perform a range of relaxation stretches - To understand the different aspects of my identity - To identify my own strengths and begin to see how they can affect others - To break down barriers into smaller, achievable goals - To understand the benefits of healthy eating and dental health **Safety and the Changing Body** -To understand the role they can take in an emergency situation -To understand how to help if someone has been stung or bitten -To understand the importance of being kind online and what this looks like -To understand that cyberbullying involves being unkind online - To understand that not all emails are genuine -To understand the choices people can make and those which are made by others -To begin to recognise who and what can influence our decisions -To know how we can make sure we are making the right decision for ourselves

Y4	**Setting Ground Rules (One lesson)** - To recap learning in PSHE from the previous year and how we can help everyone to learn effectively in these lessons **PANTASAURUS NSPCC lesson (2 lessons)** -To understand that pants are private **ASSESSMENTS (for each topic area)** **Family and Relationships** - To develop understanding of courtesy and manners in a range of situations - To begin to understand the physical and emotional boundaries in friendships - To understand that my behaviour can have an impact on others - To understand the impact of bullying and the responsibility of bystanders to help - To explore stereotypes in fictional characters and think about how these might influence us - To recognise that stereotypes can relate to a number of factors - To begin to understand that families are very varied, in this country and across the world To explore how we can help following a bereavement	**Citizenship** - To begin to understand the Human Rights convention - To understand how reusing items benefits the environment - To understand the role of groups in the wider community - To understand the contribution groups make to a community - To understand the value of diversity in a community - To develop an understanding of the role of local government **Economic Well Being** - To begin to understand what makes something good value for money - To begin to understand the importance of keeping track of money - To understand ways money can be lost and how this makes people feel - To understand that people's decisions about their careers can be influenced by a variety of things - To understand that many people will have more than one job or career	**Health and Well Being** - To understand how we can look after our teeth - To understand what relaxation feels like - To understand that relaxation techniques can be used anywhere - To develop a growth mindset and understand that mistakes are useful - To identify my own strengths and begin to see how they can affect others - To identify what's important to me and to take responsibility for my own happiness - To understand a range of emotions - To begin to understand what mental health is and who can help if I need it **Safety and the Changing Body** - To understand that age restrictions are designed to protect us - To understand the benefits and risks of sharing material online - To understand how to help someone with asthma - To develop understanding of privacy and the difference between secrets and surprises - To understand that not all information on search engines is valuable - To recognise that change is part of growing up - To recognise the physical differences between children and adults - To begin to understand the risks of smoking and the benefits of being a non smoker

Y5	**Setting Ground Rules (One lesson)** - To recap learning in PSHE education from Year 4 and how we can help everyone to learn effectively in these lessons **PANTASAURUS NSPCC lesson (2 lessons)** -To understand that pants are private **ASSESSMENTS (for each topic area)** **Family and Relationships** -To understand how to form and maintain positive relationships -To explore the ups and downs of friendships -To understand the concept of marriage -To begin to understand self-respect -To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens -To understand more about bullying and how to get help -To recognise how attitudes to gender have changed over time - -To explore the impact of stereotypes and how they can lead to discrimination	**Citizenship** -To begin to understand what happens when the law is broken -To explore the links between rights and responsibilities -To understand how reducing our use of materials and energy will help the environment -To understand how we recognise and value the contribution people make to the community -To recognise the role of pressure groups -To begin to understand how parliament works **Economic Well Being** -To understand that a loan can be a way to pay for things but that it needs to be repaid -To understand income and expenditure and how to track money -To understand some risks associated with money -To understand how to put together a weekly budget -To understand that stereotypes can exist in the workplace but they should not affect people's career aspirations	**Health and Well Being** -To use yoga poses and breathing to relax -To understand the benefits of sleep -To understand the purpose of failure -Learn how to set short-term, medium-term and long-term goals -To take responsibility for their own feelings and actions and to use vocabulary to describe these -To understand and be able to plan healthy meals -To understand risks associated with the sun and how these can be avoided, taking independence for their own sun protection **Safety and the Changing Body** -To begin to understand some issues related to online friendships including the impact of their actions -To learn about staying safe online -To understand physical changes during puberty -To understand the menstrual cycle -To understand emotional changes during puberty -To understand how to help someone who is bleeding -To begin to understand the influence others have on us and how we can make our own decisions

Y6	**Setting Ground Rules (One lesson)** - To recap learning in PSHE education from Year 5 and how we can help everyone to learn effectively in these lessons **PANTASAURUS NSPCC lesson (2 lessons)** -To understand that pants are private **ASSESSMENTS (for each topic area)** **Family and Relationships** -To understand what we mean by respect and why it is important -To understand that respect is two-way and how we treat others is how we can expect to be treated -To explore other people's attitudes and ideas and to begin to challenge these -To understand stereotypes and be able to share information on them -To resolve disputes and conflict through negotiation and compromise. - -To begin to understand the process and emotions relating to grief.	**Citizenship** -To understand human rights, including the right to education. -To understand some environmental issues relating to food and food production -To understand how to show care and concern for others -To recognise prejudice and discrimination and learn how this can be challenged -To understand diversity and the value different people bring to a community -To begin to understand how government works **Economic Well Being** -To understand attitudes and feelings around money -To understand how to keep money in bank accounts safe -To begin to understand the risks associated with gambling -To understand the range of jobs people might do -To understand the different routes available into careers	**Health and Well Being** -To identify long term goals and how to work towards them -To use mindfulness to manage emotions -To understand and plan for a healthy lifestyle -To understand the potential impact of technology on physical and mental health -To reflect on skills they have developed to identify and respond to difficult situations -Understand ways that we help prevent ourselves and others becoming ill -To understand how habits can be good or bad for our health -To understand what happens when we are ill and begin to understand when to seek support **Safety and the Changing Body** - To begin to understand the risks of alcohol - To start to become a discerning consumer of information online - To understand that online relationships should be treated in the same way as face to face relationships -To understand the changes that happen during puberty - To understand the biology of conception -To understand the development of the baby during pregnancy - To understand how to help someone who is choking. - - To understand how to help someone who is unresponsive

The RSE Elements of PSHE:

Year Group	Topic
FS2	**<u>Healthy Me (Spring Term)</u>** Makes a healthy choice Understands that they need to exercise to keep their body healthy Has eaten a healthy, balanced diet Understands how moving and resting are good for their bodies Has been physically active Knows which food are healthy and not so healthy and can make healthy eating choices Has tried to keep themselves and others safe Knows how to help themselves go to sleep and understand why sleep is good for them Knows how to be a good friend and enjoy healthy relationships Can wash their hands thoroughly and understands why this is important especially before they eat and after they go to the toilet Knows how to keep calm and deal with difficult situations Knows what a stranger is and how to stay safe if a stranger approaches them **Changing Me (Summer Term)** Understands that everyone is unique and special Can name parts of the body Can express how they feel when change happens Can tell you some things that they can do and foods they can eat to be healthy Understands and respects the changes that they see in themselves Understands that we all grow from babies to adults Understands and respects the changes that they see in other people Can express how they feel about moving to Year 1 Knows who to ask for help if they are worried about change Can talk about their worries and/or the things they are looking forward to about being in Year 1 Are looking forward to change Can share their memories of the best bits of this year in Reception

Year 1	**<u>Health and Well Being (Summer Term)</u>** - To describe and understand their feelings - To develop simple strategies for managing them - To recognise and celebrate their strengths and set simple but challenging goals - To understand the benefits of physical activity and rest - To know how to relax in different ways - To begin to understand how germs are spread and how we can stop them spreading - To begin to understand the risks associated with the sun - To begin to understand allergies - To understand that there are people in the local community who help to keep us healthy **<u>Safety and the Changing Body (Summer Term)</u>** - To know how to respond to adults in a safe and familiar context - To understand how to respond to adults in a range of situations - To understand what to do if you get lost - To know what is an emergency and to make a phone call if needed - To begin to understand the difference between acceptable and unacceptable physical contact - To begin to understand what is safe to put into or onto our bodies - To understand that there are dangers at home and how these can be avoided. - To understand that there are people in the local community who help to keep us safe. **<u>Family and Relationships (Autumn Term)</u>** - To understand that families look after us - To begin to understand the importance and characteristics of positive friendships. - To recognise how others show feelings and how to respond - To begin to understand how friendships can make us feel. - To begin to understand that friendships can have problems but we can overcome them - To begin to understand that being friendly to others makes them feel welcome and included - To begin to understand what is meant by a stereotype

Year 2	**<u>Health and Well Being (Summer Term)</u>** - To describe a range of feelings and develop simple strategies for managing them - To understand the benefits of physical activity - To use breathing exercises to relax - To understand their strengths and set themselves achievable goals - To identify strategies to help overcome barriers or manage difficult emotions - To develop a growth mindset - To understand what it means to have a healthy diet - To understand ways of looking after our teeth **<u>Family and Relationships (Autumn Term)</u>** - To begin to understand the role of the family in their lives - To begin to understand the range of families they may encounter now and in the future - To recognise how others show feelings in different ways and how to respond - To begin to understand that some friendships might make us feel unhappy and how to deal with this - To begin to understand the conventions of courtesy and manners - To begin to understand how loss and change can affect us - To develop understanding of stereotypes and how these might affect job/career choices **<u>Safety and the Changing Body (Summer Term)</u>** - To understand what the Internet is and how it can help us - To understand how to stay safe when using the internet - To begin to understand the difference between secrets and surprises - To begin to understand the concept of privacy and the correct vocabulary for body parts - To understand safe and unsafe touches - To understand ways to keep safe on and near roads - To begin to understand how to stay safe with medicines

Year 3	**<u>Health and Well Being (Summer Term)</u>** - To understand and plan for a healthy lifestyle including physical activity, rest and diet - To perform a range of relaxation stretches - To understand the different aspects of my identity - To identify my own strengths and begin to see how they can affect others - To break down barriers into smaller, achievable goals - To understand the benefits of healthy eating and dental health **<u>Safety and the Changing Body (Summer Term)</u>** -To understand the role they can take in an emergency situation -To understand how to help if someone has been stung or bitten -To understand the importance of being kind online and what this looks like -To understand that cyberbullying involves being unkind online -To understand that not all emails are genuine -To understand the choices people can make and those which are made by others -To begin to recognise who and what can influence our decisions -To know how we can make sure we are making the right decision for ourselves **<u>Family and Relationships (Autumn Term)</u>** - To understand that families love and support each other but sometimes problems can occur and help is available if needed - To understand that friendships have ups and downs and that problems can be resolved. - To begin to understand the impact of bullying - To listen and communicate effectively - To understand why trust is an important part of positive relationships - To begin to understand the differences between people and why it is important to respect these differences - To recognise that stereotypes are present in everyday life - To recognise that stereotypes exist based on a number of factors

Year 4	**<u>Health and Well Being (Summer Term)</u>** - To understand how we can look after our teeth - To understand what relaxation feels like - To understand that relaxation techniques can be used anywhere - To develop a growth mindset and understand that mistakes are useful - To identify my own strengths and begin to see how they can affect others - To identify what's important to me and to take responsibility for my own happiness - To understand a range of emotions - To begin to understand what mental health is and who can help if I need it **<u>Safety and the Changing Body (Summer Term)</u>** - To understand that age restrictions are designed to protect us - To understand the benefits and risks of sharing material online - To understand how to help someone with asthma - To develop understanding of privacy and the difference between secrets and surprises - To understand that not all information on search engines is valuable - To recognise that change is part of growing up - To recognise the physical differences between children and adults - To begin to understand the risks of smoking and the benefits of being a non smoker **<u>Family and Relationships (Autumn Term)</u>** - To develop understanding of courtesy and manners in a range of situations - To begin to understand the physical and emotional boundaries in friendships - To understand that my behaviour can have an impact on others - To understand the impact of bullying and the responsibility of bystanders to help - To explore stereotypes in fictional characters and think about how these might influence us - To recognise that stereotypes can relate to a number of factors - To begin to understand that families are very varied, in this country and across the world - To explore how we can help following a bereavement

Year 5	**<u>Health and Well Being (Summer Term)</u>** - To use yoga poses and breathing to relax - To understand the benefits of sleep - To understand the purpose of failure - Learn how to set short-term, medium-term and long-term goals - To take responsibility for their own feelings and actions and to use vocabulary to describe these - To understand and be able to plan healthy meals - To understand risks associated with the sun and how these can be avoided, taking independence for their own sun protection **<u>Family and Relationships (Autumn Term)</u>** -To understand how to form and maintain positive relationships -To explore the ups and downs of friendships -To understand the concept of marriage -To begin to understand self-respect -To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens -To understand more about bullying and how to get help -To recognise how attitudes to gender have changed over time -To explore the impact of stereotypes and how they can lead to discrimination **<u>Safety and the Changing Body (Summer Term)</u>** - To begin to understand some issues related to online friendships including the impact of their actions - To learn about staying safe online - To understand physical changes during puberty - To understand the menstrual cycle - To understand emotional changes during puberty - To understand how to help someone who is bleeding - To begin to understand the influence others have on us and how we can make our own decisions

Year 6	**Health and Well Being (Summer Term)** -To use yoga poses and breathing to relax -To understand the benefits of sleep -To understand the purpose of failure -To set short-term, medium-term and long-term goals -To take responsibility for their own feelings and actions and to use vocabulary to describe these -To understand and be able to plan healthy meals -To understand risks associated with the sun and how these can be avoided, taking independence for their own sun protection **Safety and the Changing Body (Summer Term)** -To begin to understand some issues related to online friend -To learn about staying safe online ships including the impact of their actions -To understand physical changes during puberty -To understand the menstrual cycle -To understand emotional changes during puberty -To understand how to help someone who is bleeding -To begin to understand the influence others have on us and how we can make our own decisions **Family and Relationships (Autumn Term)** -To understand how to form and maintain positive relationships -To explore the ups and downs of friendships -To understand the concept of marriage -To begin to understand self-respect -To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens -To understand more about bullying and how to get help -To recognise how attitudes to gender have changed over time -To explore the impact of stereotypes and how they can lead to discrimination

Curriculum Intent: MFL (Spanish)

National Curriculum - Unit Mapping

LISTENING

SPEAKING

READING

WRITING

GRAMMAR

	NC Attainment Target	1 Listen attentively to spoken language and show understanding by joining in and responding.	2 Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	3 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	4 Speak in sentences, using familiar vocabulary, phrases and basic language structures.	5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	6 Present ideas and information orally to a range of audiences.	7 Read carefully and show understanding of words, phrases and simple writing.	8 Appreciate stories, songs, poems and rhymes in the language.	9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	11 Describe people, places, things and actions orally and in writing.	12 Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.
First Year of Learning	La Cultura 1 and 2												
	Yo aprendo Español			X	X	X	X	X		X	X		
	Colores y numeros			X	X	X	X	X		X	X		
	Canciones Infantiles y Caperucita Roja	X	X		X	X	X	X	X	X	X		
	Los helados	X	X	X	X	X	X	X	X	X	X		X

Cultural Capital: Essential Learning
Spanish

	By the end of Autumn Term All children will know:	By the end of Spring Term All children will know:	By the end of Summer Term All children will know:
Y3	**La Cultura** Locate Spain on a map of Europe Explore Spain by going on a virtual tour of different regions Draw the Sagrada Familia and recall key facts Express simple opinions on Spanish food Recognise key features of traditional Spanish dance Create own Talavera tiles Understand significance of Día de los Muertos Explore the wider Spanish speaking world Investigate the Festival of La Tomatina Create artwork in the style of Joan Mirò Compare Christmas in UK with Navidad in Spain.	**Yo aprendo Español y Los saludos** Locate Spain, Madrid and a few key cities on a map. Say our name and how we are feeling Say 'hello' (formally and informally) Say 'my name is…' Ask somebody how they are feeling and give a reply. Say 'goodbye' and 'see you soon' **Phonic focus: CH J Ñ LL RR** CH sound in ocho J sound in rojo & naranja Ñ sound in España LL sound in Amarillo RR sound in marron Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in a-zul. For words that end in a vowel or 'n' and 's' it is normally the second to last yllable like na-ran-ja. Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in có-mo. Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. **Colores y numeros** Say 10 common colours Count from 1-10 Phonic focus: CH J Ñ LL RR J sound in naranja LL sound in Amarillo RR sound in marron Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in a-zul. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like a-mari-llo, blan-co and cua-tro. Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ma-rrón.	**Canciones Infantiles y Caperucita Roja** Actively participate in traditional nursery rhymes in Spanish Listen to a familiar story in Spanish Name key parts of the body in Spanish. **Phonic focus: J Ñ LL** Ñ sound. Starting to learn that it is very common and a specific sound to Spanish. Like the 'ny' sound in the English word 'canyon'. As seen in araña and pequeña in the Spanish nursery rhymes. LL sound. The double 'LL' letter combination is another signature Spanish sound / phoneme. The Spanish 'LL' sound is pronounced very similarly to the 'y' sound in the English words 'yellow' As seen in the words llamar, lluvia, pollitos, and gallina in the Spanish nursery rhymes. J sound. Starting to learn that the 'j' in Spanish is pronounced as the English 'h' in 'hello'. As seen in words from the nursey rhymes like bajo, granja. Silent letters. 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hombro is pronounced ombro. Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in na-riz. For words that end in a vowel or 'n' and 's' it is normally second to last syllable like a-bue-la. Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in dí-a. **Los helados** Name, recognise and remember up to 10 ice-cream flavours in Spanish, spelling with increasing accuracy Use the structure 'quisiera…' plus an ice-cream flavour Say whether we would like a cone or pot and how many scoops Say 'please' and 'thank you' Phonic focus: CH LL RR CH sound in chocolate, pistachio & cucurucho LL sound in vainilla RR sound in tarrina Stress Placement. Words that end in a consonant (apart from 'n' or 's')should be stressed on the last syllable as in fa-vor. For words that end in a vowel or 'n' and 's', it is normally the second to last syllable like bo-las and gra-cias. - Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! Therefore, the stress falls on the syllable with the vowel. As seen in plá-ta-no.

Y4	**¿Qué fecha es hoy?** Recognise and recall the 12 months of the year Ask what the date is and say the date Ask somebody when their birthday is and say when their own birthday Phonic focus: GA GE GI GO GU Ñ GO sound in domingo & agosto Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in the word a-bril. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like sep-tiem-bre, ju-lio, vein-tiu-no and trein-ta. Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sá-ba-do and miér-co-les. Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just nother phoneme. Silent Letters. 'H' is always silent in Spanish as in the word hoy (unless it is a word of foreign origin) which is pronounced oy. **La fruta y Las verduras** Name, recognise and remember up to 10 fruits and vegetable Spell some of these nouns with increasing accuracy using the correct article/determiner Ask somebody if they like a particular fruit Say what fruits we like and dislike Learn and use the high frequency verb quisiera Phonic focus: CH J Ñ LL J sound in naranja & berenjenas CH & Ñ sound in champiñones LL sound in cebollas Stress Placement. Words that end in a vowel or 'n' and 's' are normally stressed on the second to last syllable like pe-ra, ce-re-za, ci-rue-la and al-ba-ri-co-que. Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in plá-ta-no and me-lo-co-tón. Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme. As seen in the word champiñones.	**Me presento** Count to 20 in Spanish Ask somebody how they are feeling and give an appropriate response back Ask somebody their age, name, where they live and reply. Phonic focus: CA CE CI CO CU CA sound in catorce CE sound in once, doce, trece etc CI sound in cinco, cincuenta & cien. CO sound in cómo CU sound in cuatro & cuántos Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like in-gle-sa and vein-te. Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in dó-nde Ñ tilde. This changes the 'n' to a 'ny' sound as in español & española. **La familia** Name family members from memory. Describe our own family by name, age and relationship. Count up to 100 in Spanish Use possessive adjectives accurately ('my' form only) Phonic focus: CA CE CI CO CU CA sound in única CI sound in cien CO sound in único CU sound in cuarenta, cincuenta Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in the word. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like her-man-o, her-man-a (remembering silent 'h' in Spanish unless a foreign origin word). Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in tí-o and ú-ni-ca. -	**¿Tienes una mascota?** Name 8 common pets with correct indefinite article Ask somebody if they have a pet and give an answer back Say what pet we have/do not have and give our pet's name Use the simple connectives y (and) and pero (but) to make more complex and interesting sentences Phonic focus: GA GO GA sound in gato & tortuga GO sound in gorra & abrigo Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable.) For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like co-to-rra, tor-tu-ga and pe-rro. Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in rat-ón. **Ricitos de Oro** Listen attentively to a familiar fairy tale in Spanish. Remember new language using picture, word and phrases cards. Improve gist reading and gist listening skills. Re-tell a familiar fairy tale in Spanish using a mini book for support. Phonic focus: CA CE CI Ñ CA sound in cama & casa CE sound in dulce CI sound Ricitos Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like sa-la-do and Ri-ci-tos. Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ta-zón Ñ tilde. This changes the 'n' to a 'ny' sound as in pequeño & Española.

Y5	**Mi classe** Recall from memory a selection of nouns common classroom objects with correct indefinite articles Learn how to use the negative form Describe what we have and do not have in our pencil case Respond to simple classroom commands Phonic focus: CA CE CI CU CA sound in caluladora & cartera CE sound in cerrad CI sound in silencio CU sound in escuchad Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in re-pe-tid. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like ti-je-ras. Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed, regardless of the other rules! They can also indicate a question as in the word qué. **Mi casa** Say and write whether we live in a house or an apartment Say what room we have and do not have at home using the key structure en mi casa hay… and en mi casa no hay… Use the connective/conjunction y to link two sentences together. Phonic focus: GA Ñ GA sound in garaje Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like ciu-dad, la-va-de-ro and ga-ra-je. Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sa-lón. Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter not just another phoneme as in baño and montaña -	**La ropa** Recognise and recall from memory items of clothing Explore the regular 'ar' whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour Phonic focus: GA GE GI GO GU Ñ GA sound in gafas GO sound in gorro & abrigo GU sound in guantes Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like guan-tes, a-br-igo, blu-sa, san-dal-ias, chaqu-eta Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed, regardless of the other rules! As seen in llevàis.Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme. **Desayuno café** Order a selection of typical foods, drinks and snacks from an authentic menu Order a breakfast Perform a simple role play ordering food, drink and/or snacks in a Spanish café using useful language such as' hello', 'can I have…', 'the bill please', 'thank you' and 'goodbye'. Phonic focus: CA CE CI CO CU CA sound in café & caliente CE sound in cereales but CHE sound in leche CO sound in bizoccho but CHO sound in chocolate CU sound in cuenta but CHU sound in churros Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in fa-vor. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like ta-pas, chu-rros, cuen-ta and li-mo-na-da. Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sánd-wich. -	**¿Qué tiempo hace?** Recognise and recall weather expressions from memory Ask what the weather is today and give a reply Describe the weather in Spain using a weather map with symbols. Phonic focus: Ñ CE CE sound in hace Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in España. Accents. Accents can be placed on some words like qué to indicate a question word. **Las Olimpiadas** Understand the key facts of the ancient and modern Olympics recounted in Spanish Name common Olympic Sports with the correct articles Explore the full present tense conjugation of the high frequency verb PRACTICAR Understand the adjectival changes involved when you describe a male Olympian or female Olympian Phonic focus: GO GO sound in juegos Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable like prac-ti-car. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like esgri- ma., ci-clis-mo & a-tle-tis-mo Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in o-lím-pi-cos, tram-po-lín, triat-lón, e-qui-ta-ción & na-ta-ción.

Y6	**Los Planetos** Name and spell accurately some/all the planets in Spanish on a solar map. Say and write extended descriptive sentences Apply the rules of adjectival agreements to my work, improving grammatical accuracy Phonic focus: **B V QU Z** B sound in bastante V sound in Venus, verde & viento Z sound in azul QU sound in pequeño Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable like a-zul.For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like Mer-cu-rio Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in Jú-pi-ter. Ñ tilde. This changes the 'n' to a 'ny' sound like in pequeño **La Comida Sana** Say and write what we eat to stay healthy Say and write what we should not eat too much of Say and write what physical exercise we do and don't do in order to stay healthy Follow a simple, healthy Spanish recipe Phonic focus: V CC QU Z B sound in beber, bueno, blanco & bebo V sound in vegetales & veo Qu sound in que & mantequilla Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in sa-lud. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like pa-ta-tas. Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in na-ta-ción. Ñ tilde. This changes the 'n' to a 'ny' sound like in añadir.	**Verbos regulares** Understand what personal/subject pronouns are. Understand the concept of verb stems and endings Conjugate easily and with clear understanding regular -er verbs like COMER, -ir verbs like VIVIR and –ar verbs like HABLAR Phonic focus: **V** V sound in vi-vís Silent Letters. 'H' is always silent in Spanish as in the word verb hablar (unless it is a word of foreign origin). It is pronounced ablar. Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ha-bla-ís, vi-vís and co-méis. **Verbos irregulars** Understand the concept of verb stems and endings Conjugate easily and with clear understanding irregular verbs like TENER / SER / ESTAR / HACER / TENER Phonic focus: CE CE sound in hace Silent letters. 'H' is silent always silent in Spanish (unless the word is of foreign origin). As seen in the verb conjugation of hacer. It is pronounced as acer. Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in te-néis, es-táis and ha-céis. -	**En el colegio** Name the subjects we study in school with the correct definite article/determiner Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject Tell the time on the hour Say at what time and on what day we study certain school subjects. Phonic focus: **B V CC QU Z** B sound in aburrido & QU sound in porque Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like in-te-re-san-te and di-ver-ti-do. Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in in-glés, fá-cil and ma-te-má-ti-cas. Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in español. **Yo en el mundo** Say and spell some of the different countries and the relative capital cities in the Spanish-speaking world and find them on a map Say and write about some key celebrations in the Spanish speaking world and some of the differences in terms of geography and historical sites between Lima and Madrid. Say and write something we do to help the planet. Phonic focus: **B V QU Z** B sound in hablo & besos V sound in salvar, carnaval, Navidad, vas & voy QU sound in qué Z sound in utilizar Silent letters. H' is always silent in Spanish as in the word verb hablo (unless it is a word of foreign origin). It is pronounced ablo. Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in español. Stress Placement. For words that end in a vowel or 'n' and 's' it isnormally the second to last syllable like pre-fe-ri-da, fies-ta & co-lo-ri-da Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in dí-a & in-glés. -

	Oracy - Listening and Speaking	Literacy - Reading and Writing	Grammar	Intercultural Understanding
YEAR 3	In year 3, children will repeat modelled words, name nouns and will show understanding by physical response. They will recognise familiar questions and give an appropriate learned response to a partner. They will begin to formulate short sentences to talk about everyday interests and objects and may use adjectives and connectives. They will identify individual sounds in words and pronounce accurately when modelled. They will begin to recognise the sound of some letter strings in familiar words and will pronounce them accurately when modelled.	In year 3, children will read and show understanding of familiar, single words and will develop strategies for the memorisation of new vocabulary. Children will make links with English to work out the meaning of words. Children will read aloud familiar words and phrases and will be able to identify common sounds and letter strings in Spanish, pronouncing accurately with modelling. Children will copy simple, familiar words to describe people, places things and actions using a model before progressing to writing familiar words from memory. As children develop their language skills, they will be able to write simple phrases containing adjectives.	**In years 3 and 4 children will:** • show an awareness of word classes – nouns, adjectives, verbs and conjunctions and be aware of similarities in English; • name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns; • recognise and use partitive articles; • use a simple negative form • show awareness of the position and masculine / feminine agreement of adjectives and start to demonstrate use; • recognise and use the first person possessive adjectives • recognise a high frequency verb in the simple future tense (as a set phrase); • use simple prepositions in their sentences; • use the third person singular and plural of the verb in the present tense	In year 3, children will appreciate the diversity of languages spoken at Brierley School and in the wider community. They will talk about the similarities and differences of social conventions between the UK and Spain and will be able to share facts about these cultures, e.g. climate, main towns and cities, famous landmarks, food etc. Children will also be able to identify Spain on a map / globe. Children will be able to recognise and join in with authentic children's songs, stories and rhymes that are well known to native Spanish speakers and will be introduced to authentic, native Spanish through video, media and real-time web pages.

YEAR 4	In year 4, children will repeat short modelled phrases and express simple opinions such as likes, dislikes and preferences. They will ask and respond to more than one question, developing conversational fluency and will gain confidence in presenting this to a small group of people. They will be introduced to everyday interests and objects in the context of past experiences and future plans and will use a range of adjectives and connectives to vary their language. They will adapt their intonation to ask questions or give instructions and show an awareness of accents, elisions and silent letters, pronouncing words accordingly.	In year 4, children will read and show understanding of simple phrases and sentences containing familiar words. Children will develop skills to enable them to predict the meaning of new vocabulary in context and will use word banks with increasing confidence. Children will read aloud in Spanish and will use intonation to ask questions or make an exclamation and will show an awareness of the importance of accents and elisions. Children will write familiar short phrases from memory and will replace familiar vocabulary to create new short phrases more independently. Children will write one or two simple sentences containing adjectives to describe people, places, things and actions, at first with a model before progressing to writing from memory.	**In years 3 and 4 children will:** • show an awareness of word classes – nouns, adjectives, verbs and conjunctions and be aware of similarities in English; • name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns; • recognise and use partitive articles; • use a simple negative form • show awareness of the position and masculine / feminine agreement of adjectives and start to demonstrate use; • recognise and use the first person possessive adjectives • recognise a high frequency verb in the simple future tense (as a set phrase); • use simple prepositions in their sentences; • use the third person singular and plural of the verb in the present tense	In year 4, children will talk about celebrations of which they have experience and will compare them with similar celebrations in other Spanish cultures. They will learn simple phrases to celebrate these festivals. Children will compare aspects of everyday life at home and abroad, for example school systems and how children in different cultures spend their free time and they will be introduced to playground games that are popular in Spain. They will consider how they might travel to Spain or another Spanish speaking country and will plan a route accordingly. They will identify similarities and differences in traditional stories in Spain and the UK.

YEAR 5	In year 5, children will show an understanding of longer sentences containing familiar words through physical response and will listen to and understand the main points from short, spoken material in Spanish. They will engage in conversations using a range of simple, familiar questions and modelled / scaffolded responses and will be able to seek clarification and help in Spanish where required. They will refer to events and experiences in the present tense and will manipulate language to present their ideas, using prompts, to a small group. They will continue to apply their knowledge of letter string sounds, silent letters, accents and elisions to pronounce familiar words and will begin to adapt intonation, for example for questions and exclamations.	In year 5, children will read and show understanding of simple sentences containing familiar and some unfamiliar language and will use a range of strategies to determine the meaning of new words (links with English, cognates, etymology, context etc). Children will begin to use bilingual dictionaries to find the translation of individual words in Spanish and English. Children will read and pronounce familiar words accurately using knowledge of letter string sounds and observing silent letter rules and the impact of accents and elisions on sounds. Children will write simple sentences from memory, using familiar language and bilingual dictionaries to produce more independent and creative language, using a range of adjectives and conjunctions to create compound sentences	**In years 5 and 6 children will:** • identify word classes; • demonstrate understanding of gender and number of nouns and use appropriate determiners; • explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence; • name and use a range of conjunctions to create compound sentences; • use some adverbs • demonstrate use of first, second and third singular pronouns with some regular and high frequency verbs in the present tense and apply subject-verb agreement; • explain and use elision, stating differences and similarities with English • recognise and use the simple future tense of a high frequency verb and compare with English • recognise and use the immediate future tense of familiar verbs in the first, second and third person singular, explaining how it's formed; • recognise and use the first and third person singular possessive adjectives • use the third person plural of a few high frequency verbs in the present tense; • name all subject pronouns and use to conjugate a high frequency verb in the present tense; • follow a pattern to conjugate a regular verb in the present tense and irregular verb in the present tense.	In year 5, children will be encouraged to look at further aspects of their own life from the perspective of someone from another Spanish country. They will consider aspects of everyday life of children in their own and different countries, reflecting on cultural issues using empathy and imagination. They will research Spanish towns and cities, identifying geographical features and contrasting localities and will research Spanish speaking countries more widely, comparing traditions, buildings and places across the world.

YEAR 6	In year 6, children will listen to and understand the main points, and some detail, from short, spoken material in Spanish. They will learn to express a wider range of opinions, giving justifications and will be encouraged to converse briefly without prompting. They will refer to events and experiences in the future and past tense and begin to use more varied, independent language and extended responses. They will manipulate language to present a range of ideas, information and descriptive language without prompts, to a small group. They will continue to apply their knowledge of letter string sounds, silent letters, accents and elisions to predict the pronunciation of unfamiliar words. They will confidently adapt intonation, and use subject-verb inversion to change questions to exclamations and viceversa.	In year 6, children will read and understand the main points and some detail, from short, written material. They will become increasingly confident in their use of bilingual dictionaries and will use them not only to find translations, but also to identify word classes and select the correct words based on this. Once children are proficient in their use of bilingual dictionaries, they will use online dictionaries, with consideration to the pitfalls and extra checks that they will need to make (word classes). Children will start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules and will confidently use intonation when reading aloud. They will be able to write several sentences from memory and will manipulate vocabulary in sentences to create new, more descriptive language independently and creatively.	**In years 5 and 6 children will:** • identify word classes; • demonstrate understanding of gender and number of nouns and use appropriate determiners; • explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence; • name and use a range of conjunctions to create compound sentences; • use some adverbs • demonstrate use of first, second and third singular pronouns with some regular and high frequency verbs in the present tense and apply subject-verb agreement; • explain and use elision, stating differences and similarities with English • recognise and use the simple future tense of a high frequency verb and compare with English • recognise and use the immediate future tense of familiar verbs in the first, second and third person singular, explaining how it's formed; • recognise and use the first and third person singular possessive adjectives • use the third person plural of a few high frequency verbs in the present tense; • name all subject pronouns and use to conjugate a high frequency verb in the present tense; • follow a pattern to conjugate a regular verb in the present tense and irregular verb in the present tense.	In year 6, children will recognise similarities and differences in attitudes amongst children from different places and will learn about role models for children in these cultures. They will discuss similarities and differences between the cultures they have learned about and will recognise and challenge stereotypes. Children will present information about an aspect of Spanish culture, through performing songs, plays and dances or through ICT.