



***Exbourne Church of England Primary School***  
***Curriculum document 2020/2021***

*Live, love, learn*

*Let us spur one another to acts of love and good deeds.*

*Hebrews 10:24*

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## **Curriculum Intent**

As part of the cross-phase Dartmoor Multi-Academy Trust, we offer a broad and balanced curriculum, which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each Key Stage. Exbourne's curriculum is inclusive and allows all types of learners, those with SEN and high ability and talented children to thrive.

Our children are encouraged to think about how they are living their lives, to be good citizens in school, the community and globally. The curriculum incorporates the statutory requirements of the National Curriculum 2014 and is enriched through experiences and opportunities which best meet the learning and developmental needs of the children in our school. Our curriculum is inclusive and highly ambitious for all pupils, including those with SEND and the most disadvantaged.

Reading is a priority throughout the school, we want all children to be fluent and confident readers so that they can use this skill to read widely and access knowledge across the curriculum. Through this, they will be able to improve their vocabulary.

The school faces some specific challenges, such as rural isolation, lack of cultural diversity and poor communication networks. Our curriculum has been specifically designed to overcome these barriers to the children developing cultural capital. For example, we build opportunities for trips and visits into our curriculum on a regular basis. The children have opportunity to go into urban centres and experience new cultures on day and residential trips. The design of our computing curriculum, with a strong focus on online safety, means we are able to build our children's experiences of the wider world through the safe use of ICT.

We foster a love for education, school, friends, family and ourselves. Using social learning, daily worships and RE lessons we encourage a strong personal focus on love for others whilst spurring one another to acts of love and good deeds. Wherever possible children will take part in a trip, visitor or experience each term. The school places a high priority on the performing arts; public speaking, dance, drama, singing and music. Through our daily worships the children regularly sing and perform. Specialist music teachers are employed to promote the playing of instruments whilst festivals such as Harvest, Christmas and Easter are led by the children in St Mary's church.

The main aim of our curriculum is for children to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education; preparing them for life as global citizens in the 21st century.

Children who attend Exbourne Primary School build cultural capital by working within the community and local church to improve their local area. The school has strong links with the Anglican and Methodist churches as well as members of our community. We strive to ensure all our children are lifelong learners and build upon their skills and knowledge gained at our school.

## Our curriculum offer

**Our School vision: *Live, love, learn***

### **The recovery curriculum**

2020 has been a year of significant challenge for all children in education. The closure of school between March and the September 2020 had a significant impact upon pupil's social and emotional wellbeing, mental health and academic achievement. We have implemented a recovery curriculum from September 2020 aimed at regaining our positive learning behaviours and the key skills required for learning in school. Personal, social and health education has been a focus with key skills in reading, writing, phonics and maths being a priority. We have not, however, narrowed our curriculum in anyway and maintain the importance of a broad and balanced curriculum which meets the needs of all learners.

### **Our curriculum**

As a school we cover all aspects of the National Curriculum 2014: English, Maths, Science, Art, Computing, Design Technology, Geography, History, Languages, Music and Physical Education. In addition, we follow the Devon agreed syllabus for Religious Education 2019 and ensure progression in Social, Moral, Spiritual and Cultural education as well as Relationships and Sex Education. We believe in academic achievement as a partner to developing the individual child to become future community and global citizens.

As a Church of England school, we have a clear vision and ethos rooted in the Bible verse '*Let us spur one another to acts of love and good deeds*' from Hebrews 10:24. We are proud to belong to Exbourne C of E school and children, adults and staff who have been associated with the school always remain a part of our wider community and family.

The behaviour of children and adults within our school is rooted in mutual respect. We believe that children and adults should be caring and kind to one another throughout life. We discretely teach children life skills and reward positive behaviour at all times. As our children leave Exbourne we ask them to go into their community with the same care and kindness that they have shown at school. This is to all, regardless of race, sexuality, age, ability or religion. *Treat others as you wish to be treated. Luke 6:31.*

Children within our school are encouraged to be ambitious in their learning – to take risks, make mistakes and learn. This is evident in our daily lessons and in the wider curriculum opportunities we offer. All children will take part in an offsite trip at least 3 times a year and have visitors to enhance their curriculum 3 times a year. In addition, we offer residential trips to Dartmoor and Bristol for our year 4,5 and 6 children. As a C of E school, we have very close links to the local Anglican Church. We also work closely with the West Devon Methodist circuit. All children have the opportunity to lead daily worships and special celebrations such as Harvest, Remembrance, Christmas Nativity, Carols, Easter etc. This public speaking experience builds confidence in public performance and articulation in daily conversation. Year 5 and 6 children also take part in a summer performance. These

experiences allow our children to widen their horizons, grow ambitions and have greater aspirations for their future.

In addition to some of the experiences above, children have regular and high-quality opportunities to take part in sport. The school has achieved the School Sports Games Gold mark for 2 consecutive years. We use the 'Real PE' scheme which enhances teachers lessons and planning for our Physical Education lessons. Children also take part in competitive sporting events run locally and within West Devon. Children will have many opportunities throughout their school career to represent the school. This includes children with SEN needs – we regularly participate in the 'Ability games.' We want children to leave our school with a lifelong love of sport and a healthy lifestyle for the future. We provide swimming lessons for all our children from Foundation to Year 6 to ensure all children leave us with the ability to swim. Our close links with Okehampton and Tavistock Colleges means we have access to many more sporting resources – Gymnasium, sports halls, athletics tracks etc.

Our curriculum is ambitious for all learners, including those who are disadvantaged or with SEND. We firmly believe in inclusion for all and as part of quality first teaching, teachers adapt the delivery and scaffold the resources available for all learners to ensure the curriculum is accessible.

Our Multi Academy Trust links mean we are able to ensure children who display a talent in any area have the support they need to continue progressing and develop their skills by cross school and cross phase working.

Charity is one of our key values for our ethos. Each term we select one or two charities to support as a school. The school council will organise and run events or activities to raise money or support for the charity. We also provide opportunities for children to be part of the wider community, for example singing at the local residential care home or picking litter from the local village. We want our children to leave Exbourne with a strong sense of community and an understanding how their actions can support others around them. During the recent Covid-19 pandemic our school was a beacon of support for our community. Providing food hampers for our most vulnerable as well as regular contact to ensure no one was isolated.

We have the same expectations for all of our children regardless of race, gender, SEN or background. Some children may require a support plan to ensure they are able to access our curriculum in the same way as others whilst some may need support from Pupil Premium funding. We expect parents and carers to support their children and the school in accessing the curriculum in full.

## **Curriculum Implementation**

As a school we cover all aspects of the National Curriculum 2014: English, Maths, Science, Art, Computing, Design Technology, Geography, History, Languages, Music and Physical Education. In addition, we follow the Devon agreed syllabus for Religious Education 2019 and have a robust progression in Social, Moral, Spiritual and Cultural education as well as Relationships and Sex Education.

Our class teachers deliver the curriculum in an engaging and creative way. All our lessons are designed to be accessed by all learners and focus on the knowledge and skills the children need. Teachers select precise content and sequence learning accordingly to ensure that pupils acquire new knowledge and skills incrementally. Children have the opportunity to revisit learning throughout their school career, making links and referring back to past learning they have experienced.

### **Phonics**

Exbourne C of E School use Letters and Sounds as a foundation for Phonics teaching. Children in the EYFS (Phase 1-4) and Year 1 (Phase 5) have daily, discrete, phonics lessons following a pattern of revisit, teach, practise, apply. Children then progress onto the 'No nonsense' spelling pathway from Year 2. However, phonics is revisited as necessary throughout the children's school career and children are reminded of phonics sounds and spelling patterns through the use of sound mats.

### **Reading**

Reading is a key skill which underpins all else. Throughout the school we foster a love of reading and model positive reading attitudes.

Children have access to early reading books appropriate to their phonics stage (stage 2-5) and then progress onto Devon's book banding scheme. We expect parents and carers to read at home with their child at least 5 times a week.

In addition to this, children take part in guided reading following the 'Re-think reading' scheme as developed by Babcock Education. This group reading activity builds comprehension, vocabulary, prediction, summarising and inference. Adults in classrooms will read high-quality texts to the children on a daily basis.

### **Writing**

Children are taught to write across the curriculum. In English lessons, writing teaching is based around 'Texts that teach' and the 'Talk for writing' principles. The use of high-quality texts as a basis for writing allows children to experience how good authors manipulate their reader through the use of grammar and vocabulary. This covers fiction and non-fiction and a range of genres.

Handwriting is discretely taught until children have clear and legible joined writing.

### **Maths**

Our maths curriculum broadly follows the 'White Rose' maths schemes of work. Our approach meets the needs of many types of learner – we use manipulatives to physically show mathematics, images to show how maths can be represented, calculations and explanations. Children are challenged to experiment, explore and investigate mathematical theories and principles to further their understanding. Mental arithmetic is practised daily as part of our maths lessons. As a school we encourage children to make connections across the curriculum, maths is a vital skill throughout their learning, including science, computing, geography and others.

### **Science**

Our science curriculum meets the needs of the 21<sup>st</sup> century whilst giving the children core science knowledge. Our science programme of study covers all areas in the national curriculum and beyond. We believe in learning through practical experience so children have the opportunity to experiment and explore around a wide range of scientific concepts. Children throughout the school will use their ICT and maths skills within science as well as links to other areas of the curriculum such as geography.

### **Foundation Subjects**

Across the curriculum teachers will plan and deliver exciting, engaging and creative lessons. Teachers select precise content and sequence learning accordingly to ensure that pupils acquire new knowledge and skills incrementally. We expect children to make links across the curriculum and link this to their experiences and immediate environment. Trips and visitors are used to enhance curriculum lessons and allow the children to build upon their knowledge and experience.

Additional resources such as 'Real PE' are used to enhance the teachers lessons and provide a support mechanism to ensure constant high-quality teaching.

### **Religious Education**

We use the Devon agreed syllabus for Religious Education. We believe that all children should have the opportunity to explore spirituality and the beliefs and traditions of world religions. RE lessons build upon children's own experiences and widen their horizons to new ideas, beliefs and festivals.

## **Curriculum impact**

The purpose of measuring the impact of our curriculum has 3 priorities.

### *1. Are our learners developing the skills and knowledge in our programmes of study?*

We measure academic progress by giving children elicitation tasks at the start of each unit and an application task at the end. Children will have a series of 'I can' statements within the unit allowing them to see the progress they have made. These statements can then be revisited regularly to ensure the knowledge is embedded, for example, in maths. Data is collated into an online data management system, Classroom Monitor or our own tracking systems.

In some cases, we use standardised testing and scores. For example, in phonics we regularly track how many graphemes and phonemes the children have learnt and can quickly recall. Children will take the Hertford Reading test on a half termly basis to measure their decoding and comprehension based on their chronological age. In Maths and EGaPS we use nationally standardised tests 3 times a year to measure progress. Writing is moderated internally, with other Federation and MAT schools on a regular basis to ensure progression of knowledge and skills.

Learning walks, book looks and lesson observations provide additional evidence for the positive impact our curriculum is having.

Pupils know more, can do more and remember more over time and apply their prior knowledge and skills successfully in their learning.

### *2. Are our learners developing positive learning attitudes that will allow them to become lifelong learners?*

We use a growth mindset model of learning where children are encouraged to take risks, make mistakes and learn from them. Our curriculum design allows children to take part in activities and learning opportunities that facilitate experimentation, exploration and discovery. Our classroom environments are supportive – children and adults will support learners and make suggestions for improvements.

Our curriculum design allows parents and carers to be part of collaborative curriculum projects, such as reading workshops. Parents have the opportunity to be part of their children's learning at regular intervals which leads to many positive comments.

The relationship between adults and children in school is strong. We have an ethos of listening and supporting so that children feel confident to speak to adults, should they need to. The wellbeing and emotional health of our children is of utmost priority. As well as our curriculum for PSHE, SMSC and RE we build in daily opportunities for reflection and positive feedback.

### *3. Are we developing the character and moral compass of our learners to become positive members of their community?*

Through careful planning of our curriculum, learners will have fully rounded characters with a clear understanding of complex values like equality, friendship, trust and many others. Only by really learning what these mean will our learners be able to develop a character that prepares them for living in the community demonstrating tolerance and equality. We measure this not just by the work our children produce, but in the behaviour we see each and every day in all learners on the playground, in the corridor, and in the many roles we give them. The impact of this intention is seen in the daily interaction of all members of our school community and beyond.

By promoting our vision and ethos throughout the school our learners will be motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of their community. They will be able to decide what is right and what is wrong, and will be resilient to the influence of others. They will go out into the world and make a difference in their own life and to others. Our learners will be the owners of their own destinies.

The school uses the impact data from our pupils to identify strengths and weaknesses in our provision. We can quickly spot gaps and ensure that catch up sessions are put into place to fulfil these.

## **Reading**

### **Our reading approach:**

At Exbourne we value reading as the main key life skill that children need to be successful in education and their further life as well as getting great joy from reading. As a result, we put a high priority on the teaching of reading. We fulfil all aspects of the National Curriculum 2014 in our reading curriculum.

The ability to read, to imagine and enjoy stories and information is a gift which cannot be undervalued. As James Merritt stated '*The primary purpose of reading the Bible is not to know the Bible but to know God.*', the purpose of reading a book is not to know the book but the information, characters, setting and ideas within it. Absorbing that information is the essence of learning. Fostering a love of reading is essential to this.

Children have access to a range of high-quality reading books which are initially grouped in phonics stages (2-5) before joining the Devon Book Banding scheme. This continues into Key Stage 2 as necessary.

Children will start our phonics teaching programme as soon as they join the school – we use Letters and Sounds as a foundation for Phonics teaching. Children in the EYFS (Phase 1-4) and Year 1 (Phase 5) will have daily, discrete, phonics lessons following a pattern of revisit, teach, practise, apply.

In addition to this, children will take part in guided reading following the 'Re-think reading' scheme as developed by Babcock Education. This group reading activity builds comprehension, vocabulary, prediction, summarising and inference. This will continue right through a child's school career.

Adults in classrooms will read high-quality texts to the children on a daily basis, exposing children to new text types, vocabulary and information.

Phonics is tracked throughout EYFS and Key Stage 1 by our own tracking systems and the use of the Phonics screen check. Gaps and weaknesses are identified with interventions put in place to fill these.

Reading is tracked throughout the school by the use of guided reading notes, standardised reading age scores and standardised tests 3 times a year.

### **Programme of study**

We use the [National Curriculum 2014](#) for our programmes of study in reading.

## Reading Progression

		Year 1	Year 2	Year 3/4	Year 5/6
Reading	Word Reading	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions, e.g. I’m, I’ll, we’ll and understand that the apostrophe represents the omitted letter(s)</li> <li>• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• re-read these books to build up their fluency and confidence in word reading</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• read words containing common suffixes</li> <li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read most words quickly and accurately without overt sounding and blending when they have been frequently encountered</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• re-read these books to build up their fluency and confidence in word reading</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</li> </ul>

		Year 1	Year 2	Year 3/4	Year 5/6
Reading	Comprehension	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>○ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>○ being encouraged to link what they read or hear read to their own experiences</li> <li>○ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>○ recognising and joining in with predictable phrases</li> <li>○ learning to appreciate rhymes and poems, and to recite some by heart</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>○ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>○ discussing the sequence of events in books and how items of information are related</li> <li>○ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>○ being introduced to non-fiction books that are structured in different ways</li> <li>○ recognising simple recurring literary language in stories and poetry</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>○ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>○ reading books that are structured in different ways and reading for a range of purposes</li> <li>○ using dictionaries to check the meaning of words that they have read</li> <li>○ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>○ identifying themes and conventions in a wide range of books</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>○ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>○ reading books that are structured in different ways and reading for a range of purposes</li> <li>○ 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</li> <li>○ recommending books that they have read to their peers, giving reasons for their choices</li> <li>○ identifying and discussing themes and conventions in and across a wide range of writing</li> </ul> </li> </ul>

		Year 1	Year 2	Year 3/4	Year 5/6
Reading	Comprehension Cont.	<ul style="list-style-type: none"> <li>○ discussing word meanings, linking new meanings to those already known</li> <li>• understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> <li>○ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>○ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>○ discussing the significance of the title and events</li> <li>○ making inferences on the basis of what is being said and done</li> <li>○ predicting what might happen on the basis of what has been read so far</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>○ discussing their favourite words and phrases</li> <li>○ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>• understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> <li>○ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>○ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>○ making inferences on the basis of what is being said and done</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>○ discussing words and phrases that capture the reader's interest and imagination</li> <li>○ recognising some different forms of poetry (e.g. free verse, narrative poetry)</li> <li>• understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>○ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>○ asking questions to improve their understanding of a text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ making comparisons within and across books</li> <li>○ learning a wider range of poetry by heart</li> <li>○ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>• understand what they read by: <ul style="list-style-type: none"> <li>○ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>○ asking questions to improve their understanding</li> <li>○ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>○ predicting what might happen from details stated and implied</li> </ul> </li> </ul>

		Year 1	Year 2	Year 3/4	Year 5/6
Reading	Comprehension Cont.	<ul style="list-style-type: none"> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>○ answering and asking question</li> <li>○ predicting what might happen on the basis of what has been read so far</li> <li>• participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>	<ul style="list-style-type: none"> <li>○ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>○ predicting what might happen from details stated and implied</li> <li>○ identifying main ideas drawn from more than one paragraph and summarising these</li> <li>○ identifying how language, structure, and presentation contribute to meaning</li> <li>• retrieve and record information from non-fiction <ul style="list-style-type: none"> <li>• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>○ identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> <li>• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>• 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</li> <li>• provide reasoned justifications for their views</li> </ul>

## **Writing**

### **Our writing approach:**

Writing is a key skill for all aspects of life. Exbourne C of E Primary School puts a large emphasis on writing, for purpose and pleasure. We believe that children who enjoy writing and take pride in their work progress quickly.

The ability to write allows us to convey our own thoughts, feelings, emotions, faith and opinions. Through the daily use of note making, email and letter writing through to poetry and creative writing. Writing is more than just an academic skill, it is an expressive outlet.

Children are taught to write across the curriculum. In English lessons, writing teaching will be based around 'Texts that teach' and the 'Talk for writing' principles. The use of high-quality texts as a basis for writing allows children to experience how good authors manipulate their reader through the use of grammar and vocabulary. This covers fiction and non-fiction and a range of genres.

Early phonics leads into 'No nonsense' spelling pathways which the children follow throughout their school career.

Handwriting is discretely taught until children have clear and legible joined writing.

Writing is closely monitored by learning walks and book looks at regular intervals. Moderation happens within school, across our Federation and the wider MAT. Spelling and EGaPS tests 3 times a year allow us to gauge progress and identify any weaknesses in children's knowledge and skills.

### **Programme of study**

We use the [National Curriculum 2014](#) for our programme of study in writing.

## Progression in Writing

		Year 1	Year 2	Year 3/4	Year 5/6
Writing	Transcription	<p>Spelling (see English Appendix 1, NC 2014)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• spell:               <ul style="list-style-type: none"> <li>○ words containing each of the 40+ phonemes already taught</li> <li>○ common exception words</li> <li>○ the days of the week</li> </ul> </li> <li>• name the letters of the alphabet:               <ul style="list-style-type: none"> <li>○ naming the letters of the alphabet in order</li> <li>○ using letter names to distinguish between alternative spellings of the same sound</li> </ul> </li> <li>• add prefixes and suffixes:               <ul style="list-style-type: none"> <li>○ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>○ using the prefix un–</li> </ul> </li> </ul>	<p>Spelling (see English Appendix 1, NC 2014)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• spell by:               <ul style="list-style-type: none"> <li>○ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>○ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>○ learning to spell common exception words ☐ learning to spell more words with contracted forms</li> <li>○ learning the possessive apostrophe (singular) [for example, the girl’s book]</li> <li>○ distinguishing between homophones and near-homophones</li> </ul> </li> </ul>	<p>Spelling (see English Appendix 1, NC 2014)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt (English Appendix 1)</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>	<p>Spelling (see English Appendix 1, NC 2014)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with ‘silent’ letters, e.g. knight, psalm, solemn</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus</li> </ul>

		<ul style="list-style-type: none"> <li>○ using –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li> <li>• apply simple spelling rules and guidelines, as listed in English Appendix</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>	<ul style="list-style-type: none"> <li>• add suffixes to spell longer words, e.g. –ment, –ness, –ful, –less, –ly</li> <li>• apply spelling rules and guidelines, listed in Appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far</li> </ul>		
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		Year 1	Year 2	Year 3/4	Year 5/6
Writing	Handwriting	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these</li> </ul>	<ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• use spacing between words that reflects the size of the letters</li> </ul>	<ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>○ choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters</li> <li>○ choosing the writing implement that is best suited for a task</li> </ul> </li> </ul>

		Year 1	Year 2	Year 3/4	Year 5/6
Writing	Composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• write sentences by:               <ul style="list-style-type: none"> <li>○ saying out loud what they are going to write about</li> <li>○ composing a sentence orally before writing it</li> <li>○ sequencing sentences to form short narratives</li> <li>○ re-reading what they have written to check that it makes sense</li> </ul> </li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop positive attitudes towards and stamina for writing by:               <ul style="list-style-type: none"> <li>○ writing narratives about personal experiences and those of others (real and fictional)</li> <li>○ writing about real events</li> <li>○ writing poetry</li> <li>○ writing for different purposes</li> </ul> </li> <li>• consider what they are going to write before beginning by:               <ul style="list-style-type: none"> <li>○ planning or saying out loud what they are going to write about</li> <li>○ writing down ideas and/or key words, including new vocabulary</li> <li>○ encapsulating what they want to say, sentence by sentence</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by:               <ul style="list-style-type: none"> <li>○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>○ discussing and recording idea</li> <li>○ draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2)</li> <li>○ organising paragraphs around a theme</li> <li>○ in narratives, creating settings, characters and plot □ in non-narrative material, using simple organisational devices (for examples headings and sub-headings)</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by:               <ul style="list-style-type: none"> <li>○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>○ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>○ in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed</li> </ul> </li> <li>• draft and write by:               <ul style="list-style-type: none"> <li>○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>○ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>○ précising longer passages</li> </ul> </li> </ul>

Writing	Comprehension Cont.		<ul style="list-style-type: none"> <li>• make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> <li>○ evaluating their writing with the teacher and other pupils</li> <li>○ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>○ proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</li> </ul> </li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>○ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>• proof-read for spelling and punctuation errors</li> <li>• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>○ using a wide range of devices to build cohesion within and across paragraphs</li> <li>○ using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</li> </ul> <ul style="list-style-type: none"> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing</li> <li>○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>○ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>• proof-read for spelling and punctuation errors</li> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>
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		Year 1	Year 2	Year 3/4	Year 5/6
Writing	Vocabulary, Grammar and Punctuation	<p>VG&amp;P (see English Appendix 2, NC 2014)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>○ leaving spaces between words</li> <li>○ joining words and joining clauses using and</li> <li>○ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>○ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>○ learning the grammar for year 1 in English Appendix 2</li> </ul> </li> <li>• use the grammatical terminology in English Appendix 2 in discussing their writing</li> </ul>	<p>VG&amp;P (see English Appendix 2, NC 2014)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>○ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul> </li> <li>• learning how to use: <ul style="list-style-type: none"> <li>○ sentences with different forms: statement, question, exclamation, command</li> <li>○ expanded noun phrases to describe and specify, e.g. the blue butterfly</li> <li>○ the present and past tenses correctly and consistently including the progressive form</li> </ul> </li> </ul>	<p>VG&amp;P (see English Appendix 2, NC 2014)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>○ extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although</li> <li>○ using the present perfect form of verbs to mark relationships of time and cause</li> <li>○ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>○ using conjunctions, adverbs and prepositions to express time and cause</li> <li>○ using fronted adverbials</li> <li>○ learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> </li> </ul>	<p>VG&amp;P (see English Appendix 2, NC 2014)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>○ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>○ using passive verbs to affect the presentation of information in a sentence</li> <li>○ using the perfect form of verbs to mark relationships of time and cause</li> <li>○ using expanded noun phrases to convey complicated information concisely</li> <li>○ using modal verbs or adverbs to indicate degrees of possibility</li> </ul> </li> </ul>

Writing	Vocabulary, Grammar and Punctuation Cont.		<ul style="list-style-type: none"> <li>○ subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>○ the grammar for year 2 in English Appendix 2</li> <li>○ some features of written Standard English</li> </ul> <ul style="list-style-type: none"> <li>• use and understand the grammatical terminology in English Appendix 2 in discussing their writing</li> </ul>	<ul style="list-style-type: none"> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>○ using commas after fronted adverbials</li> <li>○ indicating possession by using the possessive apostrophe with plural nouns</li> <li>○ using and punctuating direct speech</li> </ul> </li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul>	<ul style="list-style-type: none"> <li>○ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>○ learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> <ul style="list-style-type: none"> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>○ using commas to clarify meaning or avoid ambiguity in writing</li> <li>○ using hyphens to avoid ambiguity</li> <li>○ using brackets, dashes or commas to indicate parenthesis</li> <li>○ using semi-colons, colons or dashes to mark boundaries between main clauses</li> <li>○ using a colon to introduce a list</li> <li>○ punctuating bullet points consistently</li> </ul> </li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</li> </ul>
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## **Speaking and listening**

### **Our speaking and listening approach:**

We believe that children become confidence orators when they have the pre-requisite skills to speak clearly, listen, respond and ask questions.

Speaking and listening is taught throughout the curriculum with varied and engaging opportunities for children to debate, discuss, publicly speak and perform in front of others.

As a Church of England school, children have the opportunity to speak in Church on regular occasions, retelling Bible stories, reciting poetry or reading Bible verse for example.

In addition to reading and writing, speaking and listening is a key receptive and expressive skill that we cannot undervalue. *Lead out those who have eyes but are blind, those who have ears but are deaf – Isaiah 43:8* shows us that being receptive to information through listening needs to be worked upon and developed, that we cannot take it for granted. We this in mind we focus on developing children's abilities to listen and respond appropriately and clearly from the very start of school.

We follow the [National Curriculum 2014](#) objectives for speaking and listening.

## Speaking and listening progression

		Year 1/2	Year 3/4	Year 5/6
English	Speaking and Listening	<ul style="list-style-type: none"> <li>• Listen and respond to the speaker making simple comments and suggestions</li> <li>• Make helpful contributions when speaking in turns, in pairs and in small groups</li> <li>• Begin to ask questions that link clearly to the topic being discussed</li> <li>• Show that the conversation is being followed through the questions that are asked</li> <li>• To be encouraged to listen to and use new vocabulary to develop their own vocabularies</li> <li>• Given opportunities to use this vocabulary in a variety of meaningful contexts</li> <li>• To be encouraged to think of alternatives for simple vocabulary choices</li> <li>• Can answer questions clearly in sentences</li> <li>• Can give a reason for their answer when asked Are encouraged to explore why they have certain thoughts or opinions</li> <li>• Being able to describe their immediate world and environment</li> <li>• Can talk about themselves clearly and confidently</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to a speaker's main ideas, developing them through comments and suggestions. Build on ideas shared</li> <li>• Work in a variety of group situations following appropriate etiquette for group dynamic</li> <li>• Generate questions to ask a specific speaker / audience in response to a talk / conversation</li> <li>• Ask questions in direct response to some- thing heard / presented</li> <li>• To be encouraged to develop their individual vocabulary using words they hear and see in their reading and across curriculum subjects</li> <li>• To use new vocabulary within the correct context</li> <li>• Can discuss a wider range of topics which are perhaps unfamiliar to own direct experience.</li> <li>• Can give answers to questions that are support- ed by justifiable reasons</li> <li>• Can support own ideas and opinions with explanation</li> <li>• Can develop ideas and feelings through sustained talk</li> <li>• Can organise what they want to say so that it is clear to the listener</li> </ul>	<ul style="list-style-type: none"> <li>• Show a clear understanding of the main points of a conversation / discussion. Be able to articulate and develop the speaker's ideas in different ways.</li> <li>• Refer to others comments when articulating own ideas</li> <li>• Participate in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group</li> <li>• Spontaneously ask questions which develop the conversation and take ideas or knowledge further</li> <li>• Using vocabulary appropriately and for effect</li> <li>• Use appropriate terminology linked to other curriculum subjects</li> <li>• Can talk about abstract concepts using a rich and varied vocabulary to articulate ideas and emotions</li> <li>• Can sustain and argument an follow a train of thought, returning to main ideas throughout the course of the conversation</li> <li>• Can present ideas / opinions coherently, sup- ported with reasons</li> <li>• Can talk about feelings, thought sand ideas with some detail to make meaning explicit</li> </ul>

English	Speaking and Listening Cont.	<ul style="list-style-type: none"> <li>• Can retell simple stories / recounts</li> <li>• Can remain focused on a conversation when not directly involved and are able to recall the main points when questioned</li> <li>• Begin to offer ideas and suggestions based on what has been heard - for example in response to reading watching an experiment</li> <li>• Can speak clearly when talking in class. Speak in grammatically correct sentences</li> <li>• Know when it is their turn to speak in a simple presentation / discussion</li> <li>• Take part in role play to find out about different characters and situations</li> <li>• Take different roles in a drama / role play to explore how others felt about a character's actions</li> <li>• Speak clearly so that the listener can hear what is said</li> <li>• Organising thoughts into sentences before expressing them</li> <li>• Choosing words to add interest or detail</li> <li>• Know that different people have different ideas / responses and recognise that these are as valuable as their own</li> <li>• Notice how different speakers talk and consider why this might be the case</li> </ul>	<ul style="list-style-type: none"> <li>• Can give descriptions. Recall events / stories / recount experiences with some added detail to engage the listener</li> <li>• Can show through the contributions made and questions asked that they have followed a conversation</li> <li>• Develop ideas and expand on these building on what others say</li> <li>• Adapt these ideas in light of new information</li> <li>• Can speak to a wider audience e.g. whole school in assembly</li> <li>• Can adapt speaking style to suit the audience</li> <li>• Prepare and present information orally</li> <li>• Participate in discussions by listening to others and building on from what has been said Participate in drama, improvisation and role play activities—showing an understanding of a character by choice of vocabulary to indicate feelings and emotions</li> <li>• Adapt language, tone and style to suit the purpose of the listener</li> <li>• Planning talk / presentations carefully to ensure they fulfil the purpose and suit the needs of the listener</li> </ul>	<ul style="list-style-type: none"> <li>• Can present information clearly and in an appropriate form to the listener</li> <li>• Can plan and present information verbally selecting the appropriate format and style to match the purpose</li> <li>• Can sustain a longer conversation about a given topic</li> <li>• Can summarise another person's contribution to a discussion adding their own interpretation / opinion based on what has been heard</li> <li>• Offer ideas and support these with reasoning. Be prepared to change these as new information comes to light and make reference back to original thoughts providing either further evidence to support ideas or reasons for the change of focus</li> <li>• Can articulate thoughts clearly when presenting to a range of audiences</li> <li>• Can adopt a formal / informal tone as appropriate to the situation</li> <li>• Can present information in a variety of ways to a range of audiences</li> <li>• Take an active role in discussions - taking on specific roles and taking responsibility to ensure that a discussion remains focused</li> <li>• Perform to wider audiences combining words, gestures and movement</li> </ul>
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English	Speaking and Listening Cont.		<ul style="list-style-type: none"> <li>• Take account of the viewpoints of others when building own arguments and offering responses</li> <li>• Begin to adapt suitable styles of delivery dependent on task / audience</li> <li>• Recognise how language choices vary in different situations</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in debates, following appropriate etiquette, and conventions</li> <li>• Be aware of the listener and adapt talk to maintain the listener's interest</li> <li>• Express and explain relevant ideas with some elaboration to make meaning explicit</li> <li>• Maintain control and effective organisation of a talk to guide the listener</li> <li>• Adapt vocabulary, grammar and non-verbal features to maintain listener's interest</li> <li>• Refer to the viewpoints of others providing supporting evidence or counter- balancing these with their own opinions</li> <li>• Explain how language use varies in different situations. Reflect this understanding in the choices made for delivering talk</li> </ul>
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## **Maths**

### **Our approach to teaching maths:**

We believe children need to basic mathematical operational skills at an early age to develop their conceptual knowledge as they progress through the school. We aim for all children to be confident mathematicians who are able to apply their knowledge and skills to a range of situations. Children should be fluent in mathematical concepts and be able to apply their knowledge in both written and mental calculations.

Upon leaving Exbourne, we want our children to be confident mathematicians in the world around them, to be able to explore and make the most of their daily experience of maths. Through maths children can find joy in patterns, shape and calculations as well as its practical applications.

Our maths curriculum broadly follows the 'White Rose' maths schemes of work. Our approach meets the needs of many types of learner – we use manipulatives to physically show mathematics, images to show how maths can be represented, calculations and explanations. Children are challenged to experiment, explore and investigate mathematical theories and principles to further their understanding. Mental arithmetic is practised daily as part of our maths lessons. As a school we encourage children to make connections across the curriculum, maths is a vital skill throughout their learning, including science, computing, geography and others.

Every maths unit has an elicitation and application task which clearly shows misconceptions and progress respectively. This data is inputted to our online data management system, Classroom Monitor. In addition, we apply nationally standardised tests 3 times a year to ensure progress.

We use the [non-statutory guidance for mathematics \(June 2019\)](#) to enhance our maths curriculum through the use of the ready to progress criteria, evaluation questions and curriculum links.

### **Programme of study**

We use the [National Curriculum 2014](#) for our programme of study in Maths.

**Progression of Maths**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Value Counting	<p>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>count numbers to 100, count in different multiples including ones, twos, fives and tens</p>	<p>count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward</p>	<p>count from 0 in multiples of 4, 8, 50 and 100; finding 10 or 100 more than a given number</p>	<p>count in multiples of 6, 7, 9, 25 and 100</p> <p>count backwards through zero to include negative numbers</p>	<p>count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</p> <p>count forwards and backwards with positive and negative whole numbers through zero</p>	
Place Value Represent	<p>identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>read and write numbers to 100 in numerals</p> <p>read and write numbers 1 to 20 in numerals and words</p>	<p>read and write numbers to at least 100 in numerals and in words</p> <p>identify, represent and estimate numbers using different representation, including the number line</p>	<p>identify, represent and estimate numbers using different representations</p> <p>read and write numbers to at least 1000 in numerals and in words</p>	<p>identify, represent and estimate numbers using different representations</p> <p>read Roman numerals to 100 (I to C) and understand how, over time, the numeral system changed to include the concept of zero and place value</p>	<p>read, write numbers to at least 1 000 000 and determine the value of each digit</p> <p>read Roman numerals to 1000 (M) and recognise years written in Roman numerals</p>	<p>read, write, numbers up to 10 000 000 and determine the value of each digit</p>

Place Value Use PV and Compare	given a number, identify one more and one less	recognise the value of each digit in a two-digit number (tens, ones)  compare and order numbers from 0 up to 100; use <, > and = signs	recognise the place value of each digit in a three-digit number (hundreds, tens, ones)  compare and order numbers up to 1000	find 1000 more or less than a given number  recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)  order and compare numbers beyond 1000	order and compare numbers to at least 1 000 000 and determine the value of each digit	order and compare numbers up to 10 000 000 and determine the value of each digit
Place Value Problems and rounding		use place value and number facts to solve problems	solve number problems and practical problems involving these ideas	round any number to the nearest 10, 100 or 1000  solve number and practical problems that involve all of the above and with increasingly large positive numbers	interpret negative numbers in context,  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	round any whole number to a required degree of accuracy  use negative numbers in context, and calculate intervals across zero  solve number problems and practical problems that involve all of the above

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition and subtraction Recall, represent, use	<p>read, write and interpret mathematical statements involving addition (+), subtraction (-), and equals (=) signs</p> <p>represent and use number bonds and related subtraction facts within 20</p>	<p>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems</p>	<p>estimate the answer to a calculation and use inverse operations to check answers</p>	<p>estimate and use inverse operations to check answers to a calculation</p>	<p>use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Addition and subtraction Calculations</p>	<p>add and subtract one-digit and two-digit numbers to 20, including zero</p>	<p>add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> <li>○ a two-digit number and ones</li> <li>○ a two-digit number and tens</li> <li>○ two two-digit numbers adding three one-digit numbers</li> </ul>	<p>add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> <li>○ a three-digit number and ones</li> <li>○ a three-digit number and tens</li> <li>○ a three-digit number and hundreds</li> </ul> <p>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p>	<p>add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p>	<p>add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>add and subtract numbers mentally with increasingly large numbers</p>	
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Addition and subtraction Solve problems</p>	<p>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></p>	<p>solve simple one-step problems with addition and subtraction:</p> <ul style="list-style-type: none"> <li>- using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>- applying their increasing knowledge of mental and written methods</li> </ul>	<p>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p>	<p>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</p>	<p>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p>	<p>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiplication and division Recall, represent, use		<p>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even number</p> <p>show that multiplications of two numbers can be done in any order (commutative) and division of one number by another cannot</p>	<p>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p>	<p>recall multiplication and division facts for multiplication tables up to 12 x 12</p> <p>use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</p> <p>recognise and use factor pairs and commutatively in mental calculations</p>	<p>identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p>establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>recognise and use square numbers and cube numbers, and the notations, <math>(^2)</math> <math>(^3)</math></p>	<p>identify common factors, common multiples and prime numbers</p> <p>use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Multiplication and division Calculations</p>		<p>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</p>	<p>write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p>	<p>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p>	<p>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</p> <p>multiply and divide numbers mentally drawing upon known facts</p> <p>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</p> <p>multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p>	<p>multiply multi-digit numbers up to 4 digits by a two-digit whole number using the efficient written method of long multiplication</p> <p>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</p> <p>divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to context</p>
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						perform mental calculations, including with mixed operations and large numbers
Multiplication and division Solve problems	solve one step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	solve problems involving multiplication and division, using materials arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	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 objects	solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as which n objects are connected to m objects	solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes  solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	solve problems involving addition, subtraction, multiplication and division
Multiplication and division Combined Operations					solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	using their knowledge of the order of operations to carry out calculations involving the four operations

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fractions Recognise and write	<p>recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p>	<p>recognise, find name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</p> <p>write simple fractions e.g. <math>\frac{1}{2}</math> of 6 = 3</p>	<p>count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p> <p>recognise, find and write fractions of a discrete set of objects; unit fractions and non-unit fractions with small denominators</p> <p>recognise and use fractions as numbers; unit fractions and non-unit fractions with small denominators</p>	<p>count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten</p>	<p>identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> <p>recognise mixed numbers and improper fractions and convert from one to the other and write mathematical statements <math>&gt;1</math> as a mixed number (e.g. <math>\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}</math>)</p>	

Fractions Compare		recognise the equivalent of two quarters and one half	recognise and show, using diagrams, equivalent fractions with small denominators  compare and order unit fractions with the same denominators	recognise and show, using diagrams, families of common equivalent fractions	compare and order fractions whose denominators are all multiples of the same number	use common factors to simplify fractions; use common multiples to express fractions in the same denomination  compare and order fractions including fractions $>1$
Fractions Calculations		write simple fractions e.g. $1/2$ of 6 = 3	add and subtract fractions with the same denominator within one whole (e.g. $5/7 + 1/7 = 6/7$ )	add and subtract fractions with the same denominator	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	add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions  multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $1/4 \times 1/2 = 1/8$ )  divide proper fractions by whole numbers (e.g. $1/3 \div 2 = 1/6$ )

Fractions Solve problems			solve problems that involve all of the above	solve simple measures and money problems involving fractions and decimals to two decimal places		
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decimals Recognise and write				<p>recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>recognise and write decimal equivalents to <math>\frac{1}{4}</math> ; <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math></p>	<p>read and write decimal numbers as fractions (e.g. <math>0.71 = \frac{71}{100}</math>)</p> <p>recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p>	identify the value of each digit in numbers given to three decimal places
Decimals Compare				<p>round decimals with one decimal place to the nearest whole number</p> <p>compare numbers with the same number of decimal places up to two decimal places</p>	<p>round decimals with two decimal places to the nearest whole number and to one decimal place</p> <p>read, write, order and compare numbers with up to 3 decimal places</p>	

<p>Decimals Calculations and problems</p>				<p>find the effect of dividing a one or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p>	<p>solve problems involving numbers up to 3 decimal places</p>	<p>multiply one-digit numbers with up to two decimal places by whole numbers</p> <p>multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</p> <p>use written division methods in cases where the answer has up to two decimal places</p> <p>solve problems which require answers to be rounded to specified degrees of accuracy</p>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fractions, Decimals and Percentages				<p>solve simple measures and money problems involving fractions and decimals to two decimal places</p>	<p>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</p> <p>solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25</p>	<p>associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. <math>\frac{3}{8}</math>)</p> <p>recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ratio and Proportion						<p>solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</p> <p>solve problems involving the calculation of percentages (e.g of measures, and such as 15% of 360) and the use of percentages for comparison</p> <p>solve problems involving similar shapes where the scale factor is known or can be found</p> <p>solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Algebra						<p>use simple formulae</p> <p>generate and describe linear number sequences</p> <p>express missing number problems algebraically</p> <p>find pairs of numbers that satisfy an equation with two unknowns</p> <p>enumerate possibilities of combinations of two variables</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement Using Measures	<ul style="list-style-type: none"> <li>• compare, describe and solve practical problems for:               <ul style="list-style-type: none"> <li>○ lengths and heights (e.g. long/short, longer/ shorter, tall/short, double/half)</li> <li>○ mass or weight (e.g. heavy/light, heavier than, lighter than)</li> <li>○ capacity/volume (e.g. full/empty, more than, less than, half, half full, quarter)</li> <li>○ time (e.g. quicker, slower, earlier, later)</li> </ul> </li> </ul> <p>Measure and begin to record the following:</p> <ul style="list-style-type: none"> <li>○ lengths and heights</li> <li>○ mass/weight</li> <li>○ capacity and volume</li> <li>○ time (hours, minutes, seconds)</li> </ul>	<p>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>compare and order lengths, mass, volume/ capacity and record the results using &lt;, &gt; and =</p>	<p>measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p>	<p>convert between different units of measure (e.g. kilometre to metre; hour to minute)</p> <p>estimate, compare and calculate different measures, including money in pounds and pence</p>	<p>convert between different units of measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</p> <p>understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</p> <p>use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling</p>	<p>solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</p> <p>use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to three decimal places</p> <p>convert between miles and kilometres</p>

<p>Measurement Money</p>	<p>recognise and know the value of different denominations of coins and notes</p>	<p>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>find different combinations of coins that equal the same amounts of money</p> <p>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p>	<p>add and subtract amounts of money giving change, using both £ and p in practical contexts</p>	<p>estimate, compare and calculate different measures, including money in pounds and pence</p>	<p>use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation</p>	
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<p>Measurement Time</p>	<p>sequence events in chronological order using language (e.g. before, after, next, first, today, tomorrow, morning, afternoon and evening)</p> <p>recognise and use the language relating to dates, including days of the week, weeks, months and years</p> <p>tell the time to the hour and half past the hour and draw the hands on a clock face</p>	<p>compare and sequence intervals of time</p> <p>tell and write time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p> <p>know the number of minutes in an hour and the number of hours in a day</p>	<p>tell and write the time from an analogue clock, including using Roman numerals from 1 to XI, and 12 hour and 24-hour clocks</p> <p>estimate and read time to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as am/pm, morning, afternoon, noon and midnight</p> <p>know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>compare durations of events, for example to calculate the time taken by particular events or tasks.</p>	<p>read, write and convert time between analogue and digital 12 and 24-hour clocks</p> <p>solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</p>	<p>solve problems involving converting between units of time</p>	<p>use, read, write and convert between standard units of time</p>
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<p>Measurement Perimeter, area and volume</p>			<p>measure the perimeter of simple 2-D shapes</p>	<p>measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p>find the area of rectilinear shapes by counting</p>	<p>measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>calculate and compare the area of rectangles (including squares) and including using standard units, square centimetres (<math>\text{cm}^2</math>) and square metres (<math>\text{m}^2</math>) and estimate the area of irregular shapes</p> <p>estimate volume (e.g. using <math>1 \text{ cm}^3</math> blocks to build cuboids (including cubes)) and capacity (e.g. using water)</p>	<p>recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>recognise when it is possible to use formulae for area and volume of shapes</p> <p>calculate the area of parallelograms and triangles</p> <p>calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (<math>\text{cm}^3</math>) and cubic metres (<math>\text{m}^3</math>) and extending to other units (e.g. <math>\text{mm}^3</math> and <math>\text{km}^3</math>)</p>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geometry 2D Shapes	<p>recognise and name common 2-D shapes (e.g. rectangles (including squares), circles and triangles)</p>	<p>identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line</p> <p>identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid</p> <p>compare and sort common 2-D shapes and everyday objects</p>	<p>draw 2-D shapes</p>	<p>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>identify lines of symmetry in 2-D shapes presented in different orientations</p>	<p>use the properties of a rectangle to deduce related facts and find missing lengths and angles</p> <p>distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p> <p>Pupils</p>	<p>draw 2D shapes using given dimensions and angles</p> <p>compare and classify geometric shapes based on their properties and sizes</p> <p>illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p>

<p>Geometry 3D shapes</p>	<p>Recognise 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres)</p>	<p>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid</p> <p>compare and sort common 3-D shapes and everyday objects</p>	<p>make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them with increasing accuracy</p>		<p>identify 3-D shapes, including cubes and cuboids, from 2-D representations</p>	<p>recognise, describe and build simple 3-D shapes, including making nets</p>
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<p>Geometry Angles and lines</p>			<p>recognise angles as a property of shape and associate angles with turning</p> <p>identify right angles, recognise that two right angles make a half-turn, three make three-quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p>	<p>identify acute and obtuse angles and compare and order angles up to two right angles by size</p> <p>identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>complete a simple symmetric figure with respect to a specific line of symmetry</p>	<p>know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles</p> <p>draw given angles, measuring them in degrees (<math>^{\circ}</math>)</p> <p>identify</p> <ul style="list-style-type: none"> <li>○ angles at a point and one whole turn (total <math>360^{\circ}</math>)</li> <li>○ angles at a point on a straight line and <math>\frac{1}{2}</math> a turn (total <math>180^{\circ}</math>)</li> </ul> <p>other multiples of <math>90^{\circ}</math></p>	<p>find unknown angles in any triangles, quadrilaterals and regular polygons</p> <p>recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geometry Position and direction</p>	<p>describe position, directions and movements, including half, quarter and three-quarter turns</p>	<p>order and arrange combinations of mathematical objects in patterns</p> <p>use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise/anti-clockwise)</p>		<p>describe positions on a 2-D grid as coordinates in the first quadrant</p> <p>describe movement between positions as translations of a given unit to the left/right and up/down</p> <p>plot specified points and draw sides to complete a given polygon</p>	<p>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</p>	<p>describe positions on the full coordinate grid (all four quadrants)</p> <p>draw and translate simple shapes on the coordinate plane, and reflect them in the axes</p>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statistics Present and interpret		Interpret and construct simple pictograms, tally charts, block diagrams and simple tables	interpret and present data using bar charts, pictograms and tables	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	complete, read and interpret information in tables, including timetables	interpret and construct pie charts and line graphs and use these to solve problems
Statistics Solve problems		ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity  ask and answer questions about totalling and compare categorical data	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	solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	solve comparison, sum and difference problems using information presented in a line graph	calculate and interpret the mean as an average

## Science

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

The DMAT follows the National Curriculum for science and aims to ensure that all children:

- develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

**During Years 1 and 2**, children should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

**Children in years 1 and 2** should explore the world around them and raise their own questions. They should experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions. They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships. They should ask people questions and use simple secondary sources to find answers. They should use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.

These opportunities for working scientifically should be provided across years 1 and 2 so that the expectations in the programme of study can be met by the end of year 2.

## Science programme of study – Key Stage 1

Year 1 - Plants		
Knowledge	Know How	Key Vocabulary
<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Children should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted.</p> <p>They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures.</p> <p>Children might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees.</p> <p>Children might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.</p>	<p>plant deciduous evergreen leaves flowers (blossom) petals fruit roots bulb seed trunk bud branches stem magnifying glass</p>
<p><b>Big Ideas: Plants are living things.</b> Trees are living things. Plants have key structures and they have specific names.</p>		
<p><b>Common misconceptions:</b> Plants aren't living because they don't move.</p>		
<p><b>Links to resources:</b> David Attenborough – The Private Life of Plants <a href="https://www.bbc.co.uk/programmes/b01qbw1w/clips">https://www.bbc.co.uk/programmes/b01qbw1w/clips</a> BBC Bitesize - <a href="https://www.bbc.com/bitesize/topics/zy66fg8">https://www.bbc.com/bitesize/topics/zy66fg8</a></p>		

<b>Year 1 - Animals including humans</b>		
<b>Knowledge</b>	<b>Know How</b>	<b>Key Vocabulary</b>
<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Children should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study.</p> <p>Children should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.</p> <p>Children should have plenty of opportunities to learn the names of the main body parts through games, actions, songs and rhymes.</p> <p>Children might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.</p>	<p>Fish</p> <p>Amphibians</p> <p>Reptiles</p> <p>Birds</p> <p>Mammals</p> <p>Carnivores</p> <p>Herbivores</p> <p>Omnivores</p> <p>Head</p> <p>Neck</p> <p>Arms</p> <p>Elbows</p> <p>Legs</p> <p>Knees</p> <p>Face</p> <p>Ears</p> <p>Eyes</p> <p>Hair</p> <p>Mouth</p> <p>Teeth</p>
<p><b>Big Ideas:</b> Animals can be placed into groups according to their characteristics. Eg diet, body parts etc. Humans have 5 main senses</p>		
<p><b>Common misconceptions:</b> That humans are not animals. Some scientific classifications are not initially that obvious.</p>		
<p><b>Links to resources:</b></p>		

<b>Year 1 - Everyday materials</b>		
<b>Knowledge</b>	<b>Know How</b>	<b>Key Vocabulary</b>
<p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Children should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties.</p> <p>Children should explore and experiment with a wide variety of materials, not only those listed in the programme of study.</p> <p>Children might work scientifically by: performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'</p>	<p>hard/soft</p> <p>stretchy/stiff</p> <p>shiny/dull</p> <p>rough/smooth</p> <p>bendy/not bendy</p> <p>waterproof/not waterproof</p> <p>absorbent/not absorbent</p> <p>opaque/transparent</p> <p>brick</p> <p>paper</p> <p>fabrics</p> <p>elastic (noun)</p> <p>foil</p>
<b>Big Ideas:</b> Everything is made out of something and there is a variety of different materials		
<b>Common misconceptions:</b>		
<b>Links to resources:</b>		

Year 1 - Seasonal changes		
Knowledge	Know How	Key Vocabulary
<p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Children should observe and talk about changes in the weather and the seasons.</p> <p><b>Note:</b> Children should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses.</p> <p>Children might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.</p>	<p>year</p> <p>season</p> <p>spring</p> <p>summer</p> <p>autumn</p> <p>winter</p> <p>sunny</p> <p>cloudy</p> <p>windy</p> <p>dry</p> <p>temperature</p> <p>climate</p>
<p><b>Big Ideas:</b> If it is asking you to describe then you need the vocabulary to describe it. Eg if it is windy then you need to understand what wind was.</p>		
<p><b>Common misconceptions:</b> That there are actually 4 seasons and that they last for a period of time.</p>		
<p><b>Links to resources:</b></p>		

## Year 2 - Living things and their habitats

Knowledge	Know How	Key Vocabulary
<p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p>Children should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things.</p> <p>Children should be introduced to the terms ‘habitat’ (a natural environment or home of a variety of plants and animals) and ‘micro-habitat’ (a very small habitat, for example for woodlice under stones, logs or leaf litter).</p> <p>They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals.</p> <p>Children should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.</p> <p>Children might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions for example: ‘Is a flame alive? Is a deciduous tree dead in winter?’ and talk about ways of answering their questions. They could construct a simple food chain that includes humans (e.g. grass, cow, human). They could describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there.</p>	<p>characteristics living non-living dead habitat micro-habitat food chain source environment food shelter seashore sea ocean woodland forest rainforest</p>
<p><b>Big Ideas:</b> Things are either living, dead or have never been alive. What makes something living? (Trees breathe) Different habitats, which have creatures, which are adapted to live there. Animals obtain their food from plants and other animals. Plants get their energy from the sun.</p>		
<p><b>Common misconceptions:</b> Non-living things were once alive.</p>		
<p><b>Links to resources:</b></p>		

Year 2 - Plants		
Knowledge	Know How	Key Vocabulary
<p>Investigate, observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Children should use the local environment throughout the year to observe how different plants grow.</p> <p>Children should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.</p> <p><b>Note:</b> Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them.</p> <p>Children might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.</p>	<p>bulb seed mature water light temperature grow(th) health(y) environment germination survival reproduction store</p>
<p><b>Big Ideas:</b> Plants need a variety of conditions, in combination, to grow successfully and be healthy. There is a difference between being alive and being healthy.</p>		
<p><b>Common misconceptions:</b> Plants only need one thing to grow. i.e. just light or just water. If it is alive, it must be healthy</p>		
<p><b>Links to resources:</b></p>		

## Year 2 - Animals including humans

Knowledge	Know How	Key Vocabulary
<p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Children should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals.</p> <p>The focus at this stage should be on questions that help children to recognise growth; they should not be expected to understand how reproduction occurs.</p> <p>The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep.</p> <p>Growing into adults can include reference to baby, toddler, child, teenager, adult.</p> <p>Children might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.</p>	<p>animal human reproduction offspring baby toddler child teenager adult life-cycle egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep grow(th) water food air survival exercise nutrition diet (eating habits) hygiene health(y)</p>
<p><b>Big Ideas:</b> You need need a variety of factors to be healthy. Living things have stages in their growth.</p>		
<p><b>Common misconceptions:</b> Offspring don't necessarily look like their adult. Appearances can change.</p>		
<p><b>Links to resources:</b></p>		

Year 2 - Uses of everyday materials		
Knowledge	Know How	Key Vocabulary
<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Children should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass).</p> <p>They should think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials.</p> <p>Children might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.</p> <p>Children might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.</p>	<p>wood metal plastic glass brick rock paper cardboard solid liquid gas squashing bending twisting stretching elastic (v) properties suitable unsuitable</p>
<p><b>Big Ideas:</b> some materials are more suitable for specific jobs (glass or cling film for a window?) A combination of factors are needed to choose the most appropriate.</p>		
<p><b>Common misconceptions:</b> a singular property does not make that material the best choice.</p>		
<p><b>Links to resources:</b></p>		

**During Years 3 and 4**, children should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting 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
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

Children in years 3 and 4 should be given a range of scientific experiences to enable them to raise their own questions about the world around them. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; recognise when a simple fair test is necessary and help to decide how to set it up; talk about criteria for grouping, sorting and classifying; and use simple keys. They should begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. They should help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.

They should learn how to use new equipment, such as data loggers, appropriately. They should collect 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. With help, children should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done. They should also recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.

Children should use relevant scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences.

These opportunities for working scientifically should be provided across years 3 and 4 so that the expectations in the programme of study can be met by the end of year 4. Children are not expected to cover each aspect for every area of study.

**Science programme of study – Year 3/4**

<b>Year 3 - Plants</b>		
<b>Knowledge</b>	<b>Know How</b>	<b>Key Vocabulary</b>
<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Children should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.</p> <p><b>Note:</b> Children can be introduced to the idea that plants can make their own food, but at this stage they do not need to understand how this happens.</p> <p>Children might work scientifically by: comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.</p>	<p>roots</p> <p>stem</p> <p>trunk</p> <p>leaves</p> <p>flowers</p> <p>fruits</p> <p>flowering plants</p> <p>grow(th)</p> <p>air</p> <p>light</p> <p>water</p> <p>nutrients</p> <p>nutrition</p> <p>fertiliser</p> <p>transportation</p> <p>life cycle</p> <p>pollination</p> <p>seed formation</p> <p>seed dispersal</p> <p>factors/variables</p>
<p><b>Big Ideas:</b> All the different parts of the plant have a particular function. The balance of factors is important to keep the plant healthy.</p>		
<p><b>Common misconceptions:</b> More is always better e.g. If you keep watering a plant it will be fine. (water, light, heat)</p>		
<p><b>Links to resources:</b></p>		

<b>Year 3 - Animals including humans</b>		
<b>Knowledge</b>	<b>Know How</b>	<b>Key Vocabulary</b>
<p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Children should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.</p> <p>Children might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons.</p> <p>They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat.</p> <p>They might research different food groups and how they keep us healthy and design meals based on what they find out.</p>	<p>animal human nutrition diet (eating habits) herbivore carnivore omnivore skeleton bones support protection movement muscle skull/cranium ribcage spine/vertebrae femur vertebrates invertebrates biceps triceps quadriceps abdominals</p>
<p><b>Big Ideas:</b> Some animals have internal skeletons, some external skeletons and some have none. Muscles are necessary for movement. Animals cannot make their own food and need to eat.</p>		
<p><b>Common misconceptions:</b> all animals have an internal skeleton</p>		
<p><b>Links to resources:</b></p>		

Year 3 - Rocks		
Knowledge	Know How	Key Vocabulary
<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are petrified within rock</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p>Linked with work in geography, children should explore different kinds of rocks and soils, including those in the local environment.</p> <p>Children might work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Children might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed.</p> <p>Children could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.</p>	<p>rock appearance physical properties fossil soil organic matter inorganic matter erosion weathering magnifying glass/hand lens microscope grains crystals igneous sedimentary metamorphic volcano petrified</p>
<p><b>Big Ideas:</b> Rocks are formed in a variety of different ways. Soils are made from minerals (sand, silt, clay), organic matter, air and water.</p>		
<p><b>Common misconceptions:</b> Not all fossils are dinosaurs.</p>		
<p><b>Links to resources:</b></p>		

Year 3 - Light		
Knowledge	Know How	Key Vocabulary
<p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>Find patterns in the way that the size of shadows change.</p>	<p>Children should explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves.</p> <p>They should think about why it is important to protect their eyes from bright lights.</p> <p>They should look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change.</p> <p><b>Note:</b> Children should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses.</p> <p>Children might work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.</p>	<p>light</p> <p>dark</p> <p>shadow</p> <p>reflect(ive)</p> <p>mirror</p> <p>surface</p> <p>natural/artificial</p> <p>source of light</p> <p>block</p> <p>opaque</p> <p>translucent</p> <p>transparent</p>
<p><b>Big Ideas:</b> Light needs to come from a light source which can be natural or man-made. Darkness is the absence of light. Light travels in a straight line.</p>		
<p><b>Common misconceptions:</b> Reflected surfaces are sometimes thought to be light sources. When it is dark, do colours still exist?</p>		
<p><b>Links to resources:</b></p>		

Year 3 - Forces and magnets		
Knowledge	Know How	Key Vocabulary
<p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Children should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (for example, opening a door, pushing a swing). They should explore the behaviour and everyday uses of different magnets (for example, bar, ring, button and horseshoe).</p> <p>Children might work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.</p>	<p>forces</p> <p>push</p> <p>pull</p> <p>attract</p> <p>repel</p> <p>friction</p> <p>magnet(ic)</p> <p>bar magnet</p> <p>ring magnet</p> <p>button magnet</p> <p>horseshoe magnet</p> <p>contact</p> <p>poles/polarity</p>
<p><b>Big Ideas:</b> Only metals containing iron are magnetic. Magnetism is a type of force</p>		
<p><b>Common misconceptions:</b> All metals are magnetic.</p>		
<p><b>Links to resources:</b></p>		

<b>Year 4 - Living things and their habitats</b>		
<b>Knowledge</b>	<b>Know How</b>	<b>Key Vocabulary</b>
<p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Children should use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. They should identify how the habitat changes throughout the year. Children should explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants.</p> <p>Children could begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.</p> <p><b>Note:</b> Plants can be grouped into categories such as flowering plants (including grasses) and non-flowering plants, such as ferns and mosses.</p> <p>Children should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.</p> <p>Children might work scientifically by: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.</p>	<p>living organisms classification environment habitat ecosystem flowering/non flowering plants vertebrate invertebrate fish amphibian reptile bird mammal snails/slugs worms spiders/arachnids insects human impact environmental impact nature reserve pollution /litter deforestation</p>
<p><b>Big Ideas:</b> Natural events and human impact can affect the environment and therefore the habitat and the organisms that live in it are also affected. Basic groups can be classified further.</p>		
<p><b>Common misconceptions:</b> humans only have a negative effect on the environment.</p>		
<p><b>Links to resources:</b></p>		

<b>Year 4 - Animals including humans</b>		
<b>Knowledge</b>	<b>Know How</b>	<b>Key Vocabulary</b>
<p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Children should be introduced to the main body parts associated with the digestive system and explore questions that help them to understand their special functions.</p> <p>Children might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.</p>	<p>digestive system mouth, tongue, teeth, oesophagus, stomach and small and large intestine incisor canine molar teeth food chain producer predator prey carnivore herbivore omnivore</p>
<p><b>Big Ideas:</b> Different types of teeth have different functions. Every food chain starts with a producer. Individual parts of the digestive system have specific functions.</p>		
<p><b>Common misconceptions:</b> Location of human digestive organs. Food stays in the stomach.</p>		
<p><b>Links to resources:</b></p>		

Year 4 - States of matter		
Knowledge	Know How	Key Vocabulary
<p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Children should explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container).</p> <p>Children should observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled.</p> <p><b>Note:</b> Teachers should avoid using materials where heating is associated with chemical change, for example, through baking or burning.</p> <p>Children might work scientifically by: grouping and classifying a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party). They could research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid.</p> <p>They might observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting.</p>	<p>states of matter</p> <p>solid</p> <p>liquid</p> <p>gas</p> <p>properties</p> <p>particles</p> <p>evaporation</p> <p>solidification</p> <p>condensation</p> <p>the water cycle</p> <p>melting</p>
<p><b>Big Ideas:</b> Materials can change state. Materials can exist in all three states. The relative density of a material determines its state.</p>		
<p><b>Common misconceptions:</b> When something evaporates it disappears. Gases are not real. Heat is the only method of change of state.</p>		
<p><b>Links to resources:</b></p>		

Year 4 - Sound		
Knowledge	Know How	Key Vocabulary
<p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Children should explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways.</p> <p>Children might work scientifically by: finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound. They could make and play their own instruments by using what they have found out about pitch and volume.</p>	<p>sound</p> <p>vibration</p> <p>medium</p> <p>ear</p> <p>pitch</p> <p>volume</p> <p>faint(er)</p> <p>source of the sound</p> <p>thickness</p> <p>insulation</p>
<p><b>Big Ideas:</b> There is a source for every sound. Sound radiates out from its source. Sounds travels at 343 meters per second.</p>		
<p><b>Common misconceptions:</b> Sound can only travel through the air. We can hear all sounds.</p>		
<p><b>Links to resources:</b></p> <p><b>iPad app to record decibels</b></p> <p>Cymatics music represented visually <a href="https://www.youtube.com/watch?v=Q3oltPva9fs">https://www.youtube.com/watch?v=Q3oltPva9fs</a></p>		

Year 4 - Electricity		
Knowledge	Know How	Key Vocabulary
<p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Children should construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. Children should draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage; these will be introduced in year 6.</p> <p><b>Note:</b> Children might use the terms current and voltage, but these should not be introduced or defined formally at this stage. Children should be taught about precautions for working safely with electricity. Children might work scientifically by: observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.</p>	<p>electricity appliance electrical circuit component cell battery wire bulb switch buzzer motor lamp series circuit parallel circuit conductor insulator metal pictorial circuit symbol current voltage</p>
<p><b>Big Ideas:</b> Electricity is a flow of electrons. Energy can be transformed into different forms, eg electricity into light. A circuit needs to be complete to work. Not all materials can conduct electricity. You cannot keep adding components to a series circuit and see the same results.</p>		
<p><b>Common misconceptions:</b> When a battery is dead the energy has disappeared.</p>		
<p><b>Links to resources:</b></p>		

**During years 5 and 6**, children should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

Children in years 5 and 6 should use their science experiences to: explore ideas and raise different kinds of questions; select and plan the most appropriate type of scientific enquiry to use to answer scientific questions; recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. They should use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment. They should make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them; choose the most appropriate equipment to make measurements and explain how to use it accurately. They should decide how to record data from a choice of familiar approaches; look for different causal relationships in their data and identify evidence that refutes or supports their ideas. They should use their results to identify when further tests and observations might be needed; recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact. They should use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time.

**Science programme of study – Year 5/6**

<b>Year 5 - Living things and their habitats</b>		
<b>Knowledge</b>	<b>Know How</b>	<b>Key Vocabulary</b>
<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p>Children should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.</p> <p>Children should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p> <p>Children might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans and in desert areas), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.</p>	<p>life cycle plant animal mammal insect amphibian fish reptile sexual reproduction asexual reproduction habitat ecosystem environment rainforest oceans desert Metamorphosis</p>
<p><b>Big Ideas:</b> Different classifications of animals have different life cycles and different methods of reproduction. Babies may look different to their adults</p>		
<p><b>Common misconceptions:</b> You always need a mummy and a daddy. All animals have babies.</p>		
<p><b>Links to resources:</b></p>		

<b>Year 5 - Animals including humans</b>		
<b>Knowledge</b>	<b>Know How</b>	<b>Key Vocabulary</b>
Describe the changes as humans develop to old age.	<p>Children should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>Children could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p>	<p>puberty  gestation period  mammals  live young  lactation  link to RSE policy</p>
<b>Big Ideas:</b> Humans are mammals.(not humans and animals)		
<b>Common misconceptions:</b> You keep growing.      There is a disconnect between the science and the RSE policy at this age.		
<b>Links to resources:</b>		

## Year 5 - Properties and changes of materials

Knowledge	Know How	Key Vocabulary
<p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<p>Children should build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials, including relating these to what they learnt about magnetism in year 3 and about electricity in year 4. They should explore reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes.</p> <p>Children should explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda. They should find out about how chemists create new materials, for example, Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton.</p> <p><b>Note:</b> Children are not required to make quantitative measurements about conductivity and insulation at this stage. It is sufficient for them to observe that some conductors will produce a brighter bulb in a circuit than others and that some materials will feel hotter than others when a heat source is placed against them. Safety guidelines should be followed when burning materials.</p> <p>Children might work scientifically by: carrying out tests to answer questions, for example, 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?' They might compare materials in order to make a switch in a circuit. They could observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes. They might research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.</p>	<p>properties of materials</p> <p>hardness, solubility, transparency, conductivity (electrical and thermal)</p> <p>dissolve</p> <p>solution</p> <p>mixture</p> <p>separation</p> <p>solids, liquids and gases</p> <p>filtering, sieving and evaporating</p> <p>changes of state</p> <p>reversible</p> <p>irreversible</p> <p>acid</p> <p>burning</p> <p>bicarbonate of soda</p> <p>chemical reaction</p> <p>rusting</p> <p>evaporation</p> <p>filtering</p> <p>sieving</p> <p>melting</p>
<p><b>Big Ideas:</b> Need to know the difference between a mixture and a solution and how to separate them. Changes can be either reversible or irreversible.</p>		

**Common misconceptions:** When dissolving: things disappear.

**Links to resources:**

## Year 5 – Earth and Space

Knowledge	Know How	Key Vocabulary
<p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>Children should be introduced to a model of the Sun and Earth that enables them to explain day and night.</p> <p>Children should learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a ‘dwarf planet’ in 2006).</p> <p>They should understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones)</p> <p><b>Note:</b> Children should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses.</p> <p>Children should find out about the way that ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus.</p> <p>Children might work scientifically by: comparing the time of day at different places on the Earth through internet links and direct communication; creating simple models of the solar system; constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks.</p>	<p>Solar system</p> <p>Sun</p> <p>star</p> <p>Earth</p> <p>Moon</p> <p>orbit</p> <p>spherical</p> <p>rotation</p> <p>day</p> <p>night</p> <p>seasons</p> <p>Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune, Pluto</p> <p>Sundial</p> <p>midday</p> <p>midnight</p> <p>astronomical</p>
<p><b>Big Ideas:</b> Sun is the centre of the solar system. The moon is a satellite which orbits the Earth and the phases of the moon are as a result of this. A day is one full rotation on its axis. A year is a full orbit of a star. Children need to be aware of distances and how far apart they are.</p>		
<p><b>Common misconceptions:</b> The Earth is flat. Our sun is not a star. The moon changes shape. Moon is the same size of the sun. All planets are rocky.</p>		
<p><b>Links to resources:</b></p>		

Year 5 - Forces		
Knowledge	Know How	Key Vocabulary
<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Children should explore falling objects and raise questions about the effects of air resistance. They should explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall.</p> <p>They should experience forces that make things begin to move, get faster or slow down.</p> <p>Children should explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel.</p> <p>Children should explore the effects of levers, pulleys and simple machines on movement. Children might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.</p> <p>Children might work scientifically by: exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects.</p>	<p>Forces</p> <p>Push</p> <p>Pull</p> <p>Air resistance</p> <p>Friction</p> <p>Lever</p> <p>Pulley</p> <p>Gear</p> <p>Buoyancy</p> <p>Relative density</p> <p>Spring</p> <p>Galileo Galilei</p> <p>Isaac Newton</p> <p>Newton meter</p>
<p><b>Big Ideas:</b> There is a difference between mass and weight. Gearing can give you a greater force with less effort.</p>		
<p><b>Common misconceptions:</b> Gravity only happens when you're in the air. Resistance: bigger is not always better e.g. light things float and heavy things sink.</p>		
<p><b>Links to resources:</b></p>		

<b>Year 6 – Living things and their habitats</b>		
<b>Knowledge</b>	<b>Know How</b>	<b>Key Vocabulary</b>
<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Children should build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided.</p> <p>Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another.</p> <p>Children might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.</p> <p>Children might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.</p>	<p>organism classification invertebrates vertebrates micro-organism unicellular multicellular</p>
<b>Big Ideas:</b> Micro-organisms are also living but we can't see them.		
<b>Common misconceptions:</b> Not all micro-organisms are germs. Spiders are insects.		
<b>Links to resources:</b>		

<b>Year 6 – Animals including humans</b>		
<b>Knowledge</b>	<b>Know How</b>	<b>Key Vocabulary</b>
<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Children should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.</p> <p>Children should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</p> <p>Children might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p>	<p>circulatory system heart blood vessels artery vein oxygenated deoxygenated blood cells white blood cells Red blood cells plasma platelets diet exercise drugs medicines lifestyle health(y)</p>
<p><b>Big Ideas:</b> When drugs can be medicines and when they can be harmful. Linked to PHSE and healthy lifestyles. All the systems in the body are interlinked. Diet, exercise, anxiety can affect your heart rate. Blood transports oxygen, nutrients, antibodies. Blood is made in the bones. The heart is a muscle.</p>		
<p><b>Common misconceptions:</b> Diet does not mean calorie control but the type of food that we eat.</p>		
<p><b>Links to resources:</b></p>		

<b>Year 6 – Evolution and inheritance</b>		
<b>Knowledge</b>	<b>Know How</b>	<b>Key Vocabulary</b>
<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Building on what they learned about fossils in the topic on rocks in year 3, children should find out more about how living things on earth have changed over time.</p> <p>They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with poodles.</p> <p>They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes’ necks got longer, or the development of insulating fur on the arctic fox.</p> <p>Children might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution. <b>Note:</b> At this stage, children are not expected to understand how genes and chromosomes work.</p> <p>Children might work scientifically by: observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. They might analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.</p>	<p>fossils offspring characteristics breed of animal evolution inheritance adapt(ion) environment palaeontologist Mary Anning Charles Darwin Alfred Wallace Mutation</p>
<p><b>Big Ideas:</b> Evolution is driven by need to need to survive in your environment. There is competition for finite resources. You inherit characteristics from your parents and this is supplemented by your environmental and cultural experiences.</p>		
<p><b>Common misconceptions:</b> Evolution happened a long time ago. Evolution is debatable. Potential conflict between religious beliefs and scientific knowledge.</p>		
<p><b>Links to resources:</b></p>		

Year 6 – Light and sight		
Knowledge	Know How	Key Vocabulary
<p>Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. The structure of the eye will determine how an object is seen.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Children should build on the work on light in year 3, exploring the way that light behaves, including light sources, reflection and shadows. They should talk about what happens and make predictions.</p> <p>Children might work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works.</p> <p>They might investigate the relationship between light sources, objects and shadows by using shadow puppets. They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).</p>	<p>light</p> <p>reflect(ion)</p> <p>eye</p> <p>light source</p> <p>rear-view mirror</p> <p>periscope</p> <p>shadow</p> <p>prism</p> <p>rainbow</p>
<p><b>Big Ideas:</b> Light can be refracted. Light can be split. We can only see certain wavelengths. The angle, brightness and the distance of the light source will determine the shape and size of the shadow. Angle of incidence is the same as the angle of reflection.</p>		
<p><b>Common misconceptions:</b> The eye is actively involved in sight. (It is a receptor.)</p>		
<p><b>Links to resources:</b></p>		

Year 6 – Electricity		
Knowledge	Know How	Key Vocabulary
<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Building on their work in year 4, children should construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors. They should learn how to represent a simple circuit in a diagram using recognised symbols.</p> <p><b>Note:</b> The Curriculum states that children are expected to learn only about series circuits, not parallel circuits. However it is helpful to learn about parallel circuits. Children should be taught to take the necessary precautions for working safely with electricity.</p> <p>Children might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.</p>	<p>brightness volume cell battery series circuit parallel circuit component symbol switches buzzers lamps</p>
<p><b>Big Ideas:</b> The voltage directly affects the output of the component. A circuit diagram can be represented with symbols to make it easily replicated and understood.</p>		
<p><b>Common misconceptions:</b></p>		
<p><b>Links to resources:</b></p>		

Sequences of learning begin with an elicitation task to ascertain the level of prior knowledge and the skills of scientific enquiry, including understanding of key concepts and vocabulary. These can take the form of assessed activities, quizzes and challenges. This assessment will inform planning and provide a baseline for progress over the learning sequence. Children should record in their Science books (or if not capable, have their ideas recorded for them) their understanding of the key vocabulary presented in the programme of study guidance. For example, children will record what they think a herbivore is providing a definition and supporting it with examples and illustrations as appropriate. Children will be asked a key question that elicits a big idea such as, light travels in straight lines; or misconceptions such as, plants are not living because they do not move or eat.

At the end of the learning sequence, the children will repeat the assessment providing clear evidence of progress. Children will be assessed against their chronological aged objectives for their year group and recorded as: Higher standard, Age Related independently, Age related with support, Below age related even with support for each learning sequence. Children will not be placed into fixed ability groupings as the connections that they have made in different areas of science may vary according to their life experiences and exposure to prior teaching for different topic areas. For example, a child who has an age related knowledge and understanding of plants and animals may have a below age related knowledge and understanding of forces and electricity or vice versa. An average can then be ascertained over a number of learning sequences for that child's overall aptitude to science.

## Science progression

		Year 1/2	Year 3/4	Year 5/6
<b>Working Scientifically</b>	<b>Asking question</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>ask simple questions and recognise that they can be answered in different ways</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>ask relevant questions and use different types of scientific enquiries to answer them</li> <li>set up simple practical enquiries, comparative and fair tests</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> </ul>
	<b>Measuring and recording</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>observe closely, using simple equipment</li> <li>perform simple tests</li> <li>gather and record data to help in answering questions</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>gather, record, classify and present data in a variety of ways to help in answering questions</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> </ul>
	<b>Concluding</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>identify and classify</li> <li>use their observations and ideas to suggest answers to questions</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>use straightforward scientific evidence to answer questions or to support their findings</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>identify scientific evidence that has been used to support or refute ideas or arguments</li> <li>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</li> </ul>
	<b>Evaluating</b>		Pupils should be taught to: <ul style="list-style-type: none"> <li>use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>use test results to make predictions to set up further comparative and fair tests</li> </ul>

	Year 1	Year 2	Year 3
<b>Animals including humans</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>• identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>
	Year 4	Year 5	Year 6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• describe the simple functions of the basic parts of the digestive system in humans</li> <li>• identify the different types of teeth in humans and their simple functions</li> <li>• construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• describe the changes as humans develop to old age</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>

	Year 1	Year 2	Year 3
<b>Living things and their habitats</b>		Pupils should be taught to: <ul style="list-style-type: none"> <li>• explore and compare the difference between things that are living, dead, and things that have never been alive</li> <li>• identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>• identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> </ul>	
	Pupils should be taught to: <ul style="list-style-type: none"> <li>• recognise that living things can be grouped in a variety of ways</li> <li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• describe the life process of reproduction in some plants and animals</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>• give reasons for classifying plants and animals based on specific characteristics</li> </ul>
	Year 4	Year 5	Year 6

	Year 1	Year 2	Year 3
Plants	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• observe and describe how seeds and bulbs grow into mature plants</li> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>• explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>• investigate the way in which water is transported within plants</li> <li>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>
	Year 4	Year 5	Year 6

	Year 1	Year 2	Year 3
Seasonal change	Pupils should be taught to: <ul style="list-style-type: none"> <li>• observe changes across the four seasons</li> <li>• observe and describe weather associated with the seasons and how day length varies</li> </ul>		
	Year 4	Year 5	Year 6

	Year 1	Year 2	Year 3
Light		F	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• recognise that they need light in order to see things and that the dark is the absence of light</li> <li>• notice that light is reflected from surfaces</li> <li>• recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>• find patterns in the way that the size of shadows changes</li> </ul>
	Year 4	Year 5	Year 6
			<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• recognise that light appears to travel in straight lines</li> <li>• use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>• explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>

	Year 1	Year 2	Year 3
Forces and magnets			Pupils should be taught to: <ul style="list-style-type: none"> <li>• compare how things move on different surfaces</li> <li>• notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>• observe how magnets attract or repel each other and attract some materials and not others</li> <li>• compare and group together a variety of everyday materials on the basis on whether they are attracted to a magnet, and identify some magnetic materials</li> <li>• describe magnets as having two poles</li> <li>• predict whether two magnets will attract or repel each other, depending on which poles are facing</li> </ul>
	Year 4	Year 5	Year 6
Forces		Forces Pupils should be taught to: <ul style="list-style-type: none"> <li>• explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>• identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>• recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</li> </ul>	

	Year 1	Year 2	Year 3
<b>Electricity</b>			
	Year 4	Year 5	Year 6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify common appliances that run on electricity</li> <li>• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> </ul> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <ul style="list-style-type: none"> <li>• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>• compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>• use recognised symbols when representing a simple circuit in a diagram</li> </ul>

	Year 1	Year 2	Year 3
Materials	<p>Everyday Materials</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• distinguish between an object and the material from which it is made</li> <li>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• describe the simple physical properties of a variety of everyday materials</li> <li>• compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul> <p>Uses of Everyday Materials</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul> <p>Rocks</p>	
Rocks			<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• recognise that soils are made from rocks and organic matter</li> </ul>

	Year 4	Year 5	Year 6
States of matter	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>• identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>		

<p style="text-align: center;"><b>Properties and changes of materials</b></p>		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>• know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>• use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>• give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>• demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>• explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</li> </ul>	
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	Year 4	Year 5	Year 6
Sound	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify how sounds are made, associating some of them with something vibrating</li> <li>• recognise that vibrations from sounds travel through a medium to the ear</li> <li>• find patterns between the pitch of a sound and features of the object that produced it</li> <li>• find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• recognise that sounds get fainter as the distance from the sound source increases</li> </ul>		
Earth and space		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• describe the movement of the Earth, and other planets, relative to the Sun</li> <li>• describe the movement of the Moon relative to the Earth</li> <li>• describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>• use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>	
Evolution and			<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>

## Art and design

Children progress through our art and design curriculum building skills for creating pieces of art and design work. They become proficient in a range of skills and can apply these to a range of art and design projects.

Artists, designers and architects are studied which enhances the children’s knowledge of Art and Design and builds upon prior skills.

### Art and Design programme of study

EYFS			
Subject	Knowledge	Skills	Key Vocabulary
<p>ELG O4 Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>ELG 16 Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG 17 Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Drawing</p> <ul style="list-style-type: none"> <li>• Know how to draw lines to create simple shapes</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>• Know that different colours can be mixed together to make new colours</li> </ul> <p>Printing</p> <ul style="list-style-type: none"> <li>• Know that objects can be used to make marks, not just brushes</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>• Know some words to describe textures (e.g. smooth, rough)</li> </ul> <p>3D/ Textiles</p> <ul style="list-style-type: none"> <li>• Know some words to describe textures (e.g. smooth, rough)</li> </ul>	<ul style="list-style-type: none"> <li>• Use lines to enclose a space and then use these shapes to represent objects</li> <li>• Explore colour and how colours can be changed</li> <li>• Explore what happens when colours are mixed</li> <li>• Choose colours to use for a purpose</li> <li>• Experiment with blocks, colours and marks</li> <li>• Describe the texture of things</li> <li>• Experiment to create different textures</li> <li>• Describe the texture of things</li> <li>• Experiment to create different textures</li> </ul>	<p>Thick Thin Soft Broad Narrow Fine Pattern Line Shape Detail Mirror image Nature Made environment</p> <p>Charcoal Coloured pencil Drawing pencil Felt tip pen Marker</p>

Year 1			
Subject	Knowledge	Skills	Key Vocabulary
An artist study focusing on drawing and painting skills	<p>Drawing</p> <p>Know the difference between pencils and crayons</p> <p>Know that pencils have different grades and what they mean</p> <p>Painting</p>	<p>Work with pencils to draw and sketch from observation</p> <p>Be able to mix paints with thought and intention</p> <p>Be able to select a thick or thin brush for effect and then wash up the painting equipment independently</p> <p>Print with sponges, vegetables and fruit</p> <ul style="list-style-type: none"> <li>• Print onto paper and textile</li> <li>• Design their own printing block</li> <li>• Create a repeating pattern</li> </ul> <p>Cut and tear paper and card for their collages</p> <p>Gather and sort the materials they will need</p> <p>Add texture by using tools</p> <ul style="list-style-type: none"> <li>• Make different kinds of shapes</li> <li>• Cut, roll and coil materials such as clay, dough or plasticine</li> <li>• Sort threads and fabrics</li> <li>• Group fabrics and threads by colour and texture</li> <li>• Weave with fabric and thread</li> </ul> <p>Use a simple ICT program to create a picture</p> <ul style="list-style-type: none"> <li>• Use tools like fill and brushes in a painting package</li> <li>• Go back and change their picture</li> </ul>	<p>Primary colours, Secondary colours, Textile. Material, collage, Thick Thin Soft Broad Narrow Fine Pattern Line Shape Detail Mirror image Nature Made environment</p> <p>Charcoal Coloured pencil Drawing pencil Felt tip pen Marker</p> <p>Pencil Crayon</p>
An artist study focusing on colour and shape including observational drawing	<p>Know primary colours, know that purple, green and orange are secondary colours and how they are made</p> <p>Printing</p> <p>Know the techniques for printing using a range of everyday objects</p> <p>Collage</p> <p>Know how to cut and tear paper to the appropriate size for their task</p>		
An artist study focussing on sculpture and 3D	<p>Know how the thickness of a material (e.g. paper / card) will affect its ability to be cut or torn</p> <p>3D Textiles</p> <p>Know the properties of some fabrics and threads</p> <p>Know what weaving is</p> <p>Know the technique for weaving with fabric and thread</p> <p>Use of IT</p> <p>Know what the 'fill' and 'brushes' tools do in a painting package</p> <p>Know which tools are available to edit a picture in a painting package</p> <p><b>Artists</b> – know about the style and works by the artists studied</p>		

Year 2			
Subject	Knowledge	Skills	Key Vocabulary
<p>An artist study focusing on line and form</p> <p>An artist study focusing on collage and printing</p> <p>An artist study focusing on pattern and texture including observational drawing</p>	<p>Drawing</p> <ul style="list-style-type: none"> <li>• Know which grade of pencil is most appropriate for a given task</li> <li>• Know how and when to use charcoal, pencil and pastel to create different tones, patterns and textures</li> <li>• Know how to use a viewfinder</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>• Know which primary colours need to be mixed to create each of the secondary colours</li> <li>• Know which colours need to be mixed to make brown</li> <li>• Know that colours can be tinted (made lighter) by adding white</li> <li>• Know that colours can be toned (made darker by adding black</li> </ul> <p>Printing</p> <ul style="list-style-type: none"> <li>• Know what the outcomes will be for the different methods of printing: pressing, rolling, rubbing and stamping</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>• Know the effects that different materials will have when collaged (e.g. reflect the light, add texture)</li> </ul> <p>3D Textiles</p> <ul style="list-style-type: none"> <li>• Know some properties of air drying clay</li> <li>• Know that air drying clay does not need a kiln to set</li> <li>• Know that clay can only be scored before it dries and sets ☐</li> </ul> <p>Know how to thread a needle</p>	<p>Use three different grades of pencil in their drawing (4B, 8B, HB)</p> <ul style="list-style-type: none"> <li>• Use charcoal, pencil and pastels</li> <li>• Create different</li> <li>• Mix paint to create all the secondary colours</li> <li>• Mix and match colours, predict outcomes</li> <li>• Mix their own brown</li> <li>• Create a print using pressing, rolling, rubbing and stamping</li> <li>• Create a print like a designer</li> <li>• Create individual and group collages</li> <li>• Use different kinds of materials on their collage and explain why they have chosen them</li> <li>• Make a clay pot</li> <li>• Join two finger pots together</li> <li>• Add line and shape to their work</li> <li>• Join fabric using glue</li> <li>• Sew fabrics</li> <li>• Create a picture independently</li> <li>• Use simple IT markmaking tools, e.g. brush and pen tools</li> <li>• Edit their own work</li> <li>• Begin to demonstrate their ideas through photographs and in their sketch books</li> <li>• Set out their ideas, using 'annotation' in</li> </ul>	

Use of IT

- Know how to take a photograph ☒ Know how to edit photographs that have been uploaded to a computer

**Sketch books**

- Know some different methods for recording their ideas
- Know what annotations are and how to use them purposefully

**Artists** – know about the style and works by the artists studied

Year 3			
Subject	Knowledge	Skills	Key Vocabulary
<p>An artist/architect/designer study focusing on drawing and painting skills</p> <p>An artist/architect/designer study focusing on working with colour</p> <p>An artist/architect/designer study focusing on sculpture</p>	<p style="text-align: center;">Drawing</p> <ul style="list-style-type: none"> <li>• Know how to draw a range of facial expressions and how to show these in their drawings</li> <li>• Know which pencil grades will produce their desired tones and texture</li> </ul> <p style="text-align: center;">Painting</p> <ul style="list-style-type: none"> <li>• Know where red yellow, blue, green, orange and purple are located on the colour wheel</li> <li>• Know what colour will be produced from the colours they mix</li> <li>• Know what a wash is and how to create a background wash</li> </ul> <p style="text-align: center;">Printing</p> <ul style="list-style-type: none"> <li>• Know how to make a printing block</li> <li>• Know what a two colour print is</li> </ul> <p style="text-align: center;">Collage</p> <ul style="list-style-type: none"> <li>• Know how to overlap materials</li> <li>• Know what mosaic is</li> <li>• Know what montage is</li> </ul> <p style="text-align: center;">3D Textiles</p> <ul style="list-style-type: none"> <li>• Know what running stitch is</li> <li>• Know what back stitch is</li> </ul> <p style="text-align: center;">Use of IT</p>	<ul style="list-style-type: none"> <li>• Show facial expressions in their drawings</li> <li>• Use their sketches to produce a final piece of work</li> <li>• Write an explanation of their sketch in notes</li> <li>• Use different grades of pencil shade, to show different tones and texture</li> <li>• Predict with accuracy the colours that they mix ☐ Locate each of the primary and secondary colours on the colour wheel ☐ Create a background using a wash ☐ Use a range of brushes to create different effects</li> <li>• Make a printing block ☐ Make a 2-colour print</li> <li>• Cut very accurately</li> <li>• Overlap materials</li> <li>• Experiment using different colours</li> <li>• Use mosaic</li> <li>• Use montage</li> <li>• Add onto their work to create texture and shape</li> <li>• Work with life size materials</li> <li>• Create pop-ups</li> <li>• Use more than one type of stitch</li> <li>• Join fabric together to form a quilt using padding</li> <li>• Use sewing to add detail to a piece of work</li> <li>• Add texture to a piece of work</li> <li>• Use the printed images they take with a digital camera and combine them with other media to produce art work</li> <li>• Use IT programs to create a piece of work that includes their own work and that of others (using web)</li> <li>• Use the web to research an artist or style of art</li> <li>• Use their sketch books to express feelings about a subject and to describe likes and dislikes</li> </ul>	

	<ul style="list-style-type: none"> <li>• Know how to print photographs they have taken ☒</li> <li>• Know how to conduct a web search</li> </ul> <p style="text-align: center;">Sketch Books</p> <ul style="list-style-type: none"> <li>• Know a range of techniques used by artists</li> </ul> <p><b>Artists/architect/designer</b> – Know about the style and works of those studied</p>	<ul style="list-style-type: none"> <li>• Make notes in their sketch books about techniques used by artists</li> <li>• Suggest improvements to their work by keeping notes in their sketch books</li> </ul>	
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Year 4			
Subject	Knowledge	Skills	Key Vocabulary
<p>An artist/architect/designer study focusing on textiles</p> <p>An artist/architect/designer study focusing on printing and collage</p> <p>An artist/architect/designer study focusing on sculpture buildings</p>	<p style="text-align: center;">Drawing</p> <ul style="list-style-type: none"> <li>Know a range of body language and how to represent these in their drawings</li> <li>Know how to show reflections in their drawings</li> <li>Know a range of drawing materials and which are most purposeful for a given task</li> </ul> <p style="text-align: center;">Painting</p> <ul style="list-style-type: none"> <li>Know how to create any colour that they need</li> <li>Know how to create shading with paint</li> </ul> <p style="text-align: center;">Printing</p> <ul style="list-style-type: none"> <li>Know how to print using a least four colours</li> <li>Know how to design and make a printing block</li> <li>Know how the properties of different materials will affect the outcome of the print</li> </ul> <p style="text-align: center;">Collage</p> <ul style="list-style-type: none"> <li>Know what ceramic mosaic is</li> <li>Know what the visual qualities of art are (e.g. line, shape, tone, colour)</li> <li>Know what the tactile qualities of art are (e.g. texture)</li> </ul> <p style="text-align: center;">3D Textiles</p> <ul style="list-style-type: none"> <li>Know how to use running stitch and back stitch</li> <li>Know how to sculpt clay using their hands</li> </ul> <p style="text-align: center;">Use of IT</p> <ul style="list-style-type: none"> <li>Know how to produce a slide show</li> </ul>	<ul style="list-style-type: none"> <li>Begin to show facial expressions and body language in their sketches ☑ Identify and draw simple objects, and use marks and lines to produce texture</li> <li>Show reflections</li> <li>Explain why they have chosen specific materials to draw with</li> <li>Create all the colours they need</li> <li>Create mood in their paintings</li> <li>Use shading to create mood and feeling</li> <li>Print using at least four colours</li> <li>Create an accurate print design</li> <li>Print onto different materials</li> <li>Use ceramic mosaic</li> <li>Combine visual and tactile qualities</li> <li>Experiment with and combine materials and processes to design and make 3D form</li> <li>Begin to sculpt clay and other moldable materials</li> <li>Use early textile and sewing skills as part of a project</li> <li>Present a collection of their work on a slide show</li> <li>Create a piece of art work which includes the integration of digital images they have taken</li> <li>Use their sketch books to express their feelings about various subjects and outline likes and dislikes</li> <li>Produce a montage all about themselves</li> <li>Use their sketch books to adapt and improve their original ideas</li> </ul>	

- Know how to import digital images they have taken into other software

Sketch Books

- Know what a montage is

**Artists/architect/designer** – Know about the style and works of those studied

- Keep notes about the purpose of their sketch book

Year 5			
Subject	Knowledge	Skills	Key Vocabulary
<p>An artist/architect/designer study focusing on drawing and painting skills</p> <p>An artist/architect/designer study focusing on working with colour</p> <p>An artist/architect/designer study focusing on sculpture</p>	<p style="text-align: center;">Drawing</p> <ul style="list-style-type: none"> <li>• Know how to create shading</li> <li>• Know how to draw figures in movement using line, shape, colour and tone</li> </ul> <p style="text-align: center;">Painting</p> <ul style="list-style-type: none"> <li>• Know some methods for creating mood in paintings (e.g. colour, contrasts, placement)</li> </ul> <p style="text-align: center;">Printing</p> <ul style="list-style-type: none"> <li>• Know how to print using an increasing range of colours</li> <li>• Know which materials will be best to print onto for a given purpose</li> </ul> <p style="text-align: center;">Collage</p> <ul style="list-style-type: none"> <li>• Know how the visual qualities of art can show mood and emotion</li> <li>• Know how the tactile qualities of art can show mood and emotion</li> </ul> <p style="text-align: center;">3D Textiles</p> <ul style="list-style-type: none"> <li>• Know how to use a range of sewing skills (e.g. cross stitch, appliqué, embroidery)</li> <li>• Know how to sculpt clay and plasticine using: pinching, coiling and on a slab</li> </ul> <p style="text-align: center;">Use of IT</p> <ul style="list-style-type: none"> <li>• Know how to scan images</li> <li>• Know how to add graphics, text, animation and sound</li> </ul>	<ul style="list-style-type: none"> <li>• Use shading to create mood and feeling</li> <li>• Organise line, tone, shape and colour to represent figures and forms in movement</li> <li>• Show reflections</li> <li>• Explain why they have chosen specific materials to draw with</li> <li>• Create a range of moods in their paintings</li> <li>• Express their emotions accurately through their paintings</li> <li>• Print using a number of colours</li> <li>• Create an accurate print design that meets a given criteria</li> <li>• Print onto different materials, selecting which is best for their purpose</li> <li>• Use ceramic mosaic to produce a piece of art</li> <li>• Combine visual and tactile qualities to express mood and emotion</li> <li>• Experiment with and combine materials and processes to design and make 3D form</li> <li>• Sculpt clay and other moldable materials</li> <li>• Use textile and sewing skills as part of a project. This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.</li> <li>• Scan images and take digital photos, and use software to alter them, adapt them and create work with meaning</li> <li>• Create digital images with animation, video and sound to communicate their ideas.</li> <li>• Combine graphics and text based on their research</li> </ul>	

	<p style="text-align: center;"><b>Sketch Book</b></p> <ul style="list-style-type: none"><li>• Know ideas about how work can be improved</li></ul> <p><b>Artists/architect/designer</b> – Know about the style and works of those studied</p>	<ul style="list-style-type: none"><li>• Keep notes in their sketch books as to how they might develop their work further</li><li>• ☑ Use their sketch books to compare and discuss ideas with others</li></ul>	
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Year 6			
Subject	Knowledge	Skills	Key Vocabulary
<p>An artist/architect/designer study focusing on textiles</p> <p>An artist/architect/designer study focusing on printing and collage</p> <p>An artist/architect/designer study focusing on sculpture buildings</p>	<p style="text-align: center;">Drawing</p> <ul style="list-style-type: none"> <li>Know the meaning of the term 'abstract'</li> <li>Know how to use imagination within drawing</li> <li>Know the effects of combining different drawing tools</li> </ul> <p style="text-align: center;">Painting</p> <ul style="list-style-type: none"> <li>Know about a range of styles of painting (e.g. abstract, conceptual, impressionism, futurism)</li> </ul> <p style="text-align: center;">Printing</p> <ul style="list-style-type: none"> <li>Know what overprint means</li> <li>Know how to use different printing methods</li> </ul> <p style="text-align: center;">Collage</p> <ul style="list-style-type: none"> <li>Know the properties of a range of materials that can be used to collage</li> <li>Know how to include pattern, tone and shape in one collage</li> </ul> <p style="text-align: center;">3D Textiles</p> <ul style="list-style-type: none"> <li>Know how to plan and measure size and scale</li> </ul> <p style="text-align: center;">Use of IT</p> <ul style="list-style-type: none"> <li>Know a range of software packages that can be used for digital art</li> </ul> <p style="text-align: center;">Sketch books</p> <ul style="list-style-type: none"> <li>Know how to refine their work</li> <li>Know how to compare methods</li> </ul>	<ul style="list-style-type: none"> <li>Sketches communicate emotions and a sense of self with accuracy and imagination</li> <li>Explain why they have combined different tools to create their drawings</li> <li>Explain why they have chosen specific drawing techniques</li> <li>Explain what their own style is</li> <li>Use a wide range of techniques in their work</li> <li>Explain why they have chosen specific painting techniques</li> <li>Overprint using different colours</li> <li>Look very carefully at the methods they use and make decisions about the effectiveness of their printing methods</li> <li>Justify the materials they have chosen</li> <li>Combine pattern, tone and shape</li> <li>Create models on a range of scales</li> <li>Create work which is open to interpretation by the audience</li> <li>Include both visual and tactile elements in their work</li> <li>Use software packages to create pieces of digital art to design.</li> <li>Create a piece of art which can be used as part of a wider presentation</li> <li>Sketch books contain detailed notes, and quotes explaining about items</li> <li>Compare their methods to those of others and keep notes in their sketch books</li> </ul>	

**Artists/architect/designer** – Know about the style and works of those studied

- Combine graphics and text-based research of commercial design, for example magazines etc., to influence the layout of their sketch books.
- ☑ Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books

## Art and Design progression

		Year 1/2	Year 3/4	Year 5/6
Art and Design	Skills and techniques	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use a range of materials creatively to design and make products</li> <li>• use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• create sketch books to record their observations and use them to review and revisit ideas</li> <li>• improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</li> </ul>	
	Creating ideas	<p>Work from observation and known objects</p> <p>Use imagination to form simple images from given starting points or a description</p> <p>Begin to collect ideas in sketchbooks</p> <p>Work with different materials</p> <p>Begin to think what materials best suit the task</p>	<p>Develop sketch books</p> <p>Use a variety of ways to record ideas including digital cameras and iPads</p> <p>Develop artistic/visual vocabulary to discuss work</p> <p>Begin to suggest improvements to own work</p> <p>Experiment with a wider range of materials</p> <p>Present work in a variety of ways</p>	<p>Select and develop ideas confidently, using suitable materials confidently</p> <p>Improve quality of sketchbook with mixed media work and annotations</p> <p>Select own images and starting points for work</p> <p>Develop artistic/visual vocabulary when talking about own work and that of others</p> <p>Begin to explore possibilities, using and combining different styles and techniques</p>

Art and design	Design/Mark making	<p>Begin to control lines to create simple drawings from observations</p> <p>Use thick felt tip pens/chalks/charcoal/wax crayon/pastel</p> <p>Hold a large paint brush correctly</p> <p>Make marks using paint with a variety of tools</p> <p>Consider consistency when applying paint</p> <p>Colour within the line</p> <p>Draw on smaller and larger scales</p> <p>Begin to add detail to line drawings</p>	<p>Use sketchbooks to record drawings from observation</p> <p>Experiment with different tones using graded pencils</p> <p>Include increased detail within work</p> <p>Draw on a range of scales</p> <p>Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)</p> <p>Use a variety of brushes and experiment with ways of marking with them</p> <p>Begin to add detail to line drawings</p> <p>Develop shadows</p> <p>Use of tracing</p>	<p>Use first hand observations using different viewpoints, developing more abstract representations</p> <p>Introduce perspective, fore/back and middle ground</p> <p>Investigate proportions</p> <p>Use a range of mediums on a range of backgrounds</p> <p>Work indoors and outdoors</p> <p>Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight</p>
	Working with colour	<p>Recognise and name primary and secondary colours</p> <p>Mix primary colours to make secondary colours</p> <p>Share colour charts to compare variations of the same colour</p> <p>Create and experiment with shades of colour and name some of these</p> <p>Recognise warm and cold colours</p> <p>Create washes to form backgrounds</p> <p>Explore the relationship between mood and colour</p>	<p>Mix and match colours (create palettes to match images)</p> <p>Lighten and darken tones using black and white</p> <p>Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)</p> <p>Experiment with watercolour, exploring intensity of colour to develop shades</p> <p>Explore complementary and opposing colours in creating patterns</p>	<p>Build on previous work with colour by exploring intensity</p> <p>Develop watercolour techniques Explore using limited colour palettes</p> <p>Investigate working on canvas experiment with colour in creating an effect</p> <p>Mark make with paint (dashes, blocks of colour, strokes, points)</p> <p>Develop fine brush strokes</p> <p>Introduce acrylic paint</p>

Art and design	Printing	<p>Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control</p> <p>Develop controlled printing against outline /within cut out shapes</p> <p>Use matchbox to print to explore possibilities - different sized matchboxes create different lines/shapes/patterns</p> <p>Experiment with marbling, investigating how ink floats and changes with movement</p>	<p>Use roller and ink printing. Use simple block shapes formed by children</p> <p>Blend two colours when printing</p> <p>Using roller &amp; inks, take prints from other objects (leaves, fabric, corrugated card) to show texture make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays</p> <p>Form string roller prints to create continuous patterns</p>	<p>Create polystyrene printing blocks to use with roller and ink</p> <p>Explore monoprinting (see below for artists)</p> <p>Explore Intaglio (copper etching) using thick cardboard etched with sharp pencil point</p> <p>Experiment with screen printing</p> <p>Design and create motifs to be turned into printing block images</p> <p>Investigate techniques from paper printing to work on fabrics</p>
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Sculpture	<p>Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures</p> <p>Investigate a range of different materials and experiment with how they can be connected together to form simple structures</p> <p>Look at sculptures and try to recreate them using everyday objects/range of materials</p> <p>Begin to form own 3D pieces</p> <p>Consider covering these with papier-mâché</p> <p>Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools</p> <p>Look at sculptures by known artists and natural objects as starting points for own work</p>	<p>Develop confidence working with clay adding greater detail and texture</p> <p>Add colour once clay is dried</p> <p>Investigate ways of joining clay - scratch and slip</p> <p>Introduce 'modroc'</p> <p>Create work on a larger scale as a group</p> <p>Use pipe cleaners/wire to create sculptures of human forms</p>	<p>Design and create sculpture, both small and large scale</p> <p>Make masks from a range of cultures and traditions, building a collage element into the sculptural process</p> <p>Use objects around us to form sculptures</p> <p>Use wires to create malleable forms</p> <p>Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc)</p> <p>Create human forms showing movement</p>
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Art and design	Textile and collage	<p>Develop collages, based on a simple drawing, using papers and materials</p> <p>Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc)</p> <p>Weave using recycled materials – paper, carrier bags</p> <p>Investigate a range of textures through rubbings</p> <p>Simple batik work</p> <p>Develop tearing, cutting and layering paper to create different effects</p> <p>Dye fabrics using tea, red cabbage, beetroot, onion, spinach</p> <p>Weave with wool</p>	<p>Research embroidery designs from around the world, create own designs based on these</p> <p>Sew simple stitches using a variety of threads and wool</p> <p>Investigate tie-dying</p> <p>Create a collage using fabric as a base</p> <p>Make felt</p> <p>Develop individual and group collages, working on a range of scales</p> <p>Use a range of stimulus for collage work, trying to think of more abstract ways of showing views</p>	<p>Introduce fabric block printing</p> <p>Create tie dye pieces combining two colours</p> <p>Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc.</p> <p>Weave using paintings as a stimulus / the natural world</p> <p>Experiment with circular embroidery frames</p> <p>Create detailed designs which can be developed into batik pieces</p>
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Art and design	Knowledge about artists	<p>Pupils should be taught:</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>Describe the work of artwork of artists such as Jackson Pollock, Paul Klee, Kandinsky (colour) Georges Braque/Pablo Picasso (collage)</p> <p>Use work of artists such as Anthony Gormley, Louise Bourgeois, Jean Arp (sculpture) to create own pieces</p> <p>Consider specific works such as Richard Long's 'Mud Hand Circle' (printing)</p> <p>Consider works from different cultures e.g. Chinese block prints</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• about great artists, architects and designers in history</li> </ul> <p>Use the work of artists to replicate ideas or inspire own work e.g.</p> <p>Look at the work of David Hockney e.g. photo montages (drawing)</p> <p>Consider the work of artists e.g. Ruth Daniels, Mark Quinn, Carol Simms (colour)</p> <p>Look at the work of artists who formed geometric abstract paintings such as Malevich, Matisse and Mondrian</p> <p>Introduce work by artists such as Marc Quinn, as well as sculptures from Aztec and Benin civilizations (sculpture)</p> <p>Consider the High Italian Renaissance period e.g. Michelangelo, Leonardo da Vinci etc. (drawing)</p> <p>Look at the patterns/ optical illusions created by OP artist Bridget Riley (colour)</p> <p>Abstract paintings by Picasso (colour)</p> <p>Use the work of artist Stacey Chapman "'car"' and other images on the internet (print)</p> <p>Look at work of Henry Moore (sculpture)</p> <p>Consider work by contemporary textile artist Patricia Greaves (textiles).</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• about great artists, architects and designers in history</li> </ul> <p>Use the work of artists to replicate ideas or inspire own work e.g.</p> <p>Consider work by artists such as Cezanne, Derain, Van Gogh (colour)</p> <p>Look at the style of Fauve artists Derain, Vlaminck and Braque</p> <p>Consider the work of Seurat (pointillism – colour)</p> <p>Look at the work of artists that used monoprinting include David Hockney, Tracey Emin, Picasso and Jim Dine (print)</p> <p>Consider work of Cornelia Parker (sculpture)</p> <p>Consider the work from other cultures e, g Asia</p> <p>Consider Georgia O Keiffe flowers showing use of line or William Morris detailed tiles - natural sources (colour)</p> <p>Look at cubist artists such as Picasso, Duchamp to show movement/ layering</p> <p>Consider looking at Pop Art to represent popular objects from current culture (Andy Warhol)</p> <p>Artists such as Claude Lorrain, Poussin, Jan Beaney and Annemeike Mein could be discussed as starting points.</p>
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## Computing

At Exbourne C of E Primary School we believe in giving children the skills needed for the 21<sup>st</sup> Century – computing is a key component of this. Our curriculum is designed to give our learners the skills and knowledge needed to access computing technology.

### Programme of study – Computing

EYFS			
Subject	Knowledge	Skills	Key Vocabulary
<p>ELG 15 Technology: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>ELG 17 Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Children know that technology can be used for a range of purposes at home and school</p> <p>Children can name a range of technology devices and uses (<i>e.g. 'You use your computer to take the register and it sends it to Mrs Chapman so she can see it on her computer'</i>)</p> <p>Children know that information can be retrieved from technology</p>	<p>Children can use technology to complete simple games and programs</p> <p>Children can use technology to retrieve simple information (<i>e.g. Using voice control to find pictures of animals</i>)</p> <p>Children can express their ideas using technology (<i>e.g. using drawing programs</i>)</p> <p>Children can explain uses of technology at home and school</p>	

Year 1			
Subject	Knowledge	Skills	Key Vocabulary
<p>Understanding algorithms and e-safety</p> <p>Create and de-bug simple programmes and e-safety</p> <p>Digital literacy and e-safety</p>	<p>Children know that an algorithm is a set of instructions</p> <p>Children understand that devices follow algorithms precisely and unambiguously</p> <p>Children know how to create a simple algorithm</p> <p>Children know that a program is a set of instructions that execute a task</p> <p>Children know that a program is created by a set of algorithms</p> <p>Children know how to create digital content (<i>e.g. word processing documents</i>)</p> <p>Children know how to save digital content</p> <p>Children know how to retrieve digital content</p> <p>Children know what personal information is</p> <p>Children know that they should not share personal information online (including photos)</p> <p>Children can recognise online threats to their safety</p> <p>Children know where to seek help with online safety</p>	<p>Children can create a simple algorithm</p> <p>Children can test a simple algorithm</p> <p>Children can de-bug a simple algorithm</p> <p>Children can create a simple program</p> <p>Children can test a simple program</p> <p>Children can de-bug a simple program</p> <p>Children can create digital content</p> <p>Children can save digital content</p> <p>Children can retrieve digital content</p> <p>Children can use online safety tools</p>	

Year 2			
Subject	Knowledge	Skills	Key Vocabulary
Logical reasoning and e-safety	Children know that technological devices are unambiguously and precisely logical	Children can predict the behavior of a program using logical reasoning	
Digital literacy beyond school and e-safety	Children know that programs are defined by algorithms and will follow them logically	Children can create digital content using a range of programs	
Digital content and e-safety	Children know how to use a range of programs at home and school	Children can create digital content outside of the school environment	
	Children can create digital content beyond school ( <i>e.g. creating posters using digital photos, publishing programs</i> )	Children can organise digital content in folders and sub folders	
	Children know how to organise digital content using folders and sub folders	Children can manipulate digital content	
	Children know how to manipulate digital content	Children can spot unsafe content	
	Children know common methods of stealing personal information		
	Children know what safe online groups look like		

Year 3			
Subject	Knowledge	Skills	Key Vocabulary
<p>Creating and de-bugging programs and e-safety</p> <p>Digital publishing: brochure, poster, e-book etc and e-safety</p> <p>Graphics and presentations including research and e-safety</p>	<p>Children know how to design simple programs</p> <p>Children know how to create simple programs</p> <p>Children know how to de-bug simple programs</p> <p>Children know how to publish documents</p> <p>Children know how to use graphic programs</p> <p>Children know how to create a presentation</p> <p>Children know how to safely search using the internet</p> <p>Children know what is acceptable online behavior</p> <p>Children know sources of support for online safety</p> <p>Children know that the internet can be edited by anyone</p>	<p>Children can design a program to complete a given task</p> <p>Children can create a program to complete a given task</p> <p>Children can de-bug a simple program to complete a given task</p> <p>Children can create and publish a simple document</p> <p>Children can create graphics for a specific purpose</p> <p>Children can create a presentation</p> <p>Children can safely use the internet to search for content</p> <p>Children can find sources of support for online safety</p> <p>Children can spot trusted and untrusted websites</p>	

Year 4			
Subject	Knowledge	Skills	Key Vocabulary
Digital publishing: animations and e-safety  Working with Data and e-safety  Networks and communications and e-safety	Children know how to animate using digital programs  Children know how to organise data on digital programs ( <i>e.g. spreadsheets</i> )  Children use data stored digitally to create charts and graphs  Children understand computer networks such as the internet  Children know that technology can be used to communicate instantly with people around the world  Children know how to be safe when communicating via digital technology ( <i>acceptable use</i> )  Children know how digital data can be manipulated to mislead readers  Children know they have a responsibility to act respectfully online.	Children can animate using digital technology  Children can organise data and retrieve information from digital data sources  Children can represent data  Children can use networks to communicate with others  Children can identify unsafe uses of computer networks	

Year 5			
Subject	Knowledge	Skills	Key Vocabulary
<p>Graphics and presentations including research and e-safety</p> <p>Digital publishing: brochure, poster, e-book etc and e-safety</p> <p>Networks and communications and e-safety</p>	<p>Children know how to use graphic programs to manipulate images</p> <p>Children know how to use the internet safely to search for content</p> <p>Children understand how search results are ranked</p> <p>Children know how to use programs to enhance presentations</p> <p>Children know how communication networks can be used to work collaboratively</p> <p>Children know how to correct algorithms in their programs</p> <p>Children know how collaborative working can be manipulated positively and negatively</p>	<p>Children can use graphic presentation to manipulate images</p> <p>Children can use the internet to safely search for content</p> <p>Children can create presentations using programs to enhance</p> <p>Children can work collaboratively on a single piece of content</p> <p>Children can identify when images have been manipulated</p> <p>Children can explain how algorithms work</p>	

Year 6			
Subject	Knowledge	Skills	Key Vocabulary
<p>Working with Data and e-safety</p> <p>Creating and de-bugging programs and e-safety</p> <p>Digital publishing: animations and e-safety</p>	<p>Children know how to analyse and evaluate data</p> <p>Children know how to present data</p> <p>Children know how to compensate for variables in programming</p> <p>Children know how to compensate for different forms of input and output in programming</p> <p>Children know how a system can be used to achieve a specific goal</p> <p>Children know how to create animations using programming</p> <p>Children can explain online safety procedures</p> <p>Children know acceptable behaviour online</p>	<p>Children can analyse and evaluate data</p> <p>Children can present data in a variety of ways</p> <p>Children can create programs that include variables</p> <p>Children can create programs that allow for various forms of input and output</p> <p>Children can create animations</p> <p>Children can articulate online safety procedures</p> <p>Children can articulate acceptable online behaviour</p>	

## Computing progression

		Year 1/2	Year 3/4	Year 5/6
Computing	Computer science	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions</li> <li>• create and debug simple programs</li> <li>• use logical reasoning to predict the behaviour of simple programs</li> </ul> <p>Pupils learn to program a basic floor turtle such as a BeeBot to navigate increasingly complex routes and are able to debug their instructions when the turtle does not reach the intended destination</p> <p>Pupils learn to program an onscreen app such as BeeBot or Kodable to complete a set task and are able to debug their instructions when the turtle does not reach the intended destination</p> <p>Pupils use a more complex turtle with standard units to navigate increasingly complex routes, and are able to debug their instructions when the turtle does not reach the intended destination</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• design write and debug programs that accomplish specific goals,.....solve problems by decomposing them in smaller parts</li> <li>• use sequence, selection and repetition in programs</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul> <p>Pupils learn to use graphical programming language, such as Scratch or Logo to draw regular 2D shapes. Pupils add loops or procedures to create a repeating pattern</p> <p>Pupils learn to sequence instructions, for instance to create an animation using Scratch, or by using the timing features in PowerPoint</p> <p>Pupils write a simple algorithm, for instance to create a basic traffic light sequence. They then use flowcharting software (such as Go or Flowgo) to create a simple program to control an onscreen icon</p> <p>Extension - Pupils create a simple game using a graphical language such as Kodu or Scratch</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and solving problems by decomposing them into smaller parts</li> <li>• use sequence, selection and repetition in programs; work with variables and various forms of input and output</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and program</li> </ul> <p>Pupils write a simple algorithm, for instance to create a basic traffic light sequence. They then use flowcharting software (such as Go or Flowgo) to create a simple program to control an onscreen icon. They are able to explain how their program works</p> <p>Pupils create a computer game, using a graphical language such as Scratch or Kodu</p> <p>Extension – Pupils learn to use and program a raspberry pi to complete a basic task</p>

Computing	Computer Science Cont.	<p>Extension - Pupils learn to use a simple graphical programming language such as Logo, Scratch or Turtle to navigate around the screen</p> <p>Extension - Pupils create a 3D environment, using a graphical language such as Kodu. They link this to a story such as an island adventure</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• recognise common uses of information technology beyond school</li> </ul> <p>Pupils learn about some of the uses of the internet</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• recognise common uses of information technology beyond school</li> </ul> <p>Pupils learn to collaborate electronically by blogging - mailing and working on shared documents using the pupil sites of the DLG</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>Pupils learn to collaborate electronically by blogging -mailing, and working on shared documents using the pupil sites of the DLG. This can be extended to working with other schools</p> <p>Pupils learn that connected devices exchange packets of data and this can convey a range of information from a text to a video call</p>
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		Year 1/2	Year 3/4	Year 5/6
Computing	Digital literacy	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies</li> </ul> <p>Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information</p> <p>Pupils are introduced to the concept that real people send messages to one another on the Internet and learn how messages are sent and received. They recognise that it may be difficult to distinguish between someone who is real and someone who is not</p> <p>Pupils are introduced to the basics of online searching</p> <p>Pupils learn to explore websites and to say whether they like them or not and why</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul> <p>Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information</p> <p>Pupils learn to make good passwords for their accounts, learn about spam and how to deal with it. They begin to understand the implications for the information that they share online and how some websites might use that information without their knowledge</p> <p>Pupils are introduced to their roles as digital citizens in an online community, where they reflect on how they are responsible not only for themselves but for others, in order to create a safe and comfortable environment</p> <p>Pupils learn that the Internet is a public space and then develop the skills to protect their privacy and respect the privacy of others</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul> <p>Pupils learn that the internet is a great place where online relationships can be developed. They compare and contrast online friends and real life, face to face friends and learn how to respond if an online friend asks them a personal question</p> <p>Pupils learn to create secure passwords for their accounts, learn about spam and how to deal with it, and decode website privacy policies, understanding the implications for the info that they share online</p> <p>Pupils explore their roles as digital citizens in an online community, where they reflect on their responsibilities and learn that good digital citizens are responsible and respectful in the digital world</p> <p>Pupils begin to explore the nature of online audiences and permanency of information online. They begin to understand the significance of published information and personal information</p>

Computing	Digital literacy Cont.	<p>Pupils explore how they interact with others and are introduced to the concept of cyberbullying. They also learn how to communicate to be a responsible member of a connected culture effectively in order to prevent miscommunication</p> <p>use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content</p> <p>Pupils are introduced to the basics of online searching, including how to use effective keywords. They also learn to conduct searches that provide them with the most helpful and relevant information</p>	<p>Pupils understand what it means to be a good digital citizen as they interact with others online by understanding how to prevent and respond to cyberbullying. They also learn how to communicate effectively to prevent miscommunication in order to be a responsible member of a connected culture</p> <p>Pupils begin to consider the impact of their online presence on their own self- image and the way others see them and explore how to construct a positive online profile</p> <p>Pupils learn the ‘do’s and don’ts’ of copying and pasting information to avoid plagiarism. They learn how to avoid plagiarism by putting information in their own words, putting excerpted information into quotes, and providing citations. They learn to show respect for other people’s creations by giving them credit</p> <p>use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content</p> <p>Pupils explore issues relating to online searching, including how to use effective keywords, using directories and subject categories, and how to analyse the usefulness and relevancy of the results. They learn to conduct searches that provide them with the most helpful and relevant information</p> <p>Pupils develop skills for evaluating websites, online information and advertising by rating the trustworthiness and usefulness of websites, and learning to identify the different types of online advertising</p>
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		Year 1/2	Year 3/4	Year 5/6
Computing	ICT	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul> <p>Digital Publishing: Pupils learn to use basic word processing package and to write and illustrate a short story</p> <p>Presentation: Pupils learn to make simple presentations</p> <p>Graphics: Pupils learn to create a simple digital painting</p> <p>Animations: Pupils learn to make a simple animation for instance in Puppet Pals</p> <p>Media: Pupils learn to use digital cameras and microphones for a purpose</p> <p>Working with data: Pupils learn to create and use a pictogram</p> <p>Modelling: Pupils explore online simulations such as Charlie Chimp</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>Digital Publishing: Pupils learn how to use software to create an e-book, brochure or poster on a given subject</p> <p>Presentations: Pupils learn to write and deliver a presentation on a given subject</p> <p>Graphics: Pupils learn how to take, adapt or create images to enhance or further develop their work</p> <p>Animations: Pupils learn how to develop a storyboard and then create a simple animation using for instance 'Puppet Pals' or 'Stop Motions' Animation'</p> <p>Sound and video: Pupils record and edit media to create a short sequence</p> <p>Working with data: Pupils learn to search, sort and graph information</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>Digital Publishing: Pupils learn how to use software to create an e-book, brochure or poster on a given subject, incorporating a range of media</p> <p>Presentations: Pupils learn to write and deliver a presentation, incorporating a range of media</p> <p>Graphics: Pupils learn how to take, adapt or create images to enhance or further develop their work and incorporate it in a wider project</p> <p>Animations: Pupils learn how to develop a storyboard and then create a simple animation using for instance Puppet pals' or 'Stop Motions Animation' - this may be extended by editing the final product in using video editing software</p> <p>Sound and video: Pupils record and edit media to create a short sequence - extended by editing the final product in using video editing software</p> <p>Working with data: Pupils learn to search, sort and graph information</p> <p>Modelling: Pupils learn how to use a spreadsheet to model data</p>

## Design and Technology

Our design and technology curriculum allows our learners to grow the skills and knowledge to design, make and evaluate products which meet a specific criteria. We discuss how this links to their modern world and what impact they can have upon the materials and products around them.

### Design and Technology programme of study

EYFS			
Subject	Subject	Subject	Subject
<p>ELG 04 They handle equipment and tools effectively, including pencils for writing</p> <p>ELG 06 (Children) will choose the resources they need for their chosen activities</p> <p>ELG16 They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG 17 Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>	<ul style="list-style-type: none"> <li>- Children know how to effectively join a range of materials (glue, sellotape, masking tape etc.)</li> <li>- Children know why certain materials are used for specified purposes (e.g. Waterproof fabric for coats)</li> <li>- Children know which materials will be suitable for their models</li> <li>- Children know how to create moving and static models</li> <li>- Children know how to use tools safely</li> <li>- Children know how to mix ingredients as part of a recipe (real or imaginary)</li> </ul>	<ul style="list-style-type: none"> <li>- Use a range of tools to create sculptures and models, both dynamic and static.</li> <li>- Children can join materials effectively</li> <li>- Children can adapt materials effectively (cutting, folding, shaping)</li> <li>- Children can explain their choices when making models/products</li> <li>- Children can explain their ideas</li> <li>- Children can find a solution to a problem</li> <li>- Children can measure ingredients using standardised measures (e.g. spoonful)</li> </ul>	

Year 1			
Subject	Subject	Subject	Subject
<p>Mechanisms investigating levers and sliders involving ICT</p> <p>Cooking and nutrition building structures</p>	<p><b>Design</b></p> <p>Children know how to use a design criteria</p> <p>Children know the purpose of a design plan and what information it should show</p> <p><b>Make</b></p> <p>Children know how to use tools safely (Including cooking tools)</p> <p>Children know which tools are the most effective for the purpose</p> <p><b>Evaluate</b></p> <p>Children know why existing products are made the way they are. <i>E.g. levers on board books make them more engaging for children</i></p> <p>Children know that a product should be evaluated against the design criteria</p> <p><b>Technical knowledge</b></p> <p>Children know how to make structures stronger, stiffer and more stable</p> <p>Children know how levers and sliders affect movement in their products</p> <p><b>Cooking and nutrition</b></p> <p>Children know how to create basic foods from base ingredients</p> <p>Children know where food comes from</p>	<p><b>Design</b></p> <p>Use a design criteria to influence their designs</p> <p>Children can represent their ideas through talking, drawing and templates and ICT</p> <p><b>Make</b></p> <p>Children can use tools to cut, shape, join and finish products</p> <p>Children can create a product that meets the design criteria</p> <p><b>Evaluate</b></p> <p>Children can evaluate existing products</p> <p>Children can explain their choices</p> <p>Children are able to identify positive in their products</p> <p>Children are able to identify areas for improvement in their products</p>	<p>Design criteria</p> <p>Products</p>

Year 2			
Subject	Subject	Subject	Subject
<p>Mechanisms investigating wheels and axels</p> <p>Cooking and nutrition</p> <p>Sewing and textiles</p>	<p><b>Design</b> Children know the purpose of a design criteria and what information it should show</p> <p>Children know the purpose of a design plan and what information it should show</p> <p><b>Make</b> Children know how to use tools safely (Including cooking tools) Children know which tools are the most effective for the purpose Children know the properties and features of a range of materials, including textiles</p> <p><b>Evaluate</b> Children know how existing products are made Children know that a product should be evaluated against the design criteria</p> <p><b>Technical knowledge</b> Children know how to make structures stronger, stiffer and more stable Children know how wheels and axels affect movement in their products Children know techniques for joining textiles</p> <p><b>Cooking and nutrition</b> Children know how to create basic foods from base ingredients Children know how to create a balanced and healthy meal</p>	<p><b>Design</b> Children can represent their ideas through mock ups and ICT Use a design criteria to influence their designs</p> <p>Children can explain their design and how it meets the design criteria</p> <p><b>Make</b> Children can use tools to cut, shape, join and finish products including textiles Children can create a product that meets the design criteria</p> <p><b>Evaluate</b> Children can evaluate existing products Children can explain their choices Children are able to identify positive in their products Children are able to identify areas for improvement in their products</p>	<p>Design criteria Products</p>

Year 3			
Subject	Subject	Subject	Subject
<p>Mechanisms: gears and pulleys</p> <p>Structures</p> <p>Cooking and nutrition</p>	<p><b>Design</b></p> <p>Children know where to find information for researching products</p> <p>Children know what information is important to present on their design plans</p> <p><b>Make</b></p> <p>Children know how to use a wide range of tools safely (Including cooking tools)</p> <p>Children know which tools, from a wide selection, are the most effective for the purpose</p> <p>Children know the properties and features of a range of materials, including textiles</p> <p>Children know how the aesthetics of a product will affect the consumer.</p> <p><b>Evaluate</b></p> <p>Children know that other opinions are valuable in the design process</p> <p>Children know how technological advancements have changed history and the world we live in today</p> <p><b>Technical knowledge</b></p> <p>Children know how to strengthen, stiffen and reinforce</p> <p>Children know how gears and pulleys affect movement in their products</p> <p><b>Cooking and nutrition</b></p> <p>Children know how to create a healthy and balanced diet</p>	<p><b>Design</b></p> <p>Children can represent their ideas through mock ups and ICT</p> <p>Children can create annotated sketches</p> <p>Children can create cross sectional diagrams</p> <p>Children can research and create design criteria</p> <p><b>Make</b></p> <p>Children can use a wide range of tools to cut, shape, join and finish products including textiles</p> <p>Children can consider aesthetics as well as functionality when selecting materials</p> <p><b>Evaluate</b></p> <p>Children can analyse existing products</p> <p>Children can consider others views when evaluating designs and products</p> <p>Children can use their own design criteria to evaluate the functionality and aesthetics of their product.</p>	<p>Aesthetics</p> <p>Consumer</p>

Year 4			
Subject	Subject	Subject	Subject
Textiles (sewing)  Cooking and nutrition  Electronics: circuits and motors	<p><b>Design</b></p> <p>Children know what information is required to design a product for an individual or group</p> <p>Children know what information is important to present on their design plans</p> <p><b>Make</b></p> <p>Children know how to use a wide range of tools safely (Including cooking tools)</p> <p>Children know which tools, from a wide selection, are the most effective for the purpose</p> <p>Children know the properties and features of a range of materials, including textiles</p> <p>Children know how the aesthetics of a product will affect the consumer.</p> <p><b>Evaluate</b></p> <p>Children know that other opinions are valuable in the design process</p> <p>Children know how technological advancements have changed history and the world we live in today</p> <p><b>Technical knowledge</b></p> <p>Children know how to strengthen, stiffen and reinforce</p> <p>Children know how electricity and circuits will enhance their products</p> <p>Children know a range of strategies for sewing</p> <p><b>Cooking and nutrition</b></p> <p>Children know how to create a healthy and balanced diet</p>	<p><b>Design</b></p> <p>Children can create prototypes</p> <p>Children can create ICT representations of their plans</p> <p>Children can research and create design criteria aimed at a specific person or group</p> <p><b>Make</b></p> <p>Children can use a wide range of tools to cut, shape, join and finish products including textiles</p> <p>Children can consider aesthetics as well as functionality when selecting materials</p> <p><b>Evaluate</b></p> <p>Children can investigate and analyse existing products</p> <p>Children can consider others views when evaluating designs and products</p> <p>Children can use their own design criteria to evaluate the functionality and aesthetics of their product.</p> <p><b>Cooking and nutrition</b></p> <p>Children can create a range of savory dishes</p>	

Year 5			
Subject	Subject	Subject	Subject
<p>Mechanisms: gears and pulleys</p> <p>Electronics: circuits and motors</p> <p>Cooking and nutrition</p>	<p><b>Design</b></p> <p>Children know how to adapt and edit their design criteria after feedback</p> <p>Children know what information is important to present on their design plans</p> <p><b>Make</b></p> <p>Children know how to use a wide range of tools safely (Including cooking tools)</p> <p>Children know which tools, from a wide selection, are the most effective for the purpose</p> <p>Children know the properties and features of a range of materials, including textiles</p> <p>Children know how the aesthetics of a product will affect the consumer.</p> <p><b>Evaluate</b></p> <p>Children know that other opinions are valuable in the design process</p> <p>Children know how technological advancements have changed history and the world we live in today</p> <p><b>Technical knowledge</b></p> <p>Children know how to strengthen, stiffen and reinforce</p> <p>Children know how electricity and circuits will enhance their products</p> <p>Children know how gears and pulleys can be used to enhance their products</p> <p>Children know how to use ICT to plan, develop and control their products.</p> <p><b>Cooking and nutrition</b></p> <p>Children know how to create a healthy and balanced diet</p>	<p><b>Design</b></p> <p>Children can create prototypes</p> <p>Children can use pattern pieces to design their products</p> <p>Children can research and create design criteria</p> <p><b>Make</b></p> <p>Children can use a wide range of tools to cut, shape, join and finish products including textiles</p> <p>Children can consider aesthetics as well as functionality when selecting materials</p> <p><b>Evaluate</b></p> <p>Children can investigate and analyse existing products</p> <p>Children can consider others views when evaluating designs and products</p> <p>Children can use their own design criteria to evaluate the functionality and aesthetics of their product.</p> <p><b>Cooking and nutrition</b></p> <p>Children can create a range of savory dishes using a range of techniques</p>	

Year 6			
Subject	Subject	Subject	Subject
<p>Textiles (sewing)</p> <p>Cooking and nutrition</p> <p>Structures</p>	<p><b>Design</b></p> <p>Children know how to adapt and edit their design criteria after feedback</p> <p>Children know what information is important to present on their design plans</p> <p><b>Make</b></p> <p>Children know how to use a wide range of tools safely (Including cooking tools)</p> <p>Children know which tools, from a wide selection, are the most effective for the purpose</p> <p>Children know the properties and features of a range of materials, including textiles</p> <p>Children know how the aesthetics, appeal and innovation of a product will affect the consumer.</p> <p><b>Evaluate</b></p> <p>Children know that other opinions are valuable in the design process</p> <p>Children know how technological advancements have changed history and the world we live in today</p> <p><b>Technical knowledge</b></p> <p>Children know how to strengthen, stiffen and reinforce</p> <p>Children know how to use ICT to plan, develop and control their products</p> <p><b>Cooking and nutrition</b></p> <p>Children know how to create a healthy and balanced diet</p>	<p><b>Design</b></p> <p>Children can create exploded diagrams</p> <p>Children can use ICT to represent their designs</p> <p>Children can research and create design criteria for a specific purpose including functionality, aesthetics, innovation</p> <p><b>Make</b></p> <p>Children can use a wide range of tools to cut, shape, join and finish products including textiles</p> <p>Children can consider aesthetics as well as functionality when selecting materials</p> <p><b>Evaluate</b></p> <p>Children can investigate and analyse existing products</p> <p>Children can consider others views when evaluating designs and products</p> <p>Children can use their own design criteria to evaluate the functionality, appeal, innovation and aesthetics of their product.</p> <p><b>Cooking and nutrition</b></p> <p>Children can create a range of savory and sweet dishes using a range of techniques</p>	

## Design and Technology progression

		Year 1/2	Year 3/4	Year 5/6
Design and Technology	Contexts, uses and purposes	<p>State the purpose of the design and the intended user</p> <p>Explore materials, make templates and mock ups e.g. moving picture / lighthouse</p>	<p>Gather information about the needs and wants of particular individuals and groups</p> <p>Develop their own design criteria and use these to inform their ideas</p> <p>Research designs</p>	<p>Carry out research, using surveys, interviews, questionnaires and web-based resources</p> <p>Identify the needs, wants, preferences and values of particular individuals and groups</p> <p>Develop a simple design specification to guide their thinking</p> <p>Recognise when their products have to fulfil conflicting requirements</p>
	Ideas	<p>Generate own ideas for design by drawing on own experiences or from reading</p>	<p>Share and clarify ideas through discussion</p> <p>Model their ideas using prototypes and pattern pieces</p> <p>Use annotated sketches, cross-sectional drawings and diagrams</p> <p>Use computer-aided design</p>	<p>Generate innovative ideas, drawing on research</p> <p>Make design decisions, taking account of constraints such as time, resources and cost</p> <p>Develop prototypes</p>
	Planning	<p>Select from a range of tools and equipment explaining their choices</p> <p>Select from a range of materials and components according to their characteristics</p>	<p>Select tools and equipment suitable for the task</p> <p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using</p> <p>Select materials and components suitable for the task</p> <p>Explain their choice of materials and components according to functional properties and aesthetic qualities</p> <p>Order the main stages of making</p> <p>Produce detailed lists of tools, equipment and materials that they need</p>	

Design and technology	Practical skills and techniques	<p>Follow procedures for safety</p> <p>Use and make own templates</p> <p>Measure, mark out, cut out and shape materials and components</p> <p>Assemble, join and combine materials and components</p> <p>Use simple fixing materials e.g. temporary – paper clips tape and permanent – glue, staples</p> <p>Use finishing techniques, including those from art and design</p>	<p>Follow procedures for safety</p> <p>Use a wider range of materials and components, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components</p>	
		<p>Measure, mark out, cut and shape materials and components with some accuracy</p> <p>Assemble, join and combine materials and components with some accuracy apply a range of finishing techniques, include those from art and design, with some accuracy</p>	<p>Accurately measure to nearest mm, mark out, cut and shape materials and components</p> <p>Accurately assemble, join and combine materials/ components</p> <p>Accurately apply a range of finishing techniques, including those from art and design</p> <p>Use techniques that involve a number of steps</p> <p>Demonstrate resourcefulness, e.g. make refinements</p>	
	Own ideas and products	<p>Talk about their design ideas and what they are making</p> <p>Make simple judgements about their products and ideas against design criteria</p> <p>Suggest how their products could be improved</p> <p>Evaluating products and components used</p>	<p>Identify the strengths and weaknesses of their ideas and products</p> <p>Consider the views of others, including intended users, to improve their work</p> <p>Refer back to their design criteria as they design and make</p> <p>Use their design criteria to evaluate their completed product</p>	
		<p>Identify the strengths and weaknesses of their ideas and products</p> <p>Consider the views of others, including intended users, to improve their work</p>	<p>Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make</p> <p>Compare their ideas and products to their original design specification</p>	

Design and technology	Existing products	Investigate - what products are, who they are for, how they are made and what materials are used	Investigate - how well products have been designed, how well products have been made, why materials have been chosen, what methods of construction have been used, how well products work, how well products achieve their purposes and how well products meet user needs and wants	
			Investigate - who designed and made the products, where products were designed and made, when products were designed and made and whether products can be recycled or reused	Investigate - how much products cost to make, how innovative products are and how sustainable the materials in products are
	Key individuals		Identify great designers and their work and use research of designers to influence work	

Design and Technology	Making products work	<p>Understand about the simple working characteristics of materials and components</p> <p>Understand about the movement of simple mechanisms including levers, sliders (Year 1) wheels and axles (Year 2)</p> <p>Understand that food ingredients should be combined according to their sensory characteristics</p> <p>Know the correct technical vocabulary for the projects they are undertaking</p> <p>Understand how freestanding structures can be made stronger, stiffer and more stable</p>	<p>Understand how to use learning from science and maths to help design and make products that work</p> <p>Know that materials have both functional properties and aesthetic qualities</p> <p>Know that materials can be combined and mixed to create more useful characteristics</p> <p>Know that mechanical and electrical systems have an input, process and output</p> <p>Use the correct technical vocabulary for the projects they are undertaking</p>	<p>Understand how levers and linkages or pneumatic systems create movement</p> <p>Understand how simple electrical circuits and components can be used to create functional products</p> <p>Understand how to program a computer to control their products</p> <p>Know how to make strong, stiff shell structures</p> <p>Know that a single fabric shape can be used to make a 3D textiles product</p> <p>Know that food ingredients can be fresh, pre-cooked and processed</p>	<p>Understand how cams, pulleys and gears create movement</p> <p>Understand how more complex electrical circuits and components can be used to create functional products</p> <p>Understand how to program a computer to monitor changes in the environment / control their products</p> <p>Know how to reinforce/strengthen a 3D framework</p> <p>Know that a 3D textiles product can be made from a combination of fabric shapes</p> <p>Know that a recipe can be adapted a by adding or substituting one or more ingredients</p>
	Where food comes from	<p>Know where food comes from</p>	<p>Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world</p> <p>Know that seasons may affect the food available</p> <p>Understand how food is processed into ingredients that can be eaten or used in cooking</p>		

Design and Technology	Food preparation, cooking and nutrition	Use appropriate equipment to weigh and measure ingredients	How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source
		Prepare simple dishes safely and hygienically, without using a heat sources	How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking
		Use techniques such as cutting	
		Name and sort foods into the five groups of the 'eat well' plate	Know that a healthy diet is made up from a variety and balance of different foods and drinks, as depicted in the 'eat well' plate
		Know that everyone should eat at least five portions of fruit and vegetables every day	Know that to be active and healthy, food is needed to provide energy for the body
			Measure using grams
			Follow a recipe
			Know that recipes can be adapted to change the appearance, taste, texture and aroma
			Know that different foods contain different substances - nutrients, water and fibre - that are needed for health
			Understand the need for correct storage
			Measure accurately
			Work out ratios in recipes

## Geography

Geography is a key skill for life and our curriculum is design to build the knowledge and skills children need to know about their local area, their country and the wider world. We aim to widen children’s horizon to other parts of the country and world that they may not otherwise be aware of. Key skills of map reading and compass skills are built upon throughout the school.

### Geography programme of study

EYFS			
Subject	Subject	Subject	Subject
<p>ELG 13 People and communities: They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>ELG 14 The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another.</p>	<ul style="list-style-type: none"> <li>- Children know that people live in different types of homes</li> <li>- Children know that people live in different types of locations (<i>e.g. Town, city, countryside etc.</i>)</li> <li>- Children know that there are different types of environment within our country and the world (<i>e.g. Mountains, deserts, jungles etc.</i>)</li> <li>- Children know that there are different types of weather AND that certain parts of the world have more/less of these types of weather</li> <li>- Children know that places can be represented by images and maps</li> </ul>	<ul style="list-style-type: none"> <li>- Compare and contrast locations, homes, environments and weather saying what is the same and what is different</li> <li>- Record their observations through a variety of methods</li> <li>- Be able to represent their immediate environment (School, home etc.) on a simple map or image</li> </ul>	<p>Countryside, village, town, city, desert, forest, jungle, ice, mountains, sea, islands, weather, country, United Kingdom, Devon, <b>comparative language</b></p>

Year 1			
Subject	Subject	Subject	Subject
Where we live (The UK)  The weather  Our school	<ul style="list-style-type: none"> <li>- Know about key geographical features near to where we live               <ul style="list-style-type: none"> <li>o Hills (Dartmoor)</li> <li>o Beaches</li> <li>o Countryside</li> <li>o Sea</li> <li>o Forest</li> <li>o Valleys</li> <li>o Small towns</li> <li>o Villages</li> <li>o City (Exeter/Plymouth)</li> <li>o Farms</li> <li>o Harbours</li> <li>o Ports</li> <li>o Shops</li> </ul> </li> <li>- Children know that we live in The United Kingdom of Great Britain and Northern Ireland.</li> <li>- Name and locate the 4 countries of the UK on a map</li> <li>- Name and locate the 4 capital cities of the UK on a map</li> <li>- Name the characteristics of the 4 countries of the UK</li> <li>- Children know the likely weather patterns for each season</li> <li>- Children know the weather where we live is not the same as the weather in other areas of the world</li> <li>- Know that there are hot and cold parts of the world</li> <li>- Be able to place the north and south poles and the equator in a globe</li> </ul>	<ul style="list-style-type: none"> <li>- Compare and contrast geographical features</li> <li>- Identify key features/habitats within geographical features</li> <li>- Use and name key areas on UK map</li> <li>- Collect and record weather data</li> <li>- Present weather data in images, written and models</li> <li>- Use and name key areas on a globe</li> <li>- Use aerial photographs to locate familiar features</li> </ul>	<b>All at EYFS and:</b> Hills, Dartmoor, beaches, sea, ocean, forest, valley, village, town, city, farm, harbor, port, shops, offices, England, Wales, Scotland, Northern Ireland, Ireland, Europe, London, Belfast, Edinburgh, Cardiff, precipitation, ice, equator, North, South, poles, globe, map

Year 2			
Subject	Subject	Subject	Subject
<p>The world</p> <p>The UK and ... (Non-European contrasting country)</p> <p>Our school</p>	<ul style="list-style-type: none"> <li>- Children can name the seven continents</li> <li>- Children can name the five oceans</li> <li>- Children know places and objects can be represented by images on a map</li> <li>- Children know North, South, East and West</li> <li>- Children know that different places in the world are different to our own</li> <li>- Children know vegetation is different in other parts of the world</li> <li>- Children know that the type of home/vegetation/farming that happens is a direct result of the weather of an area</li> <li>- Children develop knowledge about the non-European area studied</li> <li>- Children know the difference between human and physical geography</li> </ul>	<ul style="list-style-type: none"> <li>- Use a world map to identify continents and oceans</li> <li>- Children can use a key to identify features of a known area on a map</li> <li>- Children can identify North, South, East and West</li> <li>- Compare and contrast geographical features</li> <li>- Record information about homes, vegetation and lifestyle</li> <li>- Children plan and articulate a route on a map (<i>e.g. my route from home to school</i>)</li> <li>- Create their own map of a known area</li> <li>- Create a key</li> </ul>	<p><b>As EYFS, Year 1 and:</b></p> <p>Continent, ocean, north, south, east, west, compass, Africa, Asia, Europe, Oceania, Antarctica, North America, South America, Pacific, Atlantic, Indian, Arctic, Southern, vegetation, route, human, physical</p>

Year 3			
Subject	Subject	Subject	Subject
<p>The UK and... (a region in Europe)</p> <p>Greece (Link with Ancient Greece)</p> <p>Local physical geography study</p>	<ul style="list-style-type: none"> <li>- Name and locate the countries and key cities of the UK</li> <li>- Name and locate key topographical features of the UK               <ul style="list-style-type: none"> <li>o Dartmoor</li> <li>o Exmoor</li> <li>o Other 13 National Parks</li> <li>o The Severn estuary</li> <li>o The New Forest (and other large forests)</li> <li>o Ben Nevis (and other key Mountains)</li> <li>o Key rivers including the Thames, Severn, Tyne, Mersey and Cylde</li> </ul> </li> <li>- Name and locate the key countries in Europe</li> <li>- Within the regions studied know about:               <ul style="list-style-type: none"> <li>o Rivers</li> <li>o Mountains</li> <li>o Climate</li> <li>o Vegetation</li> <li>o Types of settlement</li> <li>o Land use</li> </ul> </li> <li>- Name the key cities within Greece</li> </ul>	<ul style="list-style-type: none"> <li>- Use a map to name and locate key cities</li> <li>- Use a map to name and locate key topographical features</li> <li>- Use a map to name and locate key countries</li> <li>- Use other resources, including electronic ones to research areas studied</li> <li>- Collect data including measurements, observations and frequencies linked to human and physical geography</li> <li>- Record data in a variety of methods</li> <li>- Present data in a variety of methods</li> </ul>	<p>As KS1 plus:</p> <p>Tor, river, tributary, estuary, Europe,</p>

Year 4			
Subject	Subject	Subject	Subject
<p>A focus on North America</p> <p>Italy (Linked to Romans)</p> <p>Local human geography study</p>	<ul style="list-style-type: none"> <li>- Name and locate the key countries in North America</li> <li>- Name and locate the key cities in North America</li> <li>- Understand trade links and economic activity from and to the areas studied</li> <li>- Know and use all 8 points of the compass</li> <li>- Name the key cities within Italy</li> <li>- Children know about volcanoes and earthquakes               <ul style="list-style-type: none"> <li>o How they are created</li> <li>o The impact they have on physical geography</li> <li>o The impact they have on human geography</li> </ul> </li> <li>- Within the regions studied know about:               <ul style="list-style-type: none"> <li>o Rivers</li> <li>o Mountains</li> <li>o Climate</li> <li>o Vegetation</li> <li>o Types of settlement</li> <li>o Land use</li> </ul> </li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Use a map to name and locate key cities</li> <li>- Use a map to name and locate key topographical features</li> <li>- Use a map to name and locate key countries</li> <li>- Use other resources, including electronic ones to research areas studied</li> <li>- Collect data including measurements, observations and frequencies linked to human and physical geography</li> <li>- Record data in a variety of methods</li> <li>- Present data in a variety of methods</li> <li>- Compare and contrast North America to the UK               <ul style="list-style-type: none"> <li>o Vegetation</li> <li>o Land use</li> <li>o Climate</li> </ul> </li> <li>- Use globes and digital mapping to study the areas covered</li> <li>- Use the 8 points of the compass</li> </ul>	<p>Climate</p>

Year 5			
Subject	Subject	Subject	Subject
<p>Focus on South America</p> <p>The world</p> <p>Focused compass and map skills</p>	<ul style="list-style-type: none"> <li>- Name and locate the key countries in South America</li> <li>- Name and locate the key cities in South America</li> <li>- Understand the water cycle and the impact that physical geography can have on it</li> <li>- Understand environmental regions of South America including rainforest, desert, etc.</li> <li>- Understand the distribution of natural resources including energy, food, minerals and water</li> <li>- Understand how human influence is impacting upon physical geography, climate zones etc.</li> <li>- 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</li> <li>- Within the regions studied know about: <ul style="list-style-type: none"> <li>o Rivers</li> <li>o Mountains</li> <li>o Climate</li> <li>o Vegetation</li> <li>o Types of settlement</li> <li>o Land use</li> </ul> </li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Compare and contrast the studied area to the UK</li> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- 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</li> </ul>	

Year 6			
Subject	Subject	Subject	Subject
<p>The UK and... (a European country and a North or South American region)</p> <p>The World as one including:</p> <p>Human geography – trade links</p> <p>Natural resources</p>	<ul style="list-style-type: none"> <li>- Name and locate the key countries, cities, physical and human characteristics of the areas studied.</li> <li>- Understand the effect of Humans upon physical geography</li> <li>- Understand world biomes and vegetation belts</li> <li>- Understand how human influence is impacting upon physical geography, climate zones etc.</li> <li>- Within the regions studied know about: <ul style="list-style-type: none"> <li>o Rivers</li> <li>o Mountains</li> <li>o Climate</li> <li>o Vegetation</li> <li>o Types of settlement</li> <li>o Land use</li> </ul> </li> <li>- Understand, at a global level, 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</li> </ul>	<ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>. 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</li> <li>- 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</li> <li>- 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.</li> <li>- 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</li> </ul>	

## Geography progression

		Year 1/2	Year 3/4	Year 5/6
Geography	Location knowledge	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• name and locate the world’s seven continents and five oceans</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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)</li> </ul>	
	Place knowledge	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul>	

Geography	Human and physical geography	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>▣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>▣ key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of: <ul style="list-style-type: none"> <li>○ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>○ 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</li> </ul> </li> </ul>
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Geography	Geography skills and fieldwork	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> <li>• 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</li> </ul>
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Geography	Map skills	Use a simple picture map to move around the school	Follow a route on a map	Follow a route on a map with some accuracy	Follow a route on a large-scale map	Compare maps with aerial photographs	Follow a short route on an OS map
		Use relative vocabulary such as bigger, smaller, like, dislike	Use simple compass directions (North, South, East, West)	Locate places using a range of maps including OS & digital	Locate places on a range of maps (variety of scales)	Select a map for a specific purpose	Describe the features shown on an OS map
		Use directional language such as near and far, up and down, left and right, forwards and backwards	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	Begin to match boundaries (e.g. find same boundary of a country on different scale maps)	Identify features on an aerial photograph, digital or computer map	Begin to use atlases to find out other information (e.g. temperature)	Use atlases to find out data about other places
		Map knowledge	Locate and name on a world map and globe the seven continents and five oceans.	Use 4 figure compasses, and letter/number co-ordinates to identify features on a map	Begin to use 8 figure compass and four figure grid references to identify features on a map	Find and recognise places on maps of different scales	Use 8 figure compass and 6 figure grid reference accurately
		Use world maps to identify the UK in its position in the world.	Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles	Map knowledge	Map knowledge	Use 8 figure compasses, begin to use 6 figure grid references.	Use lines of longitude and latitude on maps
		Use maps to locate the four countries and capital cities of UK and its surrounding seas	Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)	Locate the UK on a variety of different scale maps	Locate Europe on a large scale map or globe,	Locate the world's countries, focus on North & South America	Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages
		Making maps		Name & locate the counties and cities of the UK	Name and locate countries in Europe (including Russia) and their capitals cities	Identify the position and significance of lines of longitude & latitude	Draw plans of increasing complexity
		Draw basic maps, including appropriate symbols and pictures to represent places or features		Making maps	Making maps	Draw a variety of thematic maps based on their own data	Begin to use and recognise atlas symbols
				Try to make a map of a short route experiences, with features in current order	Recognise and use OS map symbols, including completion of a key and understanding why it is important		

		Use photographs and maps to identify features	Use and construct basic symbols in a key	Create a simple scale drawing Use standard symbols, and understand the importance of a key	Draw a sketch map from a high viewpoint		
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## History

Our History curriculum includes termly topics for all children from Year 1 to Year 6. We aim to offer a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups. It also helps children gain a sense of their own identity within a social, political, cultural and economic background. Because of this, we feel it is important for the subject to be taught discretely as well as incorporated within other curriculum subjects such as English and Art.

### History programme of study

EYFS			
Subject	Knowledge	Key Skills	Vocabulary
<p>ELG 01 Listening and attention: They listen to stories, accurately anticipating key events</p> <p>ELG 03 Speaking: They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own</p>	<ul style="list-style-type: none"> <li>- Children show an understanding that events happen in a sequence (<i>e.g. We have breakfast, brush our teeth, get dressed and come to school. Next, we will be doing phonics</i>)</li> <li>- Children show an understanding that events have happened in the past, are happening currently or will happen in the future. (<i>e.g. I used to go to Pre-school. Now I come to this school and when you are Year 7 you go to College</i>).</li> <li>- Children know events in the past have an effect on current and future events within their own experiences (<i>e.g. We planted seeds last year. Now</i></li> </ul>	<ul style="list-style-type: none"> <li>- Children can sequence events from a familiar story or routine</li> <li>- Children can talk about events that happened in the past, that are currently happening and will happen in the future</li> <li>- Children can link the cause and effect of events in the past to current and future events.</li> <li>- Children can link the cause and effect of current events to events in the future.</li> <li>- Children can talk about past, current and future events in their lives and lives of familiar adults/other children</li> <li>- Children can talk about changes in technology, style, transport, wildlife etc over time.</li> </ul>	<p>First, next, then, after, later, last, finally, history, past, future, last, week, month, year, today, tomorrow, yesterday, morning, afternoon, evening, night, day, baby, child, teenager, adult, baby animal names, <b>verb tenses</b></p>

<p>narratives and explanations by connecting ideas or events.</p> <p>ELG 13 People and communities: Children talk about past and present events in their own lives and in the lives of family members</p> <p>ELG 12 Shape, space and measures: Children use everyday language to talk about size, weight, capacity, position, distance, <b>time</b> and money to compare quantities and objects and to solve problems.</p>	<p><i>we have carrots growing and we will dig them up in the autumn.)</i></p> <ul style="list-style-type: none"> <li>- Children know current events have an effect on future events within their own experiences. <i>(e.g. we are learning to read so I can be a vet when I am older)</i></li> <li>- Children know about significant past, current and future events in their lives. <i>(e.g. We moved house when I was 3. It will be my 5<sup>th</sup> birthday in May)</i></li> <li>- Children show an understanding that technology, style, transport, wildlife etc, have changed over time. <i>(e.g. They used to use horses to pull wagons, now we have tractors and trailers. Maybe they will have robots to do it in the future)</i></li> <li>- Children know that humans and animals change over time within their own experiences <i>(e.g. Mummy used to be a baby, she came to this school. Next, she was a teenager and now she is grown up and she has job)</i></li> </ul>	<ul style="list-style-type: none"> <li>- Children use accurate time conjunctions</li> <li>- Children use accurate verb tenses when talking about past, current and future events</li> </ul>	
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Year 1			
Subject	Knowledge	Skills	Vocabulary
<p>Changes within living memory (<i>e.g. Transport</i>)</p> <p>The lives of historical figures - comparison (<i>e.g. Columbus and Armstrong</i>)</p> <p>A local history study (<i>e.g. Farming life</i>)</p>	<ul style="list-style-type: none"> <li>- Children understand changes happen over time outside of their own experiences (<i>e.g. There used to be no electricity</i>)</li> <li>- Children sequence events beyond their own lives/routines (<i>e.g. First there were horses, then steam engines were invented. Now we have cars</i>)</li> <li>- Children understand the effect of changes over time on our daily life outside of their own experiences (<i>e.g. when cars were invented, people could travel around much easier and quicker</i>)</li> <li>- Children understand how we know about the past (<i>e.g. artefacts, storytelling, historical buildings, written evidence</i>)</li> <li>- Children develop knowledge and facts about two individuals/periods that have been studied</li> <li>- Children develop knowledge and facts about an aspect of local history</li> </ul>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>- Match historical photos/artefacts to a period of study</li> <li>- Sequence 3 or 4 artefacts from distinctly different periods of time.</li> </ul> <p><b>Range and depth of historical knowledge</b></p> <ul style="list-style-type: none"> <li>- Children can articulate what is the same, and different, about different historical periods</li> <li>- They know and recount episodes from stories about the past.</li> </ul> <p><b>Interpretations of history</b></p> <ul style="list-style-type: none"> <li>- Use stories to encourage children to distinguish between fact and fiction</li> <li>- Use different recording methods for history</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>- Children can ask appropriate questions about historical events</li> <li>- Children can use information they have learnt, such as stories, facts, to answer historical questions</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>- Communicate their knowledge through: discussion, drawing, drama / role play, making models, writing using ICT.</li> </ul>	<p><b>All at EYFS and:</b>          timeline,          chronological,          decade, century,          lifetime,          historical,          nationally,          globally,          significant,          evidence,          artefacts,          museum, fact,          fiction, extinct,          living memory,          events</p>

Year 2			
Subject	Knowledge	Skills	Vocabulary
<p>Events beyond living memory that are significant nationally or globally (e.g. <i>The great fire of London, aeroplane flight</i>)</p> <p>The lives of historical figures - comparison (e.g. <i>Queen Elizabeth 1 and Queen Victoria</i>)</p> <p>A local history study (e.g. <i>Local castles/stately homes</i>)</p>	<ul style="list-style-type: none"> <li>- Children can articulate a chronological framework within the periods they have studied (e.g. <i>We are learning about Queen Victoria. She was before World War 1 and 2. Cars were invented when Victoria was alive.</i>)</li> <li>- Children link prior learning to the periods they are studying to build their chronological understanding (e.g. <i>we learnt about steam engines before – they were really important when Queen Victoria was alive.</i>)</li> <li>- Children develop knowledge and facts about two individuals/periods that have been studied</li> <li>- Children understand the reasons behind historically significant individuals' choices.</li> <li>- Children develop knowledge and facts about the area of study</li> <li>- Children develop knowledge and facts about an aspect of local history</li> <li>- Children develop knowledge about historically significant events in British history through commemorations (e.g. <i>Remembrance Day, VE day, Fireworks night, William Shakespeare's birthday, Safer internet day</i>)</li> </ul>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>- Sequence artefacts closer together in time – use resources to check sequencing</li> <li>- Sequence photographs as above</li> <li>- Describe memories of key events in their time.</li> </ul> <p><b>Range and depth of historical knowledge</b></p> <ul style="list-style-type: none"> <li>- Be empathetic with historical figures</li> <li>- Identify differences between ways of life at a different time.</li> <li>- Speak confidently about a range of artefacts</li> <li>- identify the names of some historical periods. Start placing them in chronological order.</li> </ul> <p><b>Interpretations of history</b></p> <ul style="list-style-type: none"> <li>- Compare two versions of a past event</li> <li>- Compare pictures of photographs of people or events in the past</li> <li>- Discuss reliability of photos / accounts / stories</li> <li>- Show an understanding of where information about the past comes from.</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>- Ask questions about the past informed by what they already know. Compare pictures of past with their lives now and support their thinking with reasons.</li> <li>- Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> <li>- Use timelines to show historical understanding</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>- Communicate their knowledge through: discussion, drawing, drama / role play, making models, writing using ICT.</li> </ul>	<p><b>As EYFS, Year 1 and:</b></p> <p>Cause, effect, commemorations, sequence, historical period, versions</p>

Year 3			
Subject	Knowledge	Skills	Vocabulary
<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Ancient Greece</p> <p>Changes within living memory (WW2)</p>	<ul style="list-style-type: none"> <li>- Children can sequence a chronological framework within the periods they have studied</li> <li>- Children link prior learning to the periods they are studying to build their chronological understanding</li> <li>- Understand cause and consequence of key developments and discoveries (<i>tools, housing, farming, clothing, religion, weapons, technology</i>)</li> <li>- Understand how society was organised and the way of life for each group (i.e. pharaohs, slaves, democracy etc.)</li> <li>- Children articulate dates of the periods they are studying</li> <li>- Place knowledge find places on maps of Britain, Europe and the World</li> <li>- Understand why developments were made and vital to survival</li> <li>- Understand that the developments made within these periods can still be seen in modern Britain/Greece</li> <li>- Understand how we know about periods of history</li> </ul>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>- Describe and compare artefacts. Make informed judgements on what we can learn from them.</li> <li>- Sequence the time studied on a time line</li> <li>- Understand more complex terms e.g. BC/AD</li> <li>- Sequence several events or artefacts</li> </ul> <p><b>Range and depth of historical knowledge</b></p> <ul style="list-style-type: none"> <li>- Explore life in the stone age and key achievements – make link to different periods</li> <li>- Identify the names of more historical periods</li> <li>- Compare with own lives and think about what it would be like to live in this society.</li> <li>- Develop historical vocabulary specific to the period studied (quern stone etc.)</li> </ul> <p><b>Interpretations of history</b></p> <ul style="list-style-type: none"> <li>- Look at different representations of the period</li> <li>- Discuss how valid information about the period is</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>- Ask questions about cause and consequence.</li> <li>- Use them to compare and contrast historical periods and their lives now</li> <li>- Use a range of resources to research a period in time</li> <li>- Observe small details on artefacts</li> <li>- Select and record information</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>- Record what they have learnt in a variety of ways including written, drawn, models, ICT.</li> </ul>	<p>Empire</p> <p>Chronology (BC AD)</p> <p>Evidence</p> <p>Artefacts</p> <p>Technology</p> <p>Travel</p> <p>Religion</p> <p>Art and culture</p> <p>Archeologist</p> <p>archeology</p> <p>Ruler</p> <p>Dynasty</p> <p>Preserved</p> <p>Authority</p> <p>History</p> <p>age</p> <p>Paleolithic</p> <p>Mesolithic</p> <p>Neolithic</p> <p>Hunter gatherer</p> <p>Skara Brae</p> <p>Stone Henge</p> <p>Hillfort</p> <p>Tribes/ tribal</p> <p>Specific Greek vocab.</p>

Year 4			
Subject	Knowledge	Skills	Vocabulary
<p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>A study of a particular theme or aspect through British history from beyond 1066 to modern times</p>	<ul style="list-style-type: none"> <li>- Children can sequence a chronological framework within the periods they have studied</li> <li>- Children link prior learning to the periods they are studying to build their chronological understanding</li> <li>- Understand cause and consequence of key developments and discoveries (<i>tools, housing, farming, clothing, religion, weapons, technology</i>)</li> <li>- Understand how society was organised and the way of life for each group (i.e. Emperors, slaves, democracy etc.)</li> <li>- Children articulate dates of the periods they are studying</li> <li>- Place knowledge find places on maps of Britain, Europe and the World</li> <li>- Understand why developments were made and vital to survival</li> <li>- Understand that the developments made within these periods can still be seen in modern Britain</li> <li>- Understand how we know about periods of history</li> <li>- Understand the challenges faced by the population within this time period.</li> <li>- Understand the demographic of the population at the time.</li> </ul>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>- Describe and compare artefacts. Make informed judgements on what we can learn from them.</li> <li>- Sequence the time studied on a time line</li> <li>- Understand more complex terms e.g. BC/AD</li> <li>- Sequence several events or artefacts</li> <li>- Compare life before and after Roman invasion of Britain.</li> <li>- Demonstrate an increased awareness of how historical periods influenced each other and trends over time. Ask questions to pursue these enquiries.</li> </ul> <p><b>Range and depth of historical knowledge</b></p> <ul style="list-style-type: none"> <li>- Explore life in the period and key achievements – make link to different periods</li> <li>- Compare with own lives and think about what it would be like to live in this society.</li> <li>- Develop historical vocabulary specific to the period studied</li> <li>- Reconstruct life in this period</li> <li>- Demonstrate an increased awareness of how historical periods influenced each other and trends over time. Ask questions to pursue these enquiries.</li> <li>- Offer explanations for events in history</li> </ul> <p><b>Interpretations of history</b></p> <ul style="list-style-type: none"> <li>- Look at different representations of the period</li> <li>- Discuss how valid information about the period is</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>- Ask questions about cause and consequence.</li> <li>- Use them to compare and contrast historical periods and their lives now</li> <li>- Use a range of resources to research a period in time</li> <li>- Observe small details on artefacts</li> </ul>	<p>Empire, Romans, Roman Empire, civilization, demographic, population, Amphitheatre, aqueduct, barbarian, Basilica, cavalry, chariot, gladiator, Juno, Jupiter, sacred, sewage, slave, villa, chronological, technology, culture, invasion, travel, archaeologist, armies, legions, legionnaires.</p>

	<ul style="list-style-type: none"><li>- Understand the changes within a particular theme over a period of time</li></ul>	<ul style="list-style-type: none"><li>- Select and record information</li></ul> <b>Communication</b> <ul style="list-style-type: none"><li>- Record what they have learnt in a variety of ways including written, drawn, models, ICT.</li><li>- Develop a historical study file.</li></ul>	
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Year 5			
Subject	Knowledge	Skills	Vocabulary
<p>Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p> <p>A local history study linked to one of the studied periods of time</p> <p>An early non-European society that contrasts with British history</p>	<ul style="list-style-type: none"> <li>- Children can sequence a chronological framework within the periods they have studied</li> <li>- Children link prior learning to the periods they are studying to build their chronological understanding</li> <li>- Understand cause and consequence of key developments and discoveries (<i>tools, housing, farming, clothing, religion, weapons, technology</i>)</li> <li>- Understand how society was organised and the way of life for each group (i.e. pharaohs, slaves, democracy etc.)</li> <li>- Children articulate dates of the periods they are studying</li> <li>- Place knowledge find places on maps of Britain, Europe and the World</li> <li>- Understand why developments were made and vital to survival</li> <li>- Understand that the developments made within these periods can still be seen in modern Britain</li> <li>- Understand how we know about periods of history</li> <li>- Understand the challenges faced by the population within this time period.</li> </ul>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>- Analyse artefacts and explain what they show.</li> <li>- Use an increased understanding of where source material has come from to analyse an artefact's relevance and reliability.</li> <li>- Sequence the time studied on a time line</li> <li>- Understand more complex terms e.g. BC/AD</li> <li>- Sequence several events or artefacts</li> <li>- Compare life before and after Roman invasion of Britain.</li> <li>- Demonstrate an increased awareness of how historical periods influenced each other and trends over time.</li> </ul> <p><b>Range and depth of historical knowledge</b></p> <ul style="list-style-type: none"> <li>- Explore life in the period and key achievements – make link to different periods</li> <li>- Compare with own lives and think about what it would be like to live in this society.</li> <li>- Develop historical vocabulary specific to the period studied</li> <li>- Reconstruct life in this period</li> <li>- Demonstrate an increased awareness of how historical periods influenced each other and trends over time. Ask questions to pursue these enquiries.</li> <li>- Offer explanations for events in history</li> </ul> <p><b>Interpretations of history</b></p> <ul style="list-style-type: none"> <li>- Look at different representations of the period</li> <li>- Discuss how valid information about the period is</li> <li>- Offer reasons for different versions of events</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>- Ask historically valid questions. Justify what they notice about cause, significance and changes with informed reasoning and evidence</li> </ul>	<p>Chronology (BC/AD) Evidence Artefacts Technology Travel Invasion Religion Art and culture Archaeologist Settles Age/ era/ period</p> <p>Norse Barbarian Enemy Europe Gods Medieval Myth Plunder Quest Saga Valhalla Scandinavia</p>

	<ul style="list-style-type: none"> <li>- Understand the demographic of the population at the time.</li> <li>- Understand how different members of the demographic were treated differently.</li> </ul>	<ul style="list-style-type: none"> <li>- Use them to compare and contrast historical periods and their lives now</li> <li>- Use a range of resources to research a period in time</li> <li>- Observe small details on artefacts</li> <li>- Select and record information</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>- Record what they have learnt in a variety of ways including written, drawn, models, ICT.</li> <li>- Develop a historical study file.</li> <li>-</li> </ul>	
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Year 6			
Subject	Knowledge	Skills	Vocabulary
<p>An aspect or theme of British history that extends pupil's chronological knowledge beyond 1066</p> <p>A significant period in British history, e.g. Victorians or Tudors</p> <p>The achievements of the earliest civilisations in depth study of one of the following:</p> <ul style="list-style-type: none"> <li>- Indus valley</li> <li>- Egypt</li> <li>- Shang Dynasty</li> <li>- Sumner</li> </ul>	<ul style="list-style-type: none"> <li>- Children can sequence a chronological framework within the periods they have studied</li> <li>- Children link prior learning to the periods they are studying to build their chronological understanding</li> <li>- Understand cause and consequence of key developments and discoveries (<i>tools, housing, farming, clothing, religion, weapons, technology</i>)</li> <li>- Understand how society was organised and the way of life for each group (i.e. pharaohs, slaves, democracy etc.)</li> <li>- Children articulate dates of the periods they are studying</li> <li>- Place knowledge find places on maps of Britain, Europe and the World</li> <li>- Understand why developments were made and vital to survival</li> <li>- Understand that the developments made within these periods can still be seen in modern Britain</li> <li>- Understand how we know about periods of history</li> <li>- Understand the challenges faced by the population within this time period.</li> </ul>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>- Place current study on a timeline in relation to other studies</li> <li>- Use relevant dates and terminology</li> <li>- Sequence up to 10 events on a timeline</li> </ul> <p><b>Range and depth of historical knowledge</b></p> <ul style="list-style-type: none"> <li>- Find out about beliefs, behavior and characteristics of people; recognizing that not everyone shares the same views and feelings.</li> <li>- Compare beliefs and behavior with another time studied</li> <li>- Write other explanations of past events in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>- Know key dates, characters and events of time studied.</li> <li>- Establish narratives of cause and consequence and use evidence to substantiate claims.</li> <li>- Evaluate and make substantiated claims about cause, significance and changes over time.</li> </ul> <p><b>Interpretation of history</b></p> <ul style="list-style-type: none"> <li>- Link sources and work out how conclusions were arrived at.</li> <li>- Consider ways of checking the accuracy of interpretations.</li> <li>- Be aware that different evidence will lead to different conclusions.</li> <li>- Suggest reasons for conflicting historical accounts.</li> <li>- Confidently use the library and internet for research.</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>- Recognise primary and secondary resources</li> </ul>	<p>Anne Boleyn, apprentice, Aragon, archer, arithmetic, baron, bull baiting, Catherine of Aragon, Catherine Parr, catholic, communion, convent, coronation, court, freeman, gunpowder plot, Hebrew, immigrant, Jane Seymour, Kiln, last supper, Latin, laundress, monarch, monastery, plague, pottery, protestant, catholic, stone mason, traitor, treason, Tudor, widow, civilization, demographic, population, travel, archeologist, chronological.</p>

	<ul style="list-style-type: none"> <li>- Understand the demographic of the population at the time.</li> <li>- Understand how different members of the demographic were treated differently.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a arrange of sources to find out about an aspect of time.</li> <li>- Suggest omissions and the means of finding out</li> <li>- Bring knowledge gathered from several sources together in a fluent account.</li> <li>- Ask and answer questions that follow a specific line of enquiry.</li> <li>- develop informed conclusions about conflicting historical accounts and understand the impact of historians on our understanding of the past.</li> <li>-</li> </ul>	
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## History progression

		Year 1/2	Year 3/4	Year 5/6
History	Chronology	<p>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Show where places, people and events fit into a broad chronological framework</p> <p>Begin to use dates</p>	<p>Develop increasingly secure chronological knowledge and understanding of history, local, British and world</p> <p>Put events, people, places and artefacts on a time- line</p> <p>Use correct terminology to describe events in the past</p>	<p>As Year 3/4, and</p> <p>Use greater depth and range of knowledge</p>
	Historical terms	<p>Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my .... were younger, years, decades, centuries</p>	<p>Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</p>	<p>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</p>
	Historical enquiry	<p>Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?</p> <p>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites</p> <p>Choose and use parts of stories and other sources to show understanding of events</p> <p>Communicate understanding of the past in a variety of ways</p>	<p>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</p> <p>Suggest where we might find answers to questions considering a range of sources</p> <p>Understand that knowledge about the past is con- structed from a variety of sources</p> <p>Construct and organise responses by selecting relevant historical data</p>	<p>Devise, ask and answer more complex questions about the past, considering key concepts in history</p> <p>Select sources independently and give reasons for choices</p> <p>Analyse a range of source material to promote evidence about the past</p> <p>Construct and organise response by selecting and organising relevant historical data</p>
	Interpreting History	<p>Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays</p>	<p>Be aware that different versions of the past may exist and begin to suggest reasons for this</p>	<p>Understand that the past is represented and interpreted in different ways and give reasons for this</p>

History	Continuity and change	Discuss change and continuity in an aspect of life, e.g. holidays	Describe and begin to make links between main events, situations and changes within and across different periods and societies	As Year 3/4, and Use a greater depth of historical knowledge
	Causes and consequence	Recognise why people did things Recognise why some events happened Recognise what happened as a result of people's actions or events	Identify and give reasons for historical events, situations and changes Identify some of the results of historical events, situations and changes	Begin to offer explanations about why people in the past acted as they did
	Similarities and differences	Identify similarities and differences between ways of life in different periods, including their own lives	Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual	Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual
	Significance	Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why	Identify and begin to describe historically significant people and events in situations	Give reasons why some events, people or developments are seen as more significant than others

## Modern Foreign Languages

The intention of the French curriculum at Exbourne Primary Academy is that children are taught to develop an interest in learning other languages in a way that is enjoyable and stimulating. We encourage children's confidence, we strive to stimulate and encourage children's curiosity about language. In planning with actively plan links to develop their awareness of cultural differences in other countries, through our protected characteristics, British values and curriculum enrichment opportunities. We strive to embed the skills of listening, speaking, reading and writing necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning.

### Modern foreign languages programme of study

Year 3/4			
Subject	Knowledge	Skills	Vocabulary
Greetings/ French culture/ Days of the week/Classroom instructions/ Animals (pets)  Numbers/ plurals (gender)/ Colours/ Food/ Paris  Weather/ Family/ possessive adjectives/ Clothes and colours	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>- Know common greetings in French</li> <li>- Know the days of the week in French</li> <li>- Know how to follow classroom instructions in French</li> <li>- Know common pets in French</li> <li>- Know numbers to 20 in French</li> <li>- Know main colours in French</li> <li>- Know names for common foods in French</li> <li>- Know common weather types</li> <li>- Know names of types of clothes</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Know how to create sentences related to their own life about the above</li> <li>- Know how to ask questions about others related to the above</li> <li>- Know how to articulate plurals</li> <li>- Know how to state possession</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>- Know the daily routines and culture of French school children</li> <li>- Know about landmarks and culture of Paris, art etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to state simple sentences related to own life in French</li> <li>- Be able to ask simple questions relating to the topics covered</li> <li>- Be able to explain the culture of French schools</li> <li>- Be able to explain the culture of Paris</li> <li>- Write simple words, phrases and sentences related to the above</li> </ul>	France French Paris Feminine Male Art Landmark

Year 5/6			
Subject	Knowledge	Skills	Vocabulary
Classroom instructions and opinions/ Sports/ Days of the week and seasons  Colours/ Shopping for food/ Numbers 1-31 and birthdays/ personal descriptions  School subjects and preferences/ sentence and text building/ possessive adjectives and prepositions	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>- Know how to follow classroom instructions in French</li> <li>- Know common opinion vocabulary</li> <li>- Know common sports in French</li> <li>- Know seasons in French</li> <li>- Know French currency vocabulary</li> <li>- Know numbers to 31 in French</li> <li>- Know the vocabulary needed to describe self and others</li> <li>- Know how to state preferences</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Know how to create sentences related to their own life about the above</li> <li>- Know how to ask questions about others related to the above</li> <li>- Know how to articulate plurals</li> <li>- Know how to state possession</li> <li>- Know prepositions</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>- Know the daily routines and culture of French school children</li> <li>- Know about landmarks and culture of Paris, art etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to state simple sentences related to own life in French</li> <li>- Be able to request food at a 'shop'</li> <li>- Be able to describe own and others appearance</li> <li>- Be able to explain own and others birthday celebrations</li> <li>- Give instructions in French</li> <li>- Give opinions in French</li> <li>- Be able to ask simple questions relating to the topics covered</li> <li>- Be able to explain the culture of France</li> <li>- Be able to explain the culture of Paris</li> <li>- Use the correct grammar when speaking French relating to plurals, prepositions</li> <li>- Write simple words, phrases and sentences related to the above</li> </ul>	France French Paris Feminine Male Art Landmark

## Modern Foreign Languages progression

		Year 3	Year 4	Year 5	Year 6
MFL	Speaking and listening	<p>Respond to simple questions with support from a spoken model or visual clue</p> <p>Respond to spoken instructions</p> <p>Recognise numbers 1–20</p> <p>Discriminate sounds and identify meaning when items are repeated several times</p> <p>Greet others with confidence and reply to the questions</p> <p>Know a well-known children’s song in language studied</p> <p>Sing a song from memory, with clear pronunciation</p> <p>Identify common nouns</p> <p>Begin to know some key vocabulary e.g. body parts, colours</p>	<p>Identify and pronounce accurately the names of some countries and towns</p> <p>Sing a song from memory on a related topic</p> <p>Listen with care</p> <p>Listen to a story and select keywords and phrases from it</p> <p>Ask and answer simple questions with correct intonation</p> <p>Remember a sequence of spoken words</p> <p>Speak clearly and confidently</p> <p>Initiate a conversation when working with a partner</p> <p>Express opinions</p>	<p>Understand numbers in multiples of 10 up to 100</p> <p>Understand and give simple directions</p> <p>Say that they don’t understand and ask for something to be repeated</p> <p>Give information</p> <p>Use short sentences when asking and answering questions</p> <p>Prepare a short talking task alone or with a partner and present this with reasonable pronunciation</p> <p>Listen to a story or poem and identify key words and phrases</p>	<p>Follow short descriptions in order to find specific information</p> <p>Devise and perform a short sketch in role play situation</p> <p>Demonstrate creativity and imagination in using known language in new contexts</p> <p>Listen attentively and understand more complex phrases and sentences</p> <p>Understand longer and more complex phrases or sentences</p> <p>Use spoken language confidently to initiate and sustain conversations and to tell stories</p> <p>Prepare a short presentation on a familiar topic</p> <p>Be understood when speaking in a different language</p>
	Reading	<p>Sequence written instructions</p> <p>Recognise some familiar words in written form</p> <p>Recognise and read known sounds within words</p> <p>Read some key vocabulary</p>	<p>Understand words displayed in the classroom</p> <p>Research additional vocabulary using a dictionary</p> <p>Read familiar words and join in with a non-fiction text / story</p>	<p>Show understanding of a short text containing familiar and unfamiliar language</p> <p>Retrieve information from a text</p> <p>To make predictions based on existing knowledge</p> <p>Read aloud to a partner or small group</p>	<p>Use knowledge of word order and sentence construction to support the understanding of written text</p> <p>Read and understand the main points and some detail from a short written passage</p> <p>Read aloud with confidence</p>

MFL	Writing	<p>Write some of the numbers to 20 from memory</p> <p>Experiment with writing simple words</p> <p>Copy accurately in writing some key words</p> <p>Copy or label using single words or short phrases</p>	<p>Write familiar words and simple phrases from a model</p> <p>Understand and write a short email using structures learnt</p>	<p>Write a simple poem</p> <p>Write short sentences in a presentation or booklet</p> <p>Write simple instructions accurately</p> <p>Write sentences on a range of topics using a model</p>	<p>Write sentences using some description</p> <p>Apply a range of linguistic knowledge to create simple, written pieces that can be understood</p> <p>Use dictionaries to support writing</p>
	Knowledge about languages	<p>Understand and start to use some basic core structures</p>	<p>Understand the main core structures and begin to use some actively.</p> <p>Identify phonemes that are the same as or different from English or other languages they know</p>	<p>Use agreements of adjectives</p> <p>Manipulate language by changing an element in a sentence</p>	<p>Understand and use negatives</p> <p>Recognise patterns in the foreign language</p>
	Knowledge about culture	<p>Start to understand cultural similarities and differences and how festivals are celebrated</p> <p>Understand the differences in social conventions when people greet each other</p>	<p>Identify counties where selected language is spoken</p> <p>Investigate aspects of lifestyle in selected country e.g. food or leisure activities</p> <p>Investigate weather patterns of select country</p>	<p>Look at further aspects of everyday lives from the perspective of someone from another country</p> <p>Learn about places of interest/ importance within the county studied</p>	<p>Present information about an aspect of culture</p> <p>Compare and contrast countries where language is spoken with this country</p> <p>Investigate famous people / events from the chosen country to be studied</p> <p>Investigate cultural differences</p>

## Music

At Exbourne the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts. As a Church school, we sing daily and praise God through hymns and modern songs.

### Music programme of study

EYFS			
Subject	Knowledge	Skills	Vocabulary
<p>ELG 01 Listening and attention: Children listen attentively in a range of situations. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>ELG 13 They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>ELG 16 Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>ELG 17 Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<ul style="list-style-type: none"> <li>- Children know that there are many different types of music</li> <li>- Children know that individuals like different types of music</li> <li>- Children know a range of songs that they can sing individually and as a group</li> <li>- Children know how to change their voice pitch</li> <li>- Children can make music to express actions (<i>Make sounds linked to the sea</i>)</li> <li>- Children know how to repeat a pattern</li> <li>- Children know how to change the sounds made by an instrument (<i>e.g. force, tightness of string, size of bell etc.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>- Children can listen attentively to music, identifying features and instruments</li> <li>- Children can express their preferences for types of music and give reasons</li> <li>- Children can sing songs individually and as a group</li> <li>- Children can make high and low notes with their voice</li> <li>- Children can explain how the music they make matches actions (<i>e.g. It sounds like waves crashing on the beach</i>)</li> <li>- Children can follow a rhythmic pattern</li> <li>- Children can make music louder, quieter, faster, slower,</li> <li>- Children can make basic musical instruments (<i>e.g. elastic band guitars, yoghurt pot drums etc.</i>)</li> </ul>	<p>Instrument, stings, <b>types of music, types of instrument</b>, louder, quieter, softer, faster, slower, higher, lower</p>

Year 1			
Subject	Knowledge	Skills	Vocabulary
<p>Singing, chanting and rhymes</p> <p>Playing untuned instruments focusing on rhythm</p> <p>Playing tuned instruments focusing on pitch</p>	<p><b>Singing</b> Make a range of sounds – focusing on shape of mouth, breath. Identify basic rhythm.</p> <p><b>Playing</b> Awareness of sounds that instruments make. Know that instruments can be played to make different sounds by playing them differently.</p> <p><b>Improvisation</b> Follow start and stop prompts. Maintain section while others are playing.</p> <p><b>Listening</b> Listen to a range of music styles and types from around the world Listen to ideas from others, taking turns as appropriate to the context.</p>	<p><b>Singing</b> Perform/sing songs expressively in a group.</p> <p><b>Playing</b> Create sounds in different ways. Play with some control (e.g. Faster, slower, higher, lower)</p> <p><b>Improvisation</b> To contribute to class composition. To identify how sounds can convey meaning.</p> <p><b>Listening</b> Listen with concentration. Identify features and instruments in pieces of music</p>	<p>High</p> <p>Low</p> <p>Rhythm</p> <p>Stop</p> <p>Start</p> <p>Loud</p> <p>Quiet</p> <p>Beat</p> <p>Fast</p> <p>Slow</p>

Year 2			
Subject	Knowledge	Skills	Vocabulary
<p>Singing, chanting and rhymes</p> <p>Playing untuned instruments focusing on rhythm</p> <p>Playing tuned instruments focusing on pitch</p>	<p><b>Singing</b> Developing knowledge and sense of rhythm, pulse and expression.</p> <p><b>Playing</b> Increased knowledge that sounds can be changed and combined in different ways.</p> <p><b>Improvisation</b> Understanding of beginning and end, and know a composition has sections.</p> <p><b>Listening</b> Increased knowledge of different musical genres and types both live and recorded. Identify sections of the composition</p>	<p><b>Singing</b> Perform/sing with a group with increased confidence and developing expression and sense of rhythm, pulse and pitch.</p> <p><b>Playing</b> Create sounds in different ways, select sounds and instruments increasingly for effect, using tuned and untuned instruments.</p> <p><b>Improvisation</b> Contribute to small group and class compositions, independently compose short, simple pieces.</p> <p><b>Listening</b> Listen with increased concentration, responding appropriately.</p>	<p>Dynamics</p> <p>Pitch</p> <p>Tempo</p> <p>Rhythm</p>

Year 3			
Subject	Knowledge	Skills	Vocabulary
<p>Singing: Pulse, rhythm, timbre, tempo. Knowing/having a repertoire of songs. Understand a basic scale. Understand a two-part song.</p> <p>Playing: With pulse, rhythm, melody, tempo. Improvising &amp; Composing: Knowledge of the chosen instrument Pulse, rhythm, melody, timbre, tempo, notation.</p> <p>Listening: Increased knowledge of a wide and varied selection of music drawn from different traditions and great composers/musicians. Start to understand the history of music.</p>	<p><b>Singing</b> Pulse, rhythm, timbre, tempo. Knowing/having a repertoire of songs. Understand a basic scale. Understand a two-part song.</p> <p><b>Playing</b> Pulse, rhythm, melody, tempo.</p> <p><b>Improvisation and composition</b> Knowledge of the chosen instrument e.g. voice, recorder, drum, ukulele, percussion. Pulse, rhythm, melody, timbre, tempo, notation.</p> <p><b>Listening</b> Knowledge of a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p><b>Singing</b> Sing with increasing vocal range, accuracy, expression and confidence.</p> <p><b>Playing</b> Play and perform in solo and ensemble context to the class/an audience. Play a greater number of notes on an instrument.</p> <p><b>Improvisation</b> Improvise and compose music for a range of purposes by: creating music in response to a given stimuli, compose in pairs and small groups or solo, recognise basic notation, time signatures.</p> <p><b>Listening</b> Listen to musical phrases and beginning to play them by ear.</p>	<p>Pulse Rhythm Timbre Tempo Pitch Dynamics Improvise Compose</p> <p><b>Notes</b> Crotchet Quaver Semi breve Time signature Bar Rest</p>

Year 4			
Subject	Knowledge	Skills	Vocabulary
<p>Singing: Pulse, rhythm, timbre, tempo. Increased repertoire of songs from different musical genres.</p> <p>With increased knowledge of pulse, rhythm, melody, tempo. Greater knowledge of notes on an instrument. Improvising &amp; Composing: Increased knowledge of a range of instruments and musical technology. Increased knowledge of pulse, rhythm, melody, timbre, tempo and notation.</p> <p>Listening: Knowledge of a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p><b>Singing</b> Pulse, rhythm, timbre, tempo. Increased repertoire of songs from different musical genres.</p> <p><b>Playing</b> Increased knowledge of pulse, rhythm, melody, tempo. Greater knowledge of notes on an instrument.</p> <p><b>Improvisation and composition</b> Increased knowledge of a range of instruments and musical technology. Increased knowledge of pulse, rhythm, melody, timbre, tempo and notation.</p> <p><b>Listening</b> Increased knowledge of a wide and varied selection of music drawn from different traditions and great composers/musicians. Start to understand the history of music.</p>	<p><b>Singing</b> Sing with increased vocal range, awareness of rhythm, pulse, timbre, tempo and expression. Copy a scale. Sing two part songs.</p> <p><b>Playing</b> Play and perform in solo, group and ensemble contexts to a range of audiences. Play a greater number of notes on an instrument with accuracy.</p> <p><b>Improvisation</b> Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p><b>Listening</b> Offer comments about own and others work and ways to improve, accept feedback and suggestions from others. Listen to and evaluate a range of live and recorded music from different genres, styles and times.</p>	<p>Pulse Rhythm Timbre Tempo Pitch Dynamics Improvise Compose <b>Notes</b> Crotchet Quaver Semi breve Time signature Bar Rest Treble clef Bass Clef</p>

Year 5			
Subject	Knowledge	Skills	Vocabulary
<p><b>Singing:</b> Pitch, volume, harmony, unison, round. How to control breathing from their diaphragm. <b>Listening:</b> Understand the different elements of music that they are listening to. Understand a wide range of live and recorded music from different traditions and composers and musicians. Understand some of the history of music.</p> <p><b>Playing:</b> Staff notation, graphic notation, ensemble, solo, melody, harmony, pulse, and rhythm. Begin to understand the site of the intervals between notes</p> <p><b>Improvising and Composing:</b> The voice is an instrument capable of making multiple sounds. How rhythm relates to pulse. Understand variety of musical structures.</p>	<p><b>Singing</b> Pitch, volume, harmony, unison, round.</p> <p><b>Playing</b> Staff notation, graphic notation (e.g. guitar tablature), ensemble, solo, melody, harmony, pulse, and rhythm. Begin to understand the site of the intervals between notes (tone, semitone).</p> <p><b>Improvisation and composition</b> That the voice is an instrument capable of making multiple sounds. How rhythm relates to pulse.</p> <p><b>Listening</b> Understand the different elements of music that they are listening to. Understand a wide range of live and recorded music from different traditions and composers and musicians.</p>	<p><b>Singing</b> Reflect an idea or mood by varying pitch, volume and expression Sing and maintain part in rounds and harmonies.</p> <p><b>Playing</b> Play and perform in ensembles and solo. Play melodic and rhythmic phrases. Play with increasing accuracy, fluency, control and expression. Use staff and other musical notations. Change role in a group performance with increasing confidence. Maintain a sense of pulse. Recognise and self-correct when out of time/tune.</p> <p><b>Improvisation</b> Experiment with vocal sounds. Improvise for a range of purposes using the above skills and knowledge of music. Maintain a strong sense of pulse when improvising. Compose for a range of purposes using the above skills and knowledge of music.</p> <p><b>Listening</b> Listen with attention to detail Recall sounds with increasing accurate aural memory. Appreciate a wide range of music and be able to discuss likes and dislikes, and express preferences. Able to discuss instruments and musical elements they hear.</p>	<p>Pitch Dynamic Harmony Unison Texture Timbre Rhythm Pulse Staff notation Ensemble/solo Melody Harmony Pulse Tone Semitone Register Octave Bass Treble Ostinato Improvise Compose Live Recorded Composer Tradition All previous vocabulary about musical terms.</p>

Year			
Subject	Knowledge	Skills	Vocabulary
<p><b>Singing:</b> Pitch, volume, harmony, unison, round. How to control breathing from their diaphragm. <b>Listening:</b> Understand the different elements of music that they are listening to. Understand a wide range of live and recorded music from different traditions and composers and musicians. Understand some of the history of music.</p> <p><b>Playing:</b> Staff notation, graphic notation, ensemble, solo, melody, harmony, pulse, and rhythm. Begin to understand the site of the intervals between notes</p> <p><b>Improvising and Composing:</b> The voice is an instrument capable of making multiple sounds. How rhythm relates to pulse. Understand variety of musical structures.</p>	<p><b>Singing</b> Pitch, volume, harmony, unison, round. How to control breathing from diaphragm.</p> <p><b>Playing</b> Staff notation, graphic notation (e.g. guitar tablature), ensemble, solo, melody, harmony, pulse, and rhythm. Begin to understand the site of the intervals between notes (tone, semitone).</p> <p><b>Improvisation and composition</b> That the voice is an instrument capable of making multiple sounds. How rhythm relates to pulse. Understand variety of musical structures.</p> <p><b>Listening</b> Understand the different elements of music that they are listening to. Understand a wide range of live and recorded music from different traditions and composers and musicians. Understand some of the history of music.</p>	<p><b>Singing</b> Reflect an idea or mood by varying pitch, volume and expression Recognise and self-correct when going out of tune. Sing and maintain part in rounds and harmonies.</p> <p><b>Playing</b> Play and perform in ensembles and solo. Play melodic and rhythmic phrases. Play with increasing accuracy, fluency, control and expression. Use staff and other musical notations. Lead an independent part in a group. Change role in a group performance with increasing confidence. Maintain a sense of pulse. Recognise and self-correct when out of time/tune.</p> <p><b>Improvisation</b> Experiment with vocal sounds. Improvise for a range of purposes using the above skills and knowledge of music. Maintain a strong sense of pulse when improvising. Compose for a range of purposes using the above skills and knowledge of music. Experiment with various musical structures e.g. AB, ABA, ABAB.</p> <p><b>Listening</b> Listen with attention to detail Recall sounds with increasing accurate aural memory. Appreciate a wide range of music and be able to discuss likes and dislikes, and express preferences. Able to discuss instruments and musical elements they hear.</p>	<p>Pitch Dynamic Harmony Unison Texture Timbre Rhythm Pulse Staff notation Ensemble/solo Melody Harmony Pulse Tone Semitone Register Octave Bass Treble Ostinato Improvise Compose Live Recorded Composer Tradition All previous vocabulary about musical terms.</p>

## Music progression

		Year 1/2	Year 3/4	Year 5/6
Music	Singing	<p>Use their voices confidently to create sound effects</p> <p>Explore different types of voices</p> <p>Sing songs in different ways and discuss the effect</p> <p>Chant words expressively using known songs and rhymes</p> <p>Chant and clap in time with a steady pulse</p> <p>Listen to notes G - E played on chime bars. Use the tune found in playground songs e.g. 'I'm the King of the Castle', to find their singing voice and match pitches</p> <p>Slide the voice upwards in pitch to a high voice and downwards in pitch to a low voice</p> <p>Follow the shape of the melody when singing songs. (Use hand/arm to gesture)</p> <p>Sing songs while maintaining a steady beat: tapping/walking</p> <p>Sing songs at different speeds</p> <p>Sing the same song in different ways: loud, quiet; fast, slow, and in various moods</p> <p>Use the 'thinking voice' - ie sing the words in their head</p> <p>Play singing games in which children sing phrases alone</p> <p>Sing songs expressively increasingly in tune within a limited pitch</p> <p>Recognise phrase lengths and know when to breathe with an attention to posture</p> <p>Use movements to show phrases</p> <p>Perform each phrase in a different way</p>	<p>Use voices to create and control sounds (including tempo/speed-dynamics/volume and pitch)</p> <p>Keep in time with a steady pulse when chanting, singing or moving. Be aware of correct posture whilst singing/playing</p> <p>Play singing games and clapping games</p> <p>Sing/perform rhythmically straightforward parts (i.e. minims, crotchets, quavers in simple common meter)</p> <p>Sing in tune in a group and alone</p> <p>Sing using a limited range of notes (i.e. middle C to D octave above)</p> <p>Sing words/phrases of a song in their heads (thinking voice)</p> <p>Sing with expression</p> <p>Sing/play appropriate material confidently and fluently</p> <p>Make improvements to singing - rehearse together to achieve objectives</p> <p>Use graphic notation to illustrate the shape and formation of melodies</p>	<p>Create different vocal effects when singing and rapping</p> <p>Sing songs in unison and two parts</p> <p>Maintain their own part when singing songs written in two parts</p> <p>Sing songs written in different metres - tap the pulse on the strong beats</p> <p>Sing with control of pitch</p> <p>Sing/play with increased control, expression, fluency and confidence</p> <p>Sing with clear diction, a sense of phrase and musical expression</p> <p>Control breathing, posture and sound projection.</p> <p>Breathe in agreed places to identify phrases.</p> <p>Recognise structures in known songs (identify repeated phrases)</p> <p>Sing a round in two parts - identify the melodic phrases and how they fit together</p> <p>Use graphic/traditional/other notation to develop a deeper understanding of shape/form of melodies</p>

Music	Performing - Playing	<p>Describe, name and group a variety of instruments</p> <p>Play instruments or use body percussion in different ways to create sound effects and follow directions to 'perform' a story together</p> <p>Handle and play a variety of tuned and un-tuned instruments with control</p> <p>Sing a song they know well - one group taps the pulse on their thighs the other group taps the rhythm with two fingers on the palm of their hands</p> <p>Add an instrument to play on the beat and one to play with the rhythm</p> <p>The children mark the pulse of a song with stamps/ claps</p> <p>Chant/sing, clap the rhythm of the song; transfer the rhythm onto an un-tuned instrument; use it to accompany the chanting</p> <p>Count with a steady pulse</p> <p>Contribute ideas and control sounds as part of a class composition and performance</p> <p>Follow a conductor and be the conductor themselves, responding to a range of gestures for: start/stop, slow/fast, loud/quiet</p> <p>Make a picture label for each group of instruments</p> <p>Play together, using symbols as a support</p> <p>Talk about and devise signs/gestures/symbols for the concepts: high/low, fast/slow, long/short.</p> <p>Make two flash cards, one for long and one for short sounds</p> <p>Perform long and short sounds in response to symbols</p> <p>Play and sing phrases from dot notation using 'pitch cards' - High/Middle/Low -</p> <p>Interpret the pattern on the card e.g. H-H-L or L-M-H or H-L-H</p> <p>Evaluate own music and that of others</p> <p>Discuss what was good</p> <p>Suggest how it might be improved</p>	<p>Create and control sounds on instruments (including tempo/speed-dynamics/volume and pitch)</p> <p>Select instruments and create sounds to describe visual images.</p> <p>Keep in time with a steady pulse when playing instruments</p> <p>Perform a repeated pattern to a steady pulse</p> <p>Maintain own part with awareness of how the different parts fit together to achieve an overall effect</p> <p>Play new pieces by ear and from simple notations</p> <p>Suggest and make improvements to work and that of others, commenting on the intended effect and how to achieve it</p> <p>Contribute to a class performance</p> <p>Rehearse together to achieve objectives</p> <p>Suggest Ideas and preparations for performances</p>	<p>Play instruments with control and rhythmic accuracy</p> <p>Perform a particular cyclic pattern i.e. rhythmic phrase structured, layered and repeated. SAMBA, STREET BAND or AFRICAN DRUMMING</p> <p>Perform a round confidently using voices and instruments. Be aware of other parts when playing an independent part</p> <p>Play simple chords in sequence</p> <p>Demonstrate awareness of own contribution - leading others, taking a solo part and/or providing rhythmic support/accompaniment</p> <p>Subdivide the pulse keeping to a steady beat. e.g. count in 4s - one part plays every beat (crotchets) another part plays every 2 beats (minims) holding each for 2 counts; another part plays every 4 beats (semi-breve) holding for 4 full beats</p> <p>Perform significant parts from memory and from notations</p> <p>Rehearse with others and help achieve a high-quality performance showing an awareness of the audience</p> <p>Refine and improve their own and others' work in relation to the intended effect</p> <p>Perform with awareness of audience, venue and occasion</p>
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Music	Improvising and experimenting	<p>Explore different sounds using body percussion</p> <p>Make various sound effects to describe selected/ thematic words</p> <p>Suggest which instruments would make a particular sound</p> <p>Select sounds and sound sources carefully in response to a story suggest what sounds could be added to depict ideas</p> <p>Identify and control different ways instruments make sounds</p> <p>Make own short sequence of sounds using symbols as a support</p> <p>Make sounds and recognise how they can communicate ideas</p> <p>Create and choose sounds in response to stimulus e.g. night-time, the seaside etc.</p> <p>Suggest instruments that make sounds like those described by the selected words and create sound pictures</p> <p>Children order sounds in response to the stimulus and make their own short sequence of sounds using symbols as a support</p> <p>Create a sound story</p> <p>Identify how sounds can be changed e.g. grip triangle to 'stop it from vibrating well and release it to enable a full, vibrating sound</p> <p>Identify the pulse and explore getting faster and slower</p> <p>Experiment with different timbres (sound qualities)</p>	<p>Recognise and explore the ways sounds can be combined and used expressively</p> <p>Identify how songs are structured and accompanied</p> <p>Express song meanings/lyrics using voices or instruments</p> <p>Explore repeated patterns in music/art/dance</p> <p>Create repeated patterns and combine several layers of sound with awareness of the combined effect</p> <p>Improvise - devise melodic phrases - using pentatonic scales (limited range of notes: DEGAB or CDEGA)</p> <p>Use ICT/electronic devices, (microphones and recording equipment) to change and manipulate sounds</p>	<p>Develop musical imagination through experimenting, improvising and adapting sounds</p> <p>Explore different textures of un-tuned sounds</p> <p>Explore the relationship between sounds</p> <p>Explore different combinations of vocal sounds</p> <p>Devise more complex rhythmic patterns using semi-quavers and rests</p> <p>Improvise rhythmic patterns over a steady pulse with confidence</p> <p>Fit different rhythmic patterns together and maintain own part with awareness of the pulse</p> <p>Recognise combinations of pitched sounds - concords and discords</p> <p>Identify and play CM diatonic Chords C-F-G-Am-Dm</p> <p>Improvise - developing rhythmic and melodic material within given structures - when performing</p> <p>Use ICT / electronic devices, (microphones and recording equipment) to change and manipulate sounds</p>
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	<p>Explore the concepts: loud/quiet, high/low, fast/slow</p> <p>Explore the effect of silence</p> <p>Experiment and change sounds</p> <p>Make instruction flash cards showing selected words or symbols and hold up to play from to help children remember the different sections of a composition</p> <p>Experiment to improve the intended effect</p> <p>Give the composition a title</p> <p>Begin to internalise and create rhythmic patterns</p> <p>Use words/phrases (these could be from songs days of week/months of year) - tap them out</p> <p>Make up simple dance patterns – keeping in time with the pulse and including rhythms</p> <p>Use voices to provide sound effects</p> <p>Create long and short sounds on instruments.</p> <p>Find and play by ear, phrases of well-known songs on tuned instruments</p> <p>Make up three-note tunes independently</p> <p>Record their own tunes - use colours instead of note names</p> <p>Create songs of their own using high-middle-low pitches</p>		
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Music	Composing	<p>Combine sounds to create textures</p> <p>Create sequences of sound - musical structures which express ideas or moods using lyrics/sounds/movements- actions</p> <p>Compose sequences using notated rhythms</p> <p>Join sequences together to create structures of rhythmic, descriptive or dance patterns</p> <p>Select and sequence pitches (limited range) to create melodic phrases</p> <p>Add words to melodic phrases to create a class/group song</p> <p>Compose music in pairs - and small groups</p> <p>Explore, choose, combine, organise and record musical ideas within musical structures</p> <p>Use a variety of notations including 'graphic score' - picto- grams etc.</p> <p>Develop an ability to represent sounds and symbols in movement/words/with instruments</p> <p>Use staff notation as a support</p> <p>Look at the music and follow each part</p>	<p>Create textures by combining sounds</p> <p>Compose music to describe images</p> <p>Create music that describes two contrasting moods</p> <p>Internalise sounds, then select, combine and exploit a range of different sounds to compose a sound-scape stimulated by...(topic)</p> <p>Develop more complex rhythmic ideas</p> <p>Devise rhythmic, melodic and harmonic accompaniments</p> <p>Apply knowledge and understanding of how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures/forms and used to communicate different moods and effects</p> <p>Compose music for different occasions using appropriate musical features and devices (melody, rhythms, chords and structures)</p> <p>Use standard and additional methods of notation as appropriate across a range of different contexts.</p> <p>Be aware of some of the basic major scales</p> <p>Play from pitched notation (read music)</p> <p>Show understanding of how music is produced in different ways and described through relevant established and invented notations</p>
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Music	Listening, developing knowledge and understanding	<p>Listen to short excerpts of music from a variety of styles, genres and traditions</p> <p>Identify a variety of instruments that can be heard and describe sounds</p> <p>Identify the pulse in different pieces of music</p> <p>Tap knees in time with 'steady beat' music</p> <p>Listen to different sounds in the environment</p> <p>Recall short sequences / patterns of sounds</p> <p>Sing a familiar song, identify then tap the rhythm of the words</p> <p>Sing back melodic phrases from known songs</p> <p>Listen to pieces of music that describe e.g. The Sea/ Fireworks etc</p> <p>Describe different images created by music</p> <p>Identify features e.g. Loud/quiet, fast/slow, high/low, pulse, rhythm, sound effects...</p> <p>Listen to a selection of music that has long (often slow) and short (often fast) sounds</p> <p>Recognise long and short sounds and make longer and shorter sounds with their voices</p> <p>Recall and perform rhythmic patterns to a steady pulse</p> <p>Use instruments to copy back 4-beat rhythm patterns</p> <p>Introduce the Xylophone or metallophone</p> <p>Play 'High-middle-low': prepare two chime bars an octave apart, Introduce the middle note, G</p>	<p>Listen with attention to detail and internalize and recall sounds with increasing aural memory</p> <p>Learn new songs quickly; sing from memory</p> <p>Identify rhythmic patterns, instruments and repetitions of sound/pattern</p> <p>Internalise short melodies and play these on pitched instruments (play by ear)</p> <p>Analyse and compare different sound qualities (TIMBRES) instrumental, vocal, environmental/ natural, synthesised</p> <p>Explain how sounds can create different intended effects</p> <p>Recognise how the different musical elements are combined and used expressively</p> <p>Identify descriptive features in art and music</p> <p>Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary</p> <p>Evaluate how venue, occasion and purpose affects the way music is created performed and heard</p> <p>Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary</p> <p>Develop an understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians</p>	<p>Identify musical features (scale, arpeggio, canon, drone, dynamics, ostinato, timbre...)</p> <p>Analyse and comment on the effectiveness of how sounds, images and lyrics are used to create different moods</p> <p>Recognise different tempi – speeds of music</p> <p>Identify different meters – grouping of the beat – counting and feeling the pulse on the strong beat</p> <p>Describe the effect of different combinations of pitched notes using the terms tense-discord, relaxed -concord</p> <p>Appraise own work by comparing/contrasting with work of others</p> <p>Improve performance through listening, internalising and analysing</p> <p>Listen with concentration and some engagement to longer pieces of instrumental and vocal music</p> <p>Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary</p> <p>Identify how music reflects different intentions</p> <p>Identify how music reflects time and place</p> <p>Show knowledge and understanding of how time and place can influence the way music is created, performed and heard.</p> <p>Identify and explore musical device</p> <p>Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary e.g. pitch, tempo. timbre, lyrics</p>
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## Physical education

At Exbourne Primary School, we recognise the importance of PE and the role it has to play in promoting long term, healthy lifestyles. The intent of our PE curriculum is to provide all children with high quality PE and sport provision. It is our vision for every pupil to succeed and achieve their potential as well as to lead physically active lifestyles. We strive to inspire our pupils through fun and engaging PE lessons that are enjoyable, challenging and accessible to all. We want our pupils to appreciate the benefits of a healthy and physically active lifestyle. Through our teaching of PE, we will provide opportunities for pupils to develop values and transferrable life skills such as fairness and respect as well as providing them with opportunities to take part in competitive sport.

We use the 'Real PE' scheme of work to support and improve our planning and lessons.

## PE programme of study

<b>Athletics</b>			
Subject	Knowledge	Skills	Vocabulary
Please refer to rolling programme	<p><b>Year 1 and 2</b></p> <ul style="list-style-type: none"> <li>- Describe different ways of running</li> <li>- Describe different ways of jumping</li> <li>- Explain what is successful and how to improve</li> <li>- Describe different ways of throwing</li> <li>- Knowledge of KS1 vocabulary (see key vocab)</li> <li>- Knowledge of health benefits and well-being</li> <li>- Knowledge of what a good example looks like (running, jumping, throwing etc....)</li> </ul> <p><b>Year 3 and 4</b></p> <ul style="list-style-type: none"> <li>- Watch and describe specific aspects of throwing, catching, jumping and running</li> <li>- Knowledge of health benefits and well-being</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>- explore gymnastics actions and still shapes move confidently and safely in their own and general space, using change of speed and direction</li> <li>- copy or create and link movement phrases with beginnings, middles and ends perform movement phrases using a range of body actions and body parts</li> <li>- know how to carry and place equipment recognise how their body feels when still and when exercising</li> <li>- watch, copy and describe what they and others have done</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>- remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision</li> <li>- choose, use and vary simple compositional ideas in the sequences they create and perform</li> </ul>	<p>Athlete, athletics, baton, bell lap, decathlon, discuss, discus, false start, field, foul, hammer, heptathlon, high jump, hurdles, javelin, lane, lap, exercise, long jump, marathon, middle-distance, pole-vault, relay, record, sprint, shot-put, starting blocks, track and field, target, underarm,</p>

	<ul style="list-style-type: none"> <li>- Knowledge of what a good example looks like (running, jumping, throwing etc....)</li> <li>- Knowledge of the transportation of waste product and oxygen throughout the body.</li> <li>- Knowledge of Olympics and the impact of London 2012.</li> </ul> <p><b>Year 5 and 6</b></p> <ul style="list-style-type: none"> <li>- Explain how warming up effect's performance</li> <li>- Explain why athletics can help stamina and strength</li> <li>- Knowledge of health benefits and well-being</li> <li>- Knowledge of what a good example looks like (running, jumping, throwing etc....)</li> <li>- Knowledge of how athletics can be an employment opportunity.</li> <li>- Specific muscular and cross-curricular vocabulary.</li> <li>- Knowledge of the cardiovascular system and the circulatory system.</li> </ul> <p>Knowledge of Olympics and London 2012.</p>	<ul style="list-style-type: none"> <li>- recognise and describe what their bodies feel like during different types of activity lift, move and place equipment safely</li> <li>- improve their work using information they have gained by watching, listening and investigating</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>- consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements</li> <li>- improve their ability to select appropriate actions and use simple compositional ideas</li> <li>- recognise and describe the short-term effects of exercise on the body during different activities know the importance of suppleness and strength</li> <li>- describe and evaluate the effectiveness and quality of a performance recognise how their own performance has improved</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>- develop the range of actions, body shapes and balances they include in a performance perform skills and actions more accurately and consistently</li> <li>- create gymnastic sequences that meet a theme or set of conditions use compositional devices when creating their sequences, such as changes in speed, level and direction</li> <li>- describe how the body reacts during different types of activity and how this affects the way they perform</li> <li>- describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved</li> </ul> <p><b>Year 5</b></p>	<p>overarm, pulling, pushing, slinging, implement, distance, accuracy, control, efficiency, throwing, retrieving, travel, speed, technique, pace, sustain, stretching, warm-up, recognise, record, challenges, realistic target, perform, stamina, strength, control, describe, combination, height, power, landing,</p>
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		<ul style="list-style-type: none"> <li>- perform actions, shapes and balances consistently and fluently in specific activities</li> <li>- choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations</li> <li>- know and understand the basic principles of warming up and why it is important for good quality performance understand why physical activity is good for their health</li> <li>- choose and use information and basic criteria to evaluate their own and others' work</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>- combine and perform gymnastic actions, shape and balances more fluently and effectively across the activity areas</li> <li>- develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles</li> <li>- understand why warming up and cooling down are important understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves carry out warm ups safely and effectively</li> <li>- evaluate their own and others' work suggest ways of making improvements</li> </ul>	
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<b>Dance</b>			
<b>Subject</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
Please refer to rolling programme	<p><b>Compose</b></p> <p><b>Year 1/2</b></p> <ul style="list-style-type: none"> <li>- To understand the language of direction and levels</li> <li>- To understand key dance vocabulary</li> <li>- To understand how to link movements together to form a sequence</li> </ul> <p>Year 3/4</p> <ul style="list-style-type: none"> <li>- To understand key dance vocabulary</li> <li>- To understand how to use the body to express emotions</li> <li>- To understand which movements form a good sequence</li> <li>- To understand beat, tempo and rhythm</li> <li>- To understand how speed affects the quality of movement</li> </ul> <p>Year 5/6</p> <ul style="list-style-type: none"> <li>- To understand key dance vocabulary</li> <li>- To understand how to use the body to create sequences of movements to express emotions</li> <li>- To understand which movements form an accurately, expressive sequence</li> <li>- To understand beat, tempo and rhythm and how it affects movement</li> </ul>	<p><b>Compose</b></p> <p><b>Year 1/2</b></p> <ul style="list-style-type: none"> <li>- Copy some moves</li> <li>- Develop control of movement using: <ul style="list-style-type: none"> <li>- Actions (WHAT) – travel, stretch, twist, turn, jump</li> <li>- Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others</li> <li>- Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions</li> <li>- Dynamics (HOW) – slowly, quickly, with appropriate expression</li> </ul> </li> <li>- Use own ideas to sequence dance</li> <li>- Sequence and remember a short dance</li> </ul> <p><b>Year 3/4</b></p> <ul style="list-style-type: none"> <li>- Create dance phrases/dances to communicate an idea</li> <li>- Develop movement using; <ul style="list-style-type: none"> <li>- Actions (WHAT); travel, turn, gesture, jump, stillness</li> <li>- Space (WHERE); formation, direction and levels</li> <li>- Relationships (WHO); whole group/duo/solo, unison/ canon Dynamics (HOW); explore speed, energy</li> <li>- Choreographic devices; motif, motif development and repetition</li> </ul> </li> <li>- Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end</li> <li>- Link phrases to music</li> </ul> <p><b>Year 5/6</b></p> <ul style="list-style-type: none"> <li>- Create longer, challenging dance phrases/dances</li> </ul>	<p>travel, stretch, twist, turn, jump forwards, backwards, sideways, high, low, expression, movements, sequence, communicate travel, turn, gesture, jump, stillness, formation, direction, levels, whole group/duo/solo, unison/ canon Dynamics, explore speed, energy, motif, motif development, formation, direction, level, pathways, retrograde, repetition, heavy,</p>

	<ul style="list-style-type: none"> <li>- To understand how speed affects the quality of movement and how to move with control and finesse</li> </ul> <p><b>Perform</b></p> <p><b>Year 1/2</b></p> <ul style="list-style-type: none"> <li>- To understand key dance vocabulary</li> <li>- To have an understanding of coordination and control</li> <li>- To understand the meaning of rhythm</li> <li>- To understand how to work collaboratively</li> <li>- To have an understanding of what a polished dance may look like.</li> </ul> <p><b>Year 3/4</b></p> <ul style="list-style-type: none"> <li>- To understand different dance actions and how to link them effectively</li> <li>- To understand dynamic qualities</li> <li>- To understand how to use the space around them effectively</li> <li>- To understand the concept of mirroring</li> <li>- To understand the difference between complimentary and contrasting</li> <li>- To understand key dance vocabulary.</li> </ul> <p><b>Year 5/6</b></p> <ul style="list-style-type: none"> <li>- To understand key dance vocabulary</li> <li>- To understand the importance of projection and how it affects the quality of a performance</li> <li>- To understand a wide range of dance actions and choose the most appropriate</li> </ul>	<ul style="list-style-type: none"> <li>- Select appropriate movement material to express ideas/thoughts/feelings</li> <li>- Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness</li> <li>- Space (WHERE); formation, direction, level, pathways Relationships (WHO); solo/duo/trio, unison/canon/ contrast Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden)</li> <li>- Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse)</li> <li>- Link phrases to music</li> </ul> <p><b>Perform</b></p> <p><b>Year 1/2</b></p> <ul style="list-style-type: none"> <li>- Move spontaneously showing some control and co-ordination</li> <li>- Move with confidence when walking, hopping, jumping, landing</li> <li>- Move with rhythm in the above actions</li> <li>- Demonstrate good balance</li> <li>- Move in time with music</li> <li>- Co-ordinate arm and leg actions (e.g. march and clap)</li> <li>- Interact with a partner (e.g. holding hands, swapping places, meeting and parting)</li> </ul> <p><b>Year 3/4</b></p> <ul style="list-style-type: none"> <li>- Perform dance to an audience showing confidence</li> <li>- Show co-ordination, control and strength (Technical Skills)</li> <li>- Show focus, projection and musicality (Expressive Skills)</li> <li>- Demonstrate different dance actions – travel, turn, gesture, jump and stillness Demonstrate dynamic qualities – speed, energy and continuity</li> <li>- Demonstrate use of space – levels, directions, pathways and body shape Demonstrate different relationships – mirroring, unison, canon, complementary &amp; contrasting</li> </ul> <p><b>Year 5/6</b></p> <ul style="list-style-type: none"> <li>- Perform dance to an audience showing confidence and clarity of actions</li> </ul>	<p>light, flowing, sudden</p> <p>Control, co-ordination, projection, musicality, dynamic qualities, mirroring, complementary, contrasting, alignment, continuity, rhythm, pathways</p> <p>Respond, explore, feelings, preference, changes, healthy, styles, traditions, strengths, improvements, historical, aspects, social, context, evaluate, compare, constructive feedback</p>
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	<ul style="list-style-type: none"> <li>- To understand how to move in unison with another child or group</li> </ul> <p><b>Appreciate</b></p> <p><b>Year 1/2</b></p> <ul style="list-style-type: none"> <li>- To understand key dance vocabulary</li> <li>- To understand how to express opinions and give constructive feedback</li> <li>- To understand how to act on feedback</li> <li>- To understand what happens to the body when we exercise</li> <li>- To understand how exercise can help keep you healthy.</li> </ul> <p><b>Year 3/4</b></p> <ul style="list-style-type: none"> <li>- To understand different dance traditions</li> <li>- Understand and use simple dance vocabulary</li> <li>- Understand why safety is important in the studio</li> </ul> <p><b>Year 5/6</b></p> <ul style="list-style-type: none"> <li>- To understand different dance styles, traditions and aspects and where they appear in history.</li> <li>- Understand and use dance vocabulary</li> <li>- Understand why safety is important in the studio</li> <li>- To understand how to compare their work to their peers or modelled versions</li> <li>- To understand the importance of evaluation</li> </ul>	<ul style="list-style-type: none"> <li>- Show co-ordination, control, alignment, flow of energy and strength (Technical Skills)</li> <li>- Show focus, projection, sense of style and musicality (Expressive Skills) Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness</li> <li>- Demonstrate dynamic qualities – speed, energy, continuity, rhythm Demonstrate use of space – levels, directions, pathways, size and body shape Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact</li> </ul> <p><b>Appreciate</b></p> <p><b>Year 1/2</b></p> <ul style="list-style-type: none"> <li>- Respond to own work and that of others when exploring ideas, feelings and preferences</li> <li>- Recognise the changes in the body when dancing and how this can contribute to keeping healthy</li> </ul> <p><b>Year 3/4</b></p> <ul style="list-style-type: none"> <li>- Show an awareness of different dance styles and traditions</li> <li>- Compare and comment on their own and other’s work -strengths and areas for improvement</li> </ul> <p><b>Year 5/6</b></p> <ul style="list-style-type: none"> <li>- Show an awareness of different dance styles, traditions and aspects of their historical/social context</li> <li>- Compare and evaluate their own and others’ work</li> </ul>	
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<b>Games</b>			
<b>Subject</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
Please refer to rolling programme	<p><b>Years 1 – 6</b></p> <ul style="list-style-type: none"> <li>- Knowledge of vocabulary specific to sport / age</li> <li>- Knowing what basic movements patterns are</li> <li>- Understand key principles of individual sport and team games</li> <li>- Knowledge and understanding of rules (implementation of rules also)</li> <li>- Knowing what an effective team looks like (poor and good examples)</li> <li>- Knowing and understanding wider health benefits of sport and team games</li> <li>- Knowing how social sport can improve mental well-being.</li> <li>- Knowledge of how diet and exercise can benefit the body.</li> <li>- Understanding sport is inclusive and diverse</li> <li>- Knowing famous sporting heroes / stars</li> <li>- Career opportunities linked to sporting games</li> <li>- Understanding the different roles and responsibilities of team mates, more specifically your role and responsibility within the team.</li> <li>- Understand your own physical capabilities and how you can set targets and improve physical / mental / diet performance.</li> <li>- Knowledge of tactics and how superior tactics can out-weigh skill and ability</li> <li>- Knowledge of skill and ability (the difference between the two).</li> </ul>	<p><b>Years 1 – 2</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- participate in team games, developing simple tactics for attacking and defending</li> <li>- perform dances, using simple movement patterns</li> <li>- Practice different skills associated with simple games (e.g. coordinating throwing and catching)</li> <li>- Work co-operatively in teams</li> </ul> <p><b>Years 3 – 4</b></p> <ul style="list-style-type: none"> <li>- use running, jumping, throwing and catching in isolation and in combination</li> <li>- 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</li> <li>- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>- perform dances using a range of movement patterns</li> <li>- take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>- compare their performance with previous ones and demonstrate improvement to achieve their personal best</li> <li>- Practice skills in isolation and combination (e.g. throwing and catching with greater accuracy)</li> <li>- Work well as a team in competitive games</li> </ul>	<p>Movement, running, jumping, throwing, catching, balance, agility, coordination, team, attacking, defending, competitive, perform, isolation, combination, flexibility, strength, technique, control, balance, athletics, gymnastics, pattern, outdoor, adventure, performance, improvement, achieve, personal best, demonstrate, skills, cooperative, accuracy, principles, fair play, respect, team mates, opponents,</p>

		<ul style="list-style-type: none"> <li>- Apply basic principles of attacking and defending Develop an understanding of fair play (respect team - mates and opponents)</li> </ul> <p><b>Years 5 – 6</b></p> <ul style="list-style-type: none"> <li>- Develop techniques of a variety of skills to maximise team effectiveness</li> <li>- Use the skills e.g. of throwing and catching to gain points in competitive games (fielding)</li> <li>- Use tactics when attacking or defending Apply rules of fair play to competitive games</li> </ul>	<p>techniques, points, fielding, rules.</p>
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Gymnastics			
Subject	Knowledge	Skills	Vocabulary
Please refer to rolling programme	<p><b>Year 1 - 6</b></p> <ul style="list-style-type: none"> <li>- Knowledge of good examples and poor examples of balance, running, jumping</li> <li>- Knowledge of different movement patterns</li> <li>- Knowledge of ways to control jumps and landings</li> <li>- Knowledge of safety concerns in gymnastics</li> <li>- Knowledge of body parts</li> <li>- Knowledge of fine motor movements and gross motor movements</li> <li>- Knowledge of employment opportunities</li> <li>- Knowledge of wider sporting clubs that can be accessed outside of school</li> <li>- Knowledge of symmetrical and asymmetrical balance</li> <li>- Understanding the impact of sporting stars and Olympics.</li> <li>- Know how to apply their knowledge of gymnastics into a sequence</li> <li>- Knowledge of vocabulary specific to year group</li> <li>- Muscle and skeletal system – scientific terminology for each bone and muscle</li> <li>- Knowledge of what a sequence is.</li> </ul>	<p><b>Year 1 and 2</b></p> <ul style="list-style-type: none"> <li>- Perform gymnastic sequence with a balance, a travelling action, a jump and a roll Teach sequence to a partner and perform together</li> <li>- Stand and sit “like a gymnast” Explore the 5 basic shapes: straight/tucked/star/straddle/pike Balance in these shapes on large body parts: back, front, side, bottom</li> <li>- Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</li> <li>- Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet</li> <li>- Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</li> <li>- Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes</li> <li>- Begin to travel on hands and feet (hands flat on floor and fully extend arms) Monkey walk (bent legs and extended arms) Caterpillar walk (hips raised so legs as well as arms can be fully extended.</li> <li>- Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position) Bunny hop (transfer weight to hands)</li> <li>- Continue to develop control in different rolls Pencil roll – from back to front keeping body and limbs in straight shape Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control Begin forward roll (crouch in</li> </ul>	<p>Acrobatic, apparatus, balance, bounce, dismount, gymnastics, handstand, landing, somersault, springboard, trampoline, tumble, twist, vault, exercise, tuck jump, pike jump, standing, jumping, throwing, running, health, diet, teddy bear roll, forward roll, counter tension, counter balance, balance, perform, action, sequence, partner, speed, travelling, rolling, jumping, asymmetrical, symmetrical, mirroring, shapes,</p>

		<p>tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position</p> <p><b>Year 3 and 4</b></p> <ul style="list-style-type: none"> <li>- Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling</li> <li>- Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish</li> <li>- Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes</li> <li>- Explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand Balance on floor and apparatus exploring which body parts are the safest to use Explore balancing with a partner: facing, besides, behind and on different levels Move in and out of balance fluently</li> <li>- Use a variety of rolling actions to travel on the floor and along apparatus Travel with a partner; move away from and together on the floor and on apparatus</li> <li>- Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping</li> <li>- Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus</li> <li>- Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing) Add a quarter or half turn into a jump before landing Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action</li> <li>- Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner.</li> <li>- Combine the phases of earlier rolling actions to perform the full forward roll Begin the backward roll</li> </ul> <p><b>Year 5 and 6</b></p>	<p>balance, twisting, turning, gymnast, straight tucked, star, straddle, pike, arch, dish, tension, core, extension, contraction, upper body strength, weight, points, apparatus, acrobatic</p>
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		<ul style="list-style-type: none"> <li>- Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances</li> <li>- Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling</li> <li>- Perform balances with control, showing good body tension Mirror and match partner's balance i.e. making same shape on a different level or in a different place</li> <li>- Explore symmetrical and asymmetrical balances on own and with a partner</li> <li>- Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from) Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus</li> <li>- Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control</li> <li>- Begin to take more weight on hands when progressing bunny hop into hand stand</li> <li>- Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor</li> <li>- Increase the variety of pathways, levels and speeds at which you travel</li> <li>- Travel in time with a partner, move away from and back to a partner</li> <li>- Make symmetrical and asymmetrical shapes in the air Jump along, over and off apparatus of varying height with control in the air and on landing</li> <li>- Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet</li> <li>- Explore symmetry and asymmetry throughout the rolling actions</li> </ul>	
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<b>Outdoor adventurous activity</b>			
<b>Subject</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
Please refer to rolling programme	<p><b>Years 1 – 6</b></p> <ul style="list-style-type: none"> <li>- Knowing what a map is and what a map looks like</li> <li>- Be aware of dangers in the area</li> <li>- Knowing what the compass points are</li> <li>- Knowing what is a trail / main road / footpath</li> <li>- Knowing what is appropriate clothing and equipment for OAA.</li> <li>- Knowledge of orienteering and what this sport is about</li> <li>- What is a role and what does the term, responsibility mean?</li> <li>- Knowledge of successful teams and how they perform to the optimum standard.</li> <li>- What is a strategy? What does it mean to be strategic?</li> <li>- What is an effective strategy? Identify the most efficient strategy.</li> <li>- Knowledge of shelter and basic survival skills (food, water and shelter)</li> </ul>	<p><b>Years 1 and 2</b></p> <ul style="list-style-type: none"> <li>- Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom</li> <li>Use simple maps and diagrams to follow a trail</li> <li>- Begin to work co-operatively with others Plan and share ideas</li> <li>- Discuss how to follow trails and solve problems Select appropriate equipment for the task</li> </ul> <p><b>Years 3 and 4</b></p> <ul style="list-style-type: none"> <li>- Orientate simple maps and plans Mark control points in correct position on map or plan Find way back to a base point</li> <li>- Co-operate and share roles within a group Listen to each other’s ideas when planning a task and adapt Take responsibility for a role within the group Recognise that some outdoor adventurous activities can be dangerous Follow rules to keep self and others safe</li> <li>- Select appropriate equipment/route/people to solve a problem successfully Choose effective strategies and change ideas if not working</li> </ul> <p><b>Year 5 and 6</b></p> <ul style="list-style-type: none"> <li>- Draw maps and plans and set trails for others to follow Use the eight points of the compass to orientate Plan an orienteering challenge</li> <li>- Plan and share roles within the group based on each other’s strengths Understand individuals’ roles and responsibilities Adapt roles or ideas if they are not working Recognise and talk about the dangers of tasks Recognise how to keep themselves and others safe</li> <li>- Plan strategies to solve problems/plan routes/follow trails/build shelters etc. Implement and refine strategies</li> </ul>	<p>Maps, diagrams, environments, symbol, trail, orientate, control points, base point, compass, orienteering, cooperation, plan, share, listen, responsibility, role, danger, safe, strengths, strategy, problem, equipment, route, shelter, implement, refine.</p>

Swimming			
Subject	Knowledge	Skills	Vocabulary
Please refer to rolling programme	<ul style="list-style-type: none"> <li>- To understand how to be safe in and around the water</li> <li>- To understand a range of strokes</li> <li>- To understand which stroke is the most efficient</li> <li>- To understand how to perform safe self-rescue</li> </ul>	<ul style="list-style-type: none"> <li>- All schools must provide swimming instruction in either KS1 or KS2</li> <li>- Develop confidence in the water</li> <li>- Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>- use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)</li> <li>- perform safe self-rescue in different water-based situations</li> </ul>	Water, proficiently, strokes, front crawl, backstroke, breaststroke, butterfly, safety, self-rescue, confidence

**Physical Education progression**

		Year 1/2	Year 3/4	Year 5/6
PE	Athletics	<p>Run for 1 minute</p> <p>Show differences in running at speed and jogging</p> <p>Use different techniques to meet challenges</p> <p>Describe different ways of running</p> <p>Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot)</p> <p>Perform combinations of the above</p> <p>Show control at take-off and landing</p> <p>Describe different ways of jumping</p> <p>Throw into targets</p> <p>Perform a range of throwing actions e.g. rolling, underarm, overarm</p> <p>Describe different ways of throwing</p> <p>Explain what is successful or how to improve</p>	<p>Run smoothly at different speeds</p> <p>Choose different styles of running of different distances</p> <p>Pace and sustain their effort over longer distances</p> <p>Watch and describe specific aspects of running (e.g. what arms and legs are doing)</p> <p>Recognise and record how the body works in different types of challenges over different distances</p> <p>Carry out stretching and warm-up safely</p> <p>Set realistic targets of times to achieve over a short and longer distance (with guidance)</p> <p>Perform combinations of jumps e.g. hop, step, jump showing control and consistency</p> <p>Choose different styles of jumping</p> <p>Watch and describe specific aspects of jumping e.g. what arms and legs are doing</p> <p>Set realistic targets when jumping for distance for or height (with guidance)</p> <p>Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus)</p> <p>Throw with greater control</p> <p>Consistently hit a target with a range of implements</p> <p>Watch and describe specific aspects of throwing (e.g. what arms and legs are doing)</p> <p>Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance)</p>	<p>Sustain pace over longer distance – 2 minutes</p> <p>Perform relay change-overs</p> <p>Identify the main strengths of a performance of self and others</p> <p>Identify parts of the performance that need to be improved</p> <p>Perform a range of warm-up exercises specific to running for short and longer distances</p> <p>Explain how warming up affects performance</p> <p>Explain why athletics can help stamina and strength</p> <p>Set realistic targets for self, of times to achieve over a short and longer distance</p> <p>Demonstrate a range of jumps showing power and control and consistency at both take-off and landing</p> <p>Set realistic targets for self, when jumping for distance or height</p> <p>Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus</p> <p>Organise small groups to SAFELY take turns when throwing and retrieving implements</p> <p>Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others</p>

PE	Dance	<p>Copy some moves</p> <p>Develop control of movement using:</p> <p>Actions (WHAT) – travel, stretch, twist, turn, jump</p> <p>Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others</p> <p>Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions</p> <p>Dynamics (HOW) – slowly, quickly, with appropriate expression</p> <p>Use own ideas to sequence dance</p> <p>Sequence and remember a short dance</p> <p>Move spontaneously showing some control and co-ordination</p> <p>Move with confidence when walking, hopping, jumping, landing</p> <p>Move with rhythm in the above actions</p> <p>Demonstrate good balance</p> <p>Move in time with music</p> <p>Co-ordinate arm and leg actions (e.g. march and clap)</p> <p>Interact with a partner (e.g. holding hands, swapping places, meeting and parting)</p> <p>Respond to own work and that of others when exploring ideas, feelings and preferences</p> <p>Recognise the changes in the body when dancing and how this can contribute to keeping healthy</p>	<p>Create dance phrases/dances to communicate an idea</p> <p>Develop movement using;</p> <p>Actions (WHAT); travel, turn, gesture, jump, stillness</p> <p>Space (WHERE); formation, direction and levels</p> <p>Relationships (WHO); whole group/duo/solo, unison/ canon</p> <p>Dynamics (HOW); explore speed, energy</p> <p>Choreographic devices; motif, motif development and repetition</p> <p>Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end</p> <p>Link phrases to music</p> <p>Perform dance to an audience showing confidence</p> <p>Show co-ordination, control and strength (Technical Skills)</p> <p>Show focus, projection and musicality (Expressive Skills)</p> <p>Demonstrate different dance actions – travel, turn, gesture, jump and stillness</p> <p>Demonstrate dynamic qualities – speed, energy and continuity</p> <p>Demonstrate use of space – levels, directions, pathways and body shape</p> <p>Demonstrate different relationships – mirroring, unison, canon, complementary &amp; contrasting</p>	<p>Create longer, challenging dance phrases/dances</p> <p>Select appropriate movement material to express ideas/thoughts/feelings</p> <p>Develop movement using;</p> <p>Actions (WHAT); travel, turn, gesture, jump, stillness</p> <p>Space (WHERE); formation, direction, level, pathways</p> <p>Relationships (WHO); solo/duo/trio, unison/canon/ contrast</p> <p>Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden)</p> <p>Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse)</p> <p>Link phrases to music</p> <p>Perform dance to an audience showing confidence and clarity of actions</p> <p>Show co-ordination, control, alignment, flow of energy and strength (Technical Skills)</p> <p>Show focus, projection, sense of style and musicality (Expressive Skills)</p> <p>Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness</p> <p>Demonstrate dynamic qualities – speed, energy, continuity, rhythm</p> <p>Demonstrate use of space – levels, directions, pathways, size and body shape</p>
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			<p>Show an awareness of different dance styles and traditions</p> <p>Understand and use simple dance vocabulary</p> <p>Understand why safety is important in the studio</p> <p>Show an awareness of different dance styles, traditions and aspects of their historical/social context</p> <p>Understand and use dance vocabulary</p>	<p>Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact</p> <p>Compare and comment on their own and other’s work -strengths and areas for improvement</p> <p>Understand why safety is important in the studio</p> <p>Compare and evaluate their own and others’ work</p>
PE	Games	<p>Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</p> <p>Work co-operatively in teams</p>	<p>Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy)</p> <p>Work well as a team in competitive games</p> <p>Apply basic principles of attacking and defending</p> <p>Develop an understanding of fair play (respect team -mates and opponents)</p>	<p>Develop techniques of a variety of skills to maximise team effectiveness</p> <p>Use the skills e.g. of throwing and catching to gain points in competitive games (fielding)</p> <p>Use tactics when attacking or defending</p> <p>Apply rules of fair play to competitive games</p>

PE	Gymnastics	<p>Perform gymnastic sequence with a balance, a travelling action, a jump and a roll</p> <p>Teach sequence to a partner and perform together</p> <p>Stand and sit “like a gymnast”</p> <p>Explore the 5 basic shapes: straight/tucked/star/straddle/pike</p> <p>Balance in these shapes on large body parts: back, front, side, bottom</p> <p>Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</p> <p>Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet</p> <p>Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</p> <p>Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes</p>	<p>Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling</p> <p>Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish</p> <p>Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes</p> <p>Explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand</p> <p>Balance on floor and apparatus exploring which body parts are the safest to use</p> <p>Explore balancing with a partner: facing, beside, behind and on different levels</p> <p>Move in and out of balance fluently</p>	<p>Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances</p> <p>Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling</p> <p>Perform balances with control, showing good body tension</p> <p>Mirror and match partner’s balance i.e. making same shape on a different level or in a different place</p> <p>Explore symmetrical and asymmetrical balances on own and with a partner</p> <p>Explore and develop control in taking some/all of a partner’s weight using counter balance (pushing against) and counter tension (pulling away from)</p> <p>Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus</p> <p>Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control</p> <p>Begin to take more weight on hands when progressing bunny hop into hand stand</p>
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PE	Gymnastics Cont.	<p>Begin to travel on hands and feet (hands flat on floor and fully extend arms)</p> <p>Monkey walk (bent legs and extended arms)</p> <p>Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)</p> <p>Bunny hop (transfer weight to hands)</p> <p>Explore shape in the air when jumping and landing with control (e.g. star shape)</p> <p>Continue to develop control in different rolls</p> <p>Pencil roll – from back to front keeping body and limbs in straight shape</p> <p>Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength</p> <p>Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control</p> <p>Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position)</p>	<p>Use a variety of rolling actions to travel on the floor and along apparatus</p> <p>Travel with a partner; move away from and together on the floor and on apparatus</p> <p>Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping</p> <p>Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus</p> <p>Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing)</p> <p>Add a quarter or half turn into a jump before landing</p> <p>Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action</p> <p>Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner.</p> <p>Combine the phases of earlier rolling actions to perform the full forward roll</p> <p>Begin the backward roll</p>	<p>Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor</p> <p>Increase the variety of pathways, levels and speeds at which you travel</p> <p>Travel in time with a partner, move away from and back to a partner</p> <p>Make symmetrical and asymmetrical shapes in the air</p> <p>Jump along, over and off apparatus of varying height with control in the air and on landing</p> <p>Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet</p> <p>Explore symmetry and asymmetry throughout the rolling actions</p>
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PE	Outdoor and adventurous activity	<p>Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom</p> <p>Use simple maps and diagrams to follow a trail</p> <p>Begin to work co-operatively with others</p> <p>Plan and share ideas</p> <p>Discuss how to follow trails and solve problems</p> <p>Select appropriate equipment for the task</p>	<p>Oriente simple maps and plans</p> <p>Mark control points in correct position on map or plan</p> <p>Find way back to a base point</p> <p>Co-operate and share roles within a group</p> <p>Listen to each other's ideas when planning a task and adapt</p> <p>Take responsibility for a role within the group</p> <p>Recognise that some outdoor adventurous activities can be dangerous</p> <p>Follow rules to keep self and others safe</p> <p>Select appropriate equipment/route/people to solve a problem successfully</p> <p>Choose effective strategies and change ideas if not working</p>	<p>Draw maps and plans and set trails for others to follow</p> <p>Use the eight points of the compass to orientate</p> <p>Plan an orienteering challenge</p> <p>Plan and share roles within the group based on each other's strengths</p> <p>Understand individuals' roles and responsibilities</p> <p>Adapt roles or ideas if they are not working</p> <p>Recognise and talk about the dangers of tasks</p> <p>Recognise how to keep themselves and others safe</p> <p>Plan strategies to solve problems/plan routes/follow trails/build shelters etc.</p> <p>Implement and refine strategies</p>
	Swimming	<ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)</li> <li>• perform safe self-rescue in different water-based situations</li> </ul>		

## Religious Education

The aim of Religious Education is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and our behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.

Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of the school. Religious Education plays an important role, along with all other curriculum areas, particularly PSHCE and SEAL, in promoting the spiritual, moral, social, and cultural development of our children. We use the Devon agreed syllabus for RE as a basis for our planning and lessons.

As a Church of England school, we believe in promoting our Christian vision and ethos in our community whilst learning the key skills and knowledge about world religions.

### RE programme of study

EYFS			
Subject	Knowledge	Skills	Vocabulary
<p>ELG 01</p> <p>Listening and attention: They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</p> <p>ELG 02</p> <p>Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<ul style="list-style-type: none"> <li>- Children know what they like and dislike about the world around them</li> <li>- Children know there are many sets of beliefs within our communities</li> <li>- Children know that the most common religion in the UK is Christianity.</li> <li>- Recognise that some religious people have places which have special meaning for them</li> <li>- Children know religious stories, e.g. The Nativity, Easter etc.</li> <li>- Children know how and when Christians like to thank God as their creator</li> <li>- Children know which people who are special to them</li> <li>- Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</li> <li>- Retell stories, talking about what they say about the world, God, human beings</li> <li>- Retell stories, making connections with personal experiences</li> <li>- Talk about some of the things these stories teach believers</li> <li>- Talk about somewhere that is special to themselves, saying why</li> <li>- Talk about the things that are special and valued in a place of worship</li> <li>- Think about the wonders of the natural world, expressing ideas and feelings</li> <li>- Talk about what people do to mess up the world</li> </ul>	<p>Christianity, Christian, God, Church, Cathedral, nativity, Easter, creation, incarnation, Jesus, baptism, Christmas, Bible, worship</p>

<p>ELG 13 People and communities: They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<ul style="list-style-type: none"> <li>- Know why Easter is a special time for Christians</li> <li>- Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature</li> <li>- Recall simply what happens at a traditional Christian infant baptism and dedication</li> <li>- Recall simply what happens when a baby is welcomed into a religion other than Christianity.</li> <li>- Recall simply what happens at a traditional Christian festival (Christmas)</li> <li>- Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God</li> <li>- Identify a sacred text e.g. Bible, Torah</li> </ul>	<ul style="list-style-type: none"> <li>- Children can express what they believe <i>e.g. I think everyone should be kind because...</i></li> <li>- Say what makes their family and friends special to them</li> <li>- Talk about ideas of new life in nature</li> <li>- Talk about some ways Christians remember these stories at Easter</li> </ul> <p>Share and record occasions when things have happened in their lives that made them feel special</p>	
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Year 1			
Subject	Knowledge	Skills	Vocabulary
<p>Creation: Who made the world?</p> <p>What does it mean to belong to a faith community?</p> <p>What do Christians believe God is like?</p> <p>Who is Jewish and how do they live?</p> <p>How should we care for the world and others and why does it matter?</p>	<p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>• Identify what a parable is</li> <li>• Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father</li> <li>• Give clear, simple accounts of what the story means to Christians</li> <li>• Retell the story of creation from Genesis 1:1–2:3 simply</li> <li>• Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible</li> <li>• Say what the story tells Christians about God, Creation and the world</li> <li>• Recognise the words of the Shema as a Jewish prayer</li> <li>• Retell simply some stories used in Jewish celebrations (e.g. Chanukah)</li> <li>• Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like</li> <li>• Identify a story or text that says something about each person being unique and valuable</li> <li>• Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</li> <li>• Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</li> <li>• Recognise that loving others is important in lots of communities</li> <li>• Say simply what Jesus and one other religious leader taught about loving other people</li> </ul>	<ul style="list-style-type: none"> <li>- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</li> <li>- Give a reason for the ideas they have and the connections they make.</li> <li>- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</li> <li>- Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</li> <li>- Say why Christians and Jews might look after the natural world</li> <li>- Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</li> <li>- Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</li> <li>- Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</li> </ul>	<p>Parable, forgiveness, creation, Shema, Jewish, Judaism, Jew, celebrations, Shabbat, Chanukah, New Testament, Old Testament, Sukkot, mezuzah, Torah</p>

	<p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>• Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)</li> <li>• Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)</li> <li>• Give at least one example of what Christians do to say 'thank you' to God for Creation</li> <li>• Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</li> <li>• Make links between Jewish ideas of God found in the stories and how people live</li> <li>• Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</li> <li>• Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories</li> <li>• Give examples of how Christians and Jews can show care for the natural earth</li> <li>• Give an account of what happens at a traditional Christian and Jewish welcome ceremony, and suggest what the actions and symbols mean</li> <li>• Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)</li> </ul> <p><b>Make connection</b></p> <ul style="list-style-type: none"> <li>- Make connections between the Christian and Jewish creation</li> </ul>		
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Year 2			
Subject	Knowledge	Skills	Vocabulary
<p>Who is a Muslim and how do they live?</p> <p>Incarnation: Why does Christmas matter to Christians?</p> <p>Salvation: Why does Easter matter to Christians?</p> <p>Gospel: What is the good news Jesus brings?</p> <p>What makes some places sacred to believers?</p>	<p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>Recognise the words of the Shahadah and that it is very important for Muslims</li> <li>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean</li> <li>Give examples of how stories about the Prophet show what Muslims believe about Muhammad</li> <li>Recognise that stories of Jesus' life come from the Gospels</li> <li>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians</li> <li>Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'</li> <li>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians</li> <li>Recognise that Jesus gives instructions to people about how to behave</li> <li>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible</li> <li>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)</li> <li>Recognise that Jesus gives instructions about how to behave</li> <li>Recognise that there are special places where people go to worship, and talk about what people do there</li> <li>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</li> </ul>	<ul style="list-style-type: none"> <li>Think, talk about and ask questions about Muslim beliefs and ways of living</li> <li>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</li> <li>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</li> <li>Think, talk and ask questions about Christmas for people who are Christians and for people who are not</li> <li>Decide what they personally have to be thankful for, giving a reason for their ideas.</li> <li>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 about how to live, giving a good reason for their ideas.</li> <li>Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</li> <li>Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</li> <li>Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</li> </ul>	<p>Shahadah, Muslim, Islam, Mosque, Allah, Muhammad, Prophet, Gospels, Qur'an, Incarnation, Salvation,</p>

	<ul style="list-style-type: none"> <li>• Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</li> </ul> <p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>• Give examples of how Muslims use the Shahadah to show what matters to them</li> <li>• Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</li> <li>• Give examples of how Muslims put their beliefs about prayer into action</li> <li>• Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</li> <li>• 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</li> <li>• 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)</li> <li>• Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</li> <li>• Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</li> <li>• Give simple examples of how people worship at a church, mosque or synagogue</li> <li>• Talk about why some people like to belong to a sacred building or a community</li> </ul> <p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>- Make connections between Christian and Muslim beliefs</li> </ul>		
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Year 3			
Subject	Knowledge	Skills	Vocabulary
<p>Creation: What do Christians learn from the Creation story?</p> <p>How do festivals and family life show what is important to Jewish people?</p> <p>People of God: What is it like to follow God?</p> <p>How do festivals and worship show what matters to a Muslim?</p> <p>Gospel: What kind of world did Jesus want?</p> <p>How and why do people try to make the world a better place?</p>	<p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>Place the concepts of God and Creation on a timeline of the Bible’s ‘big story’</li> <li>Make clear links between Genesis 1 and what Christians believe about God and Creation</li> <li>Recognise that the story of ‘the Fall’ in Genesis 3 gives an explanation of why things go wrong in the world</li> <li>Make clear links between the story of Noah and the idea of covenant</li> <li>Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus</li> <li>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’</li> <li>Identify some beliefs about God in Islam, expressed in Surah 1</li> <li>Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God)</li> <li>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</li> <li>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</li> <li>Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)</li> <li>Make links between religious beliefs and teachings and why people try to live and make the world a better place</li> </ul> <p><b>Understand the impact</b></p>	<ul style="list-style-type: none"> <li>Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.</li> <li>Make links between the story of Noah and how we live in school and the wider world</li> <li>Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</li> <li>Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for a Christian</li> <li>Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims</li> <li>Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</li> <li>Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future</li> <li>Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils’ own lives, and giving good reasons for their ideas.</li> <li>Offer informed suggestions about the meaning of the Exodus story for Jews today</li> </ul>	<p>Creation, Genesis, covenant, disciples, Islam, Surah, ibadah, Exodus, sin, Ramadan,</p>

	<ul style="list-style-type: none"> <li>• Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways)</li> <li>• Describe how and why Christians might pray to God, say sorry and ask for forgiveness</li> <li>• Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony</li> <li>• Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways</li> <li>• Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</li> <li>• Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</li> <li>• Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</li> <li>• Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</li> <li>• Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)</li> <li>• Describe some examples of how people try to live (e.g. individuals and organisations)</li> <li>- Identify some differences in how people put their beliefs into action</li> </ul>	<ul style="list-style-type: none"> <li>• Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better</li> <li>• Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas</li> <li>- Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.</li> </ul>	
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Year 4			
Subject	Knowledge	Skills	Vocabulary
<p>What is the Trinity and why is it important for Christians?</p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p> <p>For Christians, what is the impact of Pentecost?</p> <p>What do Hindus believe God is like?</p> <p>What does it mean to be a Hindu in Britain today?</p> <p>How do people mark significant events in their lives?</p>	<p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>Recognise what a 'Gospel' is and give an example of the kinds of stories it contains</li> <li>Offer suggestions about what texts about baptism and Trinity mean</li> <li>Give examples of what these texts mean to some Christians today</li> <li>Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live</li> <li>Offer informed suggestions about what the events of Holy Week mean to Christians</li> <li>Give examples of what Christians say about the importance of the events of Holy Week</li> <li>Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth</li> <li>Offer informed suggestions about what the events of Pentecost in Acts 2 might mean</li> <li>Give examples of what Pentecost means to some Christians now</li> <li>Identify some Hindu deities and say how they help Hindus describe God</li> <li>Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God</li> <li>Offer informed suggestions about what Hindu murtis express about God</li> <li>Describe how Hindus show their faith within their families in Britain today (e.g. home puja)</li> <li>Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)</li> <li>Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)</li> </ul>	<ul style="list-style-type: none"> <li>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.</li> <li>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.</li> <li>Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.</li> <li>Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today</li> <li>Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.</li> <li>Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.</li> <li>Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones</li> </ul>	<p>Trinity, salvation, Pentecost, Hindu, Svetaketu, Ganesh, Diwali, Murtis, mandir, Puja, arti, bhajans, dharma, Sanatan Dharma and Hinduism</p>

	<ul style="list-style-type: none"> <li>• Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</li> <li>• Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today</li> </ul> <p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>• Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live</li> <li>• Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities</li> <li>• Describe how Christians show their beliefs about Jesus in worship in different ways</li> <li>• Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now</li> <li>• Describe how Christians show their beliefs about the Holy Spirit in worship</li> <li>• Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali)</li> <li>• Identify some different ways in which Hindus worship</li> <li>• Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean</li> <li>• Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</li> <li>• Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean</li> <li>• Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</li> <li>- Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between ideas of love, commitment and promises in religious and non-religious ceremonies</li> <li>- Give good reasons why they think ceremonies of commitment are or are not valuable today.</li> </ul>	
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Year 5			
Subject	Knowledge	Skills	Vocabulary
<p>What does it mean if God is Holy and Loving?</p> <p>What Christians believe Jesus did to 'save' people.</p> <p>What would Jesus do?</p> <p>What does it mean to be a Muslim in Britain today?</p> <p>Why do some people believe in God and some do not?</p>	<p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>Identify some different types of biblical texts, using technical terms accurately</li> <li>Explain connections between biblical texts and Christian ideas of God, using theological terms</li> <li>Identify features of Gospel texts (for example, teachings, parable, narrative)</li> <li>Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts</li> <li>Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it</li> <li>Explain what Christians mean when they say that Jesus' death was a sacrifice</li> <li>Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message)</li> <li>Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet)</li> <li>Identify and explain Jewish beliefs about God</li> <li>Give examples of some texts that say what God is like and explain how Jewish people interpret them</li> <li>Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs</li> <li>Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</li> <li>Give examples of reasons why people do or do not believe in God</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives</li> <li>Articulate their own responses to the issues studied, recognising different points of view.</li> <li>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today</li> <li>Articulate their own responses to the idea of sacrifice, recognising different points of view.</li> <li>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Devon and Torbay today</li> <li>Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</li> <li>Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</li> </ul>	<p>Sacrifice, Five Pillars, Hajj, theist, atheist, agnostic, Communion, commandments,</p>

	<ul style="list-style-type: none"> <li>• <b>Understand the impact</b> Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed</li> <li>• Show how Christians put their beliefs into practice in worship</li> <li>• Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives</li> <li>• Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper</li> <li>• Show how Christians put their beliefs into practice in different ways</li> <li>• Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)</li> <li>• Give evidence and examples to show how Muslims put their beliefs into practice in different ways</li> <li>• Make clear connections between Jewish beliefs about the Torah and how they use and treat it</li> <li>• Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</li> <li>• Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)</li> <li>• Make clear connections between what people believe about God and the impact of this belief on how they live</li> <li>- Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</li> <li>• Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.</li> <li>• Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</li> <li>• Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</li> <li>- Make connections between belief and behaviour in their own lives, in the light of their learning.</li> </ul>	
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Year 6			
Subject	Knowledge	Skills	Vocabulary
<p>How do Hindus live a good life?</p> <p>Creation and Science: Conflict or complementary?</p> <p>For Christians, what kind of King was Jesus?</p> <p>How does faith help people when life gets hard?</p> <p>Was Jesus the Messiah?</p>	<p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately</li> <li>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.</li> <li>Identify what type of text some Christians say Genesis 1 is, and its purpose</li> <li>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</li> <li>Explain connections between biblical texts and the concept of the kingdom of God</li> <li>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations</li> <li>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</li> <li>Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences</li> <li>Explain the place of Incarnation and Messiah within the 'big story' of the Bible</li> <li>Identify Gospel and prophecy texts, using technical terms</li> <li>Explain connections between biblical texts, Incarnation and Messiah, using theological terms</li> </ul> <p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</li> <li>Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.</li> <li>Give evidence and examples to show how Hindus put their beliefs into practice in different ways</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus</li> <li>Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.</li> <li>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses</li> <li>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.</li> <li>Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today</li> <li>Articulate their own responses to the idea of the importance of love and service in the world today.</li> <li>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these</li> <li>Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.</li> <li>Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is</li> </ul>	<p>Sacrifice, Five Pillars, Hajj, theist, atheist, agnostic, Communion, commandments,</p>

	<ul style="list-style-type: none"> <li>• Make clear connections between Genesis 1 and Christian belief about God as Creator</li> <li>• Show understanding of why many Christians find science and faith go together</li> <li>• Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice</li> <li>• Show how Christians put their beliefs into practice in different ways</li> <li>• Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</li> <li>• Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives</li> <li>• Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas</li> <li>- Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible</li> </ul>	<p>true, what difference that might make in people's lives, giving good reasons for their answers.</p>	
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## Religious Education progression

		Year 1/2	Year 3/4	Year 5/6
Religious Education	Understanding beliefs	<p>Think, talk and questions about their own beliefs</p> <p>Think, talk and ask questions about the beliefs of others.</p> <p>Give a reason for the ideas they have and the connections they make</p>	<p>Ask questions and suggest answers about their beliefs</p> <p>Ask questions and suggest answers about other's beliefs</p> <p>Make links between beliefs</p> <p>Raise thoughtful questions and suggest some answers</p>	<p>Weigh up how beliefs affect our communities</p> <p>Make connections between beliefs</p> <p>Articulate their own responses</p>
	Understand the impact	<p>Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p> <p>Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences</p> <p>Talk about what they think is good about being in a community</p> <p>Talk about what makes some places special to people</p>	<p>Offer informed suggestions about beliefs</p> <p>Express their own ideas about the best ways to make the world a better place</p> <p>Give good reasons why they think certain things</p>	<p>Consider and weigh up the value of religious observances</p> <p>Reflect on and articulate what it is like to have beliefs</p> <p>Make connections between beliefs and actions of people around the world.</p>

## PSHE/SMSC/RSE

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. At Exbourne, personal, social, health and economic (PSHE) education enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

### Programme of study

Year 1			
Subject	Knowledge	Skills	Vocabulary
Identity, society and equality Physical health and wellbeing  Mental health and emotional wellbeing Keeping safe and managing risks  Medicine/Drugs: alcohol and tobacco awareness Gender and families	<p><b>Drug, alcohol and tobacco education</b></p> <p>Children are able to recognise that different things people put into bodies can make them feel good or not so good</p> <p>Children know that substances can be absorbed through the skin</p> <p>Children are able to recognise that different things that people put on to bodies can make them feel good or not so good</p> <p><b>Keeping safe and managing risk</b></p> <p>Children recognise the difference between ‘real’ and ‘imaginary’ dangers</p> <p>Children understand that there are situations when secrets should not be kept</p> <p>Children recognise the difference between good and bad touches</p> <p>Children understand there are parts of the body which are private</p> <p>Children can identify situations where they might need help</p> <p>Children can identify people in the community who can help to keep them safe</p> <p><b>Mental health and wellbeing</b></p>	<p><b>Drug, alcohol and tobacco education</b></p> <p>Children can identify whether a substance might be harmful to take in</p> <p>Children know how to ask for help if they are unsure about whether something should go into the body</p> <p>Children can state some basic safety rules for things that go onto the body</p> <p><b>Keeping safe and managing risk</b></p> <p>Children know to tell a trusted adult if they feel unsafe</p> <p>Children know who they can go to, what to say or do if they feel unsafe or worried</p> <p>Children know how to ask for help if they need it</p> <p><b>Mental health and wellbeing</b></p>	

	<p>Children recognise that people may feel differently about the same situation</p> <p>Children recognise that some feelings can be stronger than others</p> <p>Children can describe some ways of managing different feelings</p> <p>Children are able to give an example of when people might experience change or loss (for example, a lost toy, when a pet dies, moving home or school)</p> <p>Children can describe how people might feel when there is a change or loss</p> <p><b>Physical health and wellbeing</b></p> <p>Children know about some of the food and drinks associated with different celebrations and customs</p> <p>Children understand why food eaten on special days may be different from everyday foods</p> <p>Children can describe how to play different active playground games</p> <p>Children know about some of the effects of too much sun on the body</p> <p>Children can describe what people can do to protect their bodies from being damaged by the sun</p> <p><b>Careers, financial capability and economic wellbeing</b></p> <p>Children understand that people get money in different ways (earn, win, find, presents, pocket money, borrow, benefits)</p> <p>Children recognise that people make choices about what to buy</p> <p>Children understand that they may not always be able to have all the things they want</p> <p>Children understand why people might want to save their money</p> <p>Children recognise where money is stored to keep it safe and some places are safer than others</p> <p>Children know that there are a range of jobs that people can do</p>	<p>Children can name different feelings (including good and not-so-good feelings)</p> <p>Children can identify how different emotions look and feel in the body</p> <p>Children know when to ask for help</p> <p>Children recognise what they can do to help themselves or someone else who may be feeling unhappy</p> <p><b>Physical health and wellbeing</b></p> <p>Children can identify what makes their home lives similar or different to others including the food they eat</p> <p>Children can recognise how active playground games make them feel</p> <p>Children can make choices about which game to play, based on their feelings, likes and dislikes and what they are good at</p> <p>Children know what they will need and who to ask for help if they going out in strong sun</p> <p><b>Careers, financial capability and economic wellbeing</b></p> <p>Children can say how it feels to save for something you really want</p> <p><b>Identity, society and equity</b></p> <p>Children can describe ways they are similar and different to others</p> <p>Children can solve simple dilemmas about taking responsibility</p> <p>Children can challenge unhelpful behaviour in a positive way</p>	
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	<p>Children recognise that both men and women are able to do a range of jobs</p> <p>Children understand that having a job means people can earn money</p> <p><b>Identity, society and equity</b></p> <p>Children can recognise some of the things that make them special</p> <p>Children understand that everyone has something about them that makes them special</p> <p>Children can identify the different roles of people at home and school</p> <p>Children can explain why it is important to take responsibility at school and at home (including looking after the local environment)</p> <p>Children can recognise different types of helpful and unhelpful behaviour in the playground and in the classroom Children understand how their behaviour can affect others</p>		
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Year 2			
Subject	Knowledge	Skills	Vocabulary
Identity, society and equality Physical health and wellbeing  Mental health and emotional wellbeing Keeping safe and managing risks  Medicine/Drugs: alcohol and tobacco awareness Gender and families	<p><b>Sex and relationship education</b></p> <p>Children understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that</p> <p>Children know that female mammals give birth and nurse their young</p> <p>Children understand that the creation of life requires a male and female</p> <p>Children identify and name biological terms for male and female sex parts</p> <p>Children understand that the male and female sex parts are related to reproduction</p> <p>Children can identify key stages in the human life cycle</p> <p>Children understand some ways they have changed since they were babies</p> <p>Children understand that all living things including humans start life as babies</p> <p>Children understand that we all have different needs and require different types of care</p> <p>Children understand the links between needs, caring and changes throughout the life cycle</p> <p>Children can describe different types of family</p> <p>Children identify what is special and different about their home life</p> <p>Children understand families care for each other in a variety of ways</p> <p><b>Drug, alcohol and tobacco education</b></p> <p>Children understand that the purpose of medicines is to help people stay healthy, get well or feel better if they are ill</p>	<p><b>Sex and relationship education</b></p> <p>Children are able to define difference and similarity</p> <p>Children can describe the biological differences between male and female</p> <p>Children can label the male and female sex parts with confidence</p> <p>Children identify ways we show care towards each other</p> <p><b>Drug, alcohol and tobacco education</b></p> <p><b>Keeping safe and managing risk</b></p> <p>Children can describe what to do if there is an emergency</p> <p>Children can assess whether a situation is safe or unsafe</p> <p>Children can identify hazards in relation to road safety</p> <p><b>Mental health and wellbeing</b></p> <p>Children can demonstrate how they show someone they care</p> <p>Children recognise when someone needs a friend and know some ways to approach making friends</p> <p>Children know who they can talk to if they are worried about friendships</p>	

	<p>Children know that medicines come in different forms</p> <p>Children recognise that each medicine has a specific use</p> <p>Children know that medicines can be prescribed by a doctor or bought from a shop or pharmacy</p> <p>Children know when medicines might be used and who decides which medicine is used</p> <p>Children understand there are alternatives to taking medicines, and when these might be helpful</p> <p>Children understand that medicines come with instructions to ensure they are used safely</p> <p>Children know some safety rules for using and storing medicines</p> <p>Children recognise that medicines can be harmful if not taken correctly</p> <p><b>Keeping safe and managing risk</b></p> <p>Children know some simple rules for keeping safe indoors, including online</p> <p>Children understand that they can take some responsibility for their own safety</p> <p>Children know some rules for keeping safe outside</p> <p>Children understand the importance of always telling someone where they are going or playing</p> <p>Children are able to explain how to cross the road safely</p> <p>Children recognise that there are rules in relation to road safety for all road users</p> <p><b>Mental health and wellbeing</b></p> <p>Children can identify people who are special to them and explain why</p> <p>Children understand what makes a good friend</p> <p>Children understand how people might feel if they are left out or excluded from friendships</p>	<p>Children can describe some ways to sort out friendships problems</p> <p><b>Physical health and wellbeing</b></p> <p>Children can identify who helps them make choices about the food they eat</p> <p>Children can describe everyday routines to help take care of their bodies, including oral health</p>	
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	<p>Children can identify some ways that friendships can go wrong</p> <p>Children recognise that difficulties within friendships can usually be resolved</p> <p><b>Physical health and wellbeing</b></p> <p>Children know what a healthy diet looks like</p> <p>Children know the benefits of a healthy diet (including oral health)</p> <p>Children can describe some ways of being physically active throughout the day</p> <p>Children explain why it is important to rest and get enough sleep, as well as be active</p> <p>Children understand that an hour a day of physical activity is important for good health</p> <p>Children know about the roles of people who help them to stay healthy (including giving vaccinations)</p> <p>Children understand how basic hygiene routines can stop the spread of disease</p>		
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Year 3			
Subject	Knowledge	Skills	Vocabulary
<p>Identity, society and equality Physical health and wellbeing</p> <p>Mental health and emotional wellbeing Keeping safe and managing risks</p> <p>Medicine/Drugs: alcohol and tobacco awareness Gender and families</p>	<p><b>Drug, alcohol and tobacco education</b></p> <p>Children are able to define what is meant by the word ‘drug’</p> <p>Children can identify when a drug might be harmful</p> <p>Children recognise that tobacco is a drug</p> <p>Children know the effects and risks of smoking and of secondhand smoke on the body</p> <p>Children recognise that laws related to smoking aim to help people to stay healthy, with a particular concern about young people and secondhand smoke</p> <p>Children know about some of the support and medicines that people might use to help them stop smoking</p> <p>Children understand that there are benefits for people who choose to stop smoking but that it can be hard for someone to stop smoking once they have started</p> <p>Children know what asthma is and how it can affect people</p> <p>Children understand how people with asthma can look after themselves – treating asthma as a condition and treating an asthma attack</p> <p><b>Keeping safe and managing risk</b></p> <p>Children are able to define what is meant by ‘bullying’</p> <p>Children can identify the difference between falling out with someone and bullying</p> <p>Children understand how bullying can make people feel and why this is unacceptable</p> <p>Children can name different types of bullying (including racism)</p>	<p><b>Drug, alcohol and tobacco education</b></p> <p>Children can express what they think are the most important benefits of remaining smoke free</p> <p>Children can explain what they might say or do to help someone who wants to stop smoking</p> <p>Children can recognise the symptoms of an asthma attack</p> <p><b>Keeping safe and managing risk</b></p> <p>Children can describe how they would respond in a range of situations relating to falling out and bullying, including how to get help</p> <p>Children know how and to whom to report incidents of bullying, where to get help and support</p> <p><b>Mental health and wellbeing</b></p> <p>Children can plan the steps required to help achieve a goal or challenge</p> <p>Children are able to celebrate their own and others’ skills, strengths and attributes</p> <p>Children can demonstrate a range of strategies for dealing with putdowns</p> <p>Children recognise what is special about themselves</p> <p>Children know some positive ways to manage set-backs and how to ask for help or support</p>	

	<p>Children can identify the different ways bullying can happen (including online)</p> <p>Children can explain how to react if they witness bullying</p> <p>Children understand the role of bystanders and the important part they play in reducing bullying</p> <p><b>Mental health and wellbeing</b></p> <p>Children explain how it feels to be challenged, try something new or difficult</p> <p>Children explain what is meant by a put-up or put down and how this can affect people</p> <p>Children can describe how it feels when there are set-backs</p> <p>Children recognise that everyone has setbacks at times, and that these cannot always be controlled</p> <p><b>Physical health and wellbeing</b></p> <p>Children can use the Eatwell guide to help make informed choices about what they eat and drink</p> <p>Children can describe situations when they have to make choices about their food and drink</p> <p>Children understand who and what influences their choices about food and drinks</p> <p>Children can explain why people are attracted to different brands</p> <p>Children understand how this can affect what food people buy</p> <p>Children are able to identify a range physical activities that help the body</p> <p><b>Careers, financial capability and economic wellbeing</b></p> <p>Children understand how manufacturers and shops persuade us to spend money</p> <p>Children can make decisions about whether something is 'value for money'</p>	<p><b>Physical health and wellbeing</b></p> <p>Children are able to compare similar products according to packaging, taste, cost and explain which they think is the best 'value for money'</p> <p>Children are able to evaluate the levels of physical activity in different pastimes</p> <p>Children can explain what choices they have about how to spend their free time</p> <p><b>Careers, financial capability and economic wellbeing</b></p> <p>Children are able to recognise when people are trying to pressurise them to spend their money and how this feels</p> <p>Children can keep simple records to keep track of their money</p> <p>Children can ask simple questions about needs and wants - decide how to spend and save their money</p> <p>Children can identify the skills and attributes needed for different jobs</p> <p><b>Identity, society and equity</b></p> <p>Children can identify positive and negative aspects of being a member of a group</p> <p>Children can acknowledge that there may be times when they don't agree with others in the group</p> <p>Children can stand up for their own point of view against opposition</p>	
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	<p>Children know the best places people can go for help about money</p> <p>Children know there are a range of jobs, paid and unpaid, including shift work, full-time, part-time work</p> <p>Children know about a number of different jobs people do</p> <p><b>Identity, society and equity</b></p> <p>Children know that differences and similarities between people arise from a number of factors including family, culture, age, gender, personal interests, belief</p> <p>Children recognise they have shared interests and experiences with others in their class as well as with people in the wider world</p> <p>Children understand that peers might be similar or different to each other but can play or work together</p> <p>Children can explain what being part of a community means</p> <p>Children can recognise some of the different groups or communities they belong to and their role within them</p> <p>Children value and appreciate the diverse communities which exist and how they connect</p>		
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Year 4			
Subject	Knowledge	Skills	Vocabulary
Identity, society and equality Physical health and wellbeing  Mental health and emotional wellbeing Keeping safe and managing risks  Medicine/Drugs: alcohol and tobacco awareness Gender and families	<p><b>Sex and relationship education</b></p> <p>Children can identify changes throughout the human life cycle</p> <p>Children understand change is on-going</p> <p>Children understand change is individual</p> <p>Children are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults</p> <p>Children identify physical changes associated with puberty</p> <p>Children understand that everyone's experience of puberty is different and that it begins and ends at different times</p> <p>Children can describe menstruation and wet dreams</p> <p>Children can explain effective methods for managing menstruation and wet dreams</p> <p>Children understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams</p> <p>Children can explain how changes at puberty affect body hygiene</p> <p>Children can describe how to care for their bodies during puberty</p> <p>Children can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming</p> <p>Children are able to describe how feelings and behaviour change during puberty</p> <p>Children understand how changes during puberty can affect relationships with other people</p> <p><b>Drug, alcohol and tobacco education</b></p>	<p><b>Sex and relationship education</b></p> <p>Children can devise strategies for managing these changes (during puberty)</p> <p>Children are able to identify feelings and understand how they affect behaviour</p> <p>Children can practise strategies for managing relationships and changes during puberty</p> <p>Children can empathise with other people's feelings in relationships, including parents and carers</p> <p>Children can identify sources of information, support and advice for children and young people</p> <p>Children can use appropriate language to discuss puberty and growing up with confidence</p> <p>Children can answer their own questions about puberty and growing up</p> <p><b>Drug, alcohol and tobacco education</b></p> <p>Children know where they can go for help if they are concerned about someone's use of drugs</p> <p><b>Keeping safe and managing risk</b></p> <p>Children can evaluate whether a computer game is suitable for them to play and explain why</p>	

	<p>Children are aware of drugs that are common in everyday life, such as caffeine, alcohol, tobacco or nicotine products, and when they might be used</p> <p>Children can identify why a person may choose to use or not use a drug</p> <p>Children are able to state some alternatives to using drugs</p> <p>Children know how alcohol can affect the body</p> <p>Children explain why drinking alcohol may pose a greater or lesser risk, depending on the individual and the amount of alcohol consumed</p> <p>Children know that there are laws and guidelines related to the consumption of alcohol</p> <p>Children can explain what is meant by the terms 'habit' and 'addiction'</p> <p>Children can identify different behaviours that are related to drug use</p> <p><b>Keeping safe and managing risk</b></p> <p>Children know about the age classification system and understand why some games are not appropriate for children to play</p> <p><b>Physical health and wellbeing</b></p> <p>Children can explain why a person may avoid certain foods</p> <p>Children understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons</p> <p>Children can identify factors that might influence people's choices about the food they buy (e.g. ethical farming, fair trade, seasonality)</p> <p>Children understand that consumers may have different views on the food they eat and how it is produced and farmed</p> <p>Children explain the importance of sleep for health and wellbeing</p> <p>Children know what can help people relax and sleep well</p> <p>Children recognise the impact that too much screen time can have on a person's health and wellbeing</p> <p><b>Identity, society and equity</b></p>	<p>Children are able to share opinions about computer games</p> <p>Children can identify and assess the level of risk of different activities in the local environment</p> <p>Children recognise that in some situations there may pressure to behave in a way that doesn't feel safe</p> <p>Children can identify some ways to respond to unhelpful pressure</p> <p>Children are able to assess what to do in an emergency</p> <p>Children can carry out some simple first aid procedures for different needs</p> <p>Children can demonstrate how to ask for help from a range of emergency services</p> <p><b>Physical health and wellbeing</b></p> <p>Children are able to communicate their own personal food needs</p> <p>Children are able to talk about their views and express their opinions on factors that affect food choice</p> <p><b>Identity, society and equity</b></p>	
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	<p>Children understand that Britain is a democratic society and what this means</p> <p>Children know that there are different political parties who differ in their views</p> <p>Children understand that people have opportunities to influence decisions by voting in elections</p> <p>Children know how laws are made and the importance of following them</p> <p>Children understand the contribution and influence that individuals and organisations can have on social and environmental change</p> <p>Children recognise that laws help to keep people safe</p> <p>Children understand the local council organises services under the guidance of central government</p> <p>Children recognise there are limited resources for the needs of the community</p> <p>Children know that people may have different views about how council money should be spent</p>		
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Year 5			
Subject	Knowledge	Skills	Vocabulary
<p>Identity, society and equality</p> <p>Physical health and wellbeing</p> <p>Mental health and emotional wellbeing</p> <p>Keeping safe and managing risks</p> <p>Medicine/Drugs: alcohol and tobacco awareness</p> <p>Gender and families</p>	<p><b>Drug, alcohol and tobacco education</b></p> <p>Children know about different smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</p> <p>Children understand the similarities and differences in the risks of smoking cigarettes, e-cigarettes, shisha and cannabis in relation to health, money, social effects and the law</p> <p>Children understand that there are risks associated with all smoking drugs</p> <p>Children can identify conflicting messages presented in the media in relation to alcohol, tobacco and nicotine products</p> <p>Children can describe some of the other influences that surround a person’s decision about whether to smoke or drink alcohol</p> <p>Children can describe some strategies that people can use if they feel under pressure in relation to drug use</p> <p><b>Keeping safe and managing risk</b></p> <p>Children understand that people can be influenced by things online</p> <p>Children know what is meant by domestic violence and abuse</p> <p>Children understand that nobody should experience violence within a relationship</p> <p>Children understand some of the reasons that might cause a young person to run away or be absent from home</p> <p>Children can identify the potential risks and dangers of running away or going missing</p> <p><b>Mental health and wellbeing</b></p>	<p><b>Drug, alcohol and tobacco education</b></p> <p>Children recognise that there are many influences on us at any time</p> <p>Children can demonstrate some ways to respond to pressure concerning drug use</p> <p>Children recognise that, even if people feel pressure from others about drug use, they can make an informed choice and act on it</p> <p><b>Keeping safe and managing risk</b></p> <p>Children can explain why what they see online might not be trustworthy</p> <p>Children know when and how to report something that makes them feel unsafe or uncomfortable</p> <p>Children know what to do if they experience violence/ where to go for help, advice and support</p> <p>Children know who to talk to if they feel like running away</p> <p><b>Mental health and wellbeing</b></p> <p>Children recognise how emotions can be expressed appropriately in different situations</p> <p><b>Physical health and wellbeing</b></p>	

	<p>Children are able to name and describe a wide range and intensity of emotions and feelings</p> <p>Children understand how the same feeling can be expressed differently</p> <p>Children identify situations when someone may feel conflicting emotions due to change</p> <p>Children can identify ways of positively coping with times of change</p> <p>Children recognise that change will affect everyone at some time in their life</p> <p>Children recognise that at times of loss, there is a period of grief that people go through</p> <p>Children understand there are a range of feelings that accompany bereavement and know that these are necessary and important</p> <p>Children know some ways of expressing feelings related to grief</p> <p><b>Physical health and wellbeing</b></p> <p>Children know that food and drink adverts can use misleading marketing messages in order to make a product seem healthier for consumers</p> <p>Children are able to analyse how the media portray celebrities</p> <p>Children recognise that celebrities can be presented as role models and that they may be a good or not-so good role model for young people</p> <p>Children understand that images can be changed or manipulated by the media and how this can differ from reality</p> <p>Children can describe how the media portrayal might affect people's feelings about themselves</p> <p>Children accept and respect that people have bodies that are different</p> <p><b>Careers, financial capability and economic wellbeing</b></p> <p>Children understand there are different ways that people can pay for something (including online, loans, credit cards and hire-purchase schemes)</p>	<p>Children can compare the health benefits of a food or drink product in comparison with an advertising campaign</p> <p>Children identify advertising as one influence on people's choices about food and drink</p> <p>Children can explain why we need to be cautious about things we see, hear or read about in the media</p> <p><b>Careers, financial capability and economic wellbeing</b></p> <p>Children can identify where people can access reliable information and support</p> <p>Children can weigh up the risks and benefits of running an enterprise and explain what makes a successful enterprise</p> <p><b>Identity, society and equity</b></p> <p>Children feel able to challenge gender stereotype</p> <p>Children know what to do if they experience discriminatory language at school</p>	
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	<p>Children can explain the difference between manageable and unmanageable debt and how this can make people feel</p> <p>Children can identify skills that make someone enterprising</p> <p>Children know what is needed to plan and set up an enterprise</p> <p>Children understand that money is one factor in choosing a job and that some jobs pay more than others</p> <p>Children can debate the extent to which a person’s salary is more or less important to job satisfaction</p> <p>Children understand how people choose what job to do</p> <p><b>Identity, society and equity</b></p> <p>Children can explain what is meant by the word ‘stereotype’</p> <p>Children identify stereotypes as presented in the media and wider world</p> <p>Children experience discussion with members of the community who identify as LGBT.</p> <p>Equaliteach: Think! In school workshops looking at stereotypes and thinking critically about information received from the media, online, family and friends <a href="http://www.equaliteach.co.uk">www.equaliteach.co.uk</a></p> <p>Children identify some discriminatory language (homophobic, sexist, disablist, racist and transphobic)</p> <p>Children understand how discriminatory language can make people feel and that this is unacceptable</p>		
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Year 6			
Subject	Knowledge	Skills	Vocabulary
<p>Identity, society and equality Physical health and wellbeing</p> <p>Mental health and emotional wellbeing Keeping safe and managing risks</p> <p>Medicine/Drugs: alcohol and tobacco awareness Gender and families</p>	<p><b>Sex and relationship education</b></p> <p>Children can identify the physical, emotional and behavioural changes that occur during puberty for both males and females</p> <p>Children understand that puberty is individual and can occur any time between 8-17</p> <p>Children understand that body changes at puberty are a preparation for sexual maturity</p> <p>Children understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture</p> <p>Children can recognise and challenge gender stereotype</p> <p>Children understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour</p> <p>Children can identify positive qualities and expectations from a variety of relationships</p> <p>Children can explain the similarities and differences between friendships and intimate relationships</p> <p>Children can describe that there are different types of intimate relationships, including marriage</p> <p>Children understand that sex or making love may be one part of an intimate relationship between adults</p> <p>Children understand that sexuality is expressed in a variety of ways between consenting adults</p> <p>Children know that sexual intercourse may be one part of a sexual relationship</p> <p>Children can describe how babies are made and explain how sexual intercourse is related to conception</p>	<p><b>Sex and relationships education</b></p> <p>Children can answer their own questions about sex and relationships</p> <p>Children can use appropriate language to discuss sex and relationships and growing up with confidence</p> <p>Children can identify sources of information, support and advice for children and young people</p> <p><b>Drug, alcohol and tobacco education</b></p> <p>Children understand why and when people might use drugs</p> <p>Children can identify risks within a given scenario involving drug use</p> <p>Children understand what would need to change to reduce the level of risk</p> <p>Children know some ways of reducing risk in situations involving drug use</p> <p>Children know where to get help, advice and support regarding drug use</p> <p><b>Keeping safe and managing risk</b></p> <p>Children describe a range of feelings associated with being out and about</p> <p>Children recognise they have responsibility for their behaviour and actions</p>	

	<p>Children can name the male and female sex cells and reproductive organs</p> <p>Children know the male and female body parts associated with conception and pregnancy</p> <p>Children can define conception and understand the importance of implantation in the womb</p> <p>Children know what pregnancy is, where it occurs and how long it takes</p> <p>Children can identify some of skills and qualities needed to be parent and carer</p> <p>Children understand the variety of ways in which parents and carers meet the needs to be a parent and carers meet the needs of babies and children</p> <p>Children can recognise that both men and women can take on these roles and responsibilities</p> <p><b>Drug, alcohol and tobacco education</b></p> <p>Children know about some of the possible effects and risks of different drugs</p> <p>Children know that some drugs are restricted or that it is illegal to own, use and supply them to others</p> <p>Children can explain why risk depends on the drug itself, the person using the drug and the situation – when, where the person is, and who they are with</p> <p>Children can identify situations where drug use may occur</p> <p><b>Keeping safe and managing risk</b></p> <p>Children are aware of potential risks when out and about in the local area</p> <p>Children understand that people can make assumptions about others that might not reflect reality</p> <p>Children can identify risky behaviour in peer groups</p> <p>Children recognise and respond to peer pressure and who they can ask for help</p>	<p>Children know where and how someone can get help and support</p> <p><b>Mental health and wellbeing</b></p> <p>Children know that there is help, advice and support available about mental health</p> <p>Children know some ways of dealing with stress and how people can get help and support</p> <p><b>Identity, society and equity</b></p> <p>Children are able to empathise with the experiences and challenges moving and settling in new place might bring</p>	
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	<p>Children understand how people feel if they are asked to do something they are unsure about</p> <p>Children know some of the consequences of anti-social behaviour, including the law</p> <p>Children describe ways to resist peer pressure</p> <p>Children know that FGM is a form of abuse</p> <p>Children understand everyone has a right to be protected against harm to their bodies</p> <p><b>Mental health and wellbeing</b></p> <p>Children know that mental health is about emotions, moods and feelings - how we think, feel and behave</p> <p>Children recognise that everyone has a state of mental health that changes frequently; that any one state is not necessarily permanent</p> <p>Children recognise what can affect a person's mental health</p> <p>Children understand that anyone can be affected by mental ill health</p> <p>Children know some everyday ways of looking after mental health</p> <p>Children can explain why looking after mental health is as important as looking after physical health</p> <p>Children understand that some things that support mental health will also support physical health</p> <p>Children recognise that stigma and discrimination of people living with mental health problems can and does exist</p> <p>Children explain the negative effect that this can have</p> <p>Children know what can help to have a more positive effect (and therefore reduce stigma and discrimination)</p> <p><b>Identity, society and equity</b></p> <p>Children understand what migration means</p> <p>Children identify the reasons why people move from one place to another</p>		
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	<p>Children are aware how the rights are relevant to their lives and that rights come with responsibilities</p> <p>Children understand that individual human rights can sometimes conflict with the circumstances in a country</p> <p>Children identify some of the organisations that represent and support the rights of the child and the difference they make</p> <p>Children can explain what make a place where someone lives a 'home'</p> <p>Children to be able to appreciate the difficulties of being homeless or living in temporary accommodation</p> <p>Children know about organisations and initiatives (including charities) that work with the homeless or people living in temporary accommodation</p>		
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**PSHE/SMSC/RSE progression**

Please refer to 'PSHE and Me' document available on our website for the progression in these areas.

## Rolling programmes

At Exbourne we run a two-year rolling programme that allows us to teach children in mixed age classes. Therefore there is a Year 1/2, Year 3/4 and Year 5/6 programme, each for two years.

### Year 1/2 rolling programme

<b>Year</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year A</b>	<p><b>Science</b> - Yr 1/2 the human body</p> <p><b>History</b> – Changes within living memory</p> <p><b>Geography</b> – Local physical and human geographical skills and fieldwork</p> <p><b>Art &amp; Design</b> – An artist study focussing on drawing and painting skills</p> <p><b>DT</b> – Mechanisms investigating levers and sliders involving ICT</p> <p><b>Music</b> – Singing, chanting and rhymes</p> <p><b>Computing</b> – Understanding algorithms and e-safety</p> <p><b>PE</b> – Basic movements and co-ordination through running and jumping</p> <p><b>RE</b> – Christianity Creation and Christmas Faith within religious communities</p> <p><b>PHSE</b> – Identity, society and equality Physical health and wellbeing</p>	<p><b>History</b> – Life of historical figures</p> <p><b>Science</b> - Yr 1 Everyday Materials Yr 2 - Uses of everyday materials</p> <p><b>Geography</b> – Compare the UK with a non-European country</p> <p><b>Art &amp; Design</b> – An artist study focussing on colour and shape including observational drawing</p> <p><b>DT</b> – Cooking and nutrition</p> <p><b>Music</b> – Playing untuned instruments focussing on rhythm</p> <p><b>Computing</b> – Create and de-bug simple programmes and e-safety</p> <p><b>PE</b> – Dynamic balance and agility through dance</p> <p><b>RE</b> – God (Christianity) Judaism</p> <p><b>PHSE</b> – Mental health and emotional wellbeing Keeping safe and managing risks</p>	<p><b>Science</b> - Year 2 - Living things and their habitats</p> <p><b>History</b> – Local history</p> <p><b>Geography</b> – Compare and contrast physical and human geography of UK and another non-European country</p> <p><b>Art &amp; Design</b> – An artist study focussing on sculpture and 3D</p> <p><b>DT</b> – building structures</p> <p><b>Music</b> – Playing tuned instruments focussing on pitch</p> <p><b>Computing</b> – Digital literacy and e-safety</p> <p><b>PE</b> – Co-ordination with equipment</p> <p><b>RE</b> – Judaism Active Advocacy</p> <p><b>PHSE</b> – Medicine/Drugs: alcohol and tobacco awareness Gender and families</p>
<b>Year</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>

<p><b>Year B</b></p>	<p><b>Science</b> - Year 1 - Seasonal changes  <b>History</b> – Events beyond living memory  <b>Geography</b> – Seasonal weather patterns, climate and location of hot and cold areas  <b>Art &amp; Design</b> – An artist study focussing on line and form  <b>DT</b> – Mechanisms investigating wheels and axels  <b>Music</b> –Singing, chanting and rhymes  <b>Computing</b> – Logical reasoning and e-safety  <b>PE</b> – Static balance and agility through gymnastics  <b>RE</b> – Islam  Christian Incarnations of God  Christmas  <b>PHSE</b> - Medicine/Drugs: alcohol and tobacco awareness  Physical health and wellbeing</p>	<p><b>Science</b> - Yr 1/2 Animals including humans  <b>History</b> – Life of historical figures  <b>Geography</b> – Locational knowledge: continents and oceans of the world  <b>Art &amp; Design</b> – An artist study focussing on collage and printing  <b>DT</b> – Cooking and nutrition  <b>Music</b> – Playing untuned instruments focussing on rhythm  <b>Computing</b> - Digital literacy beyond school and e-safety  <b>PE</b> – Basic movements and co-ordination through throwing and catching  <b>RE</b> – Islam  Salvation (Christianity - Easter)  <b>PHSE</b> – Mental health and emotional wellbeing  Keeping safe and managing risks</p>	<p><b>Science</b> - Yr 1/2 Plants  <b>History</b> – Local history  <b>Geography</b> – Geographical skills and fieldwork  <b>Art &amp; Design</b> – An artist study focussing on pattern and texture including observational drawing  <b>DT</b> – Sewing and textiles  <b>Music</b> – Playing tuned instruments focussing on pitch  <b>Computing</b> – Digital content and e-safety  <b>PE</b> – Agility, reaction and response through games  <b>RE</b> – Sacred books through the Christian Gospel  Sacred places  <b>PHSE</b> – Careers and financial capability and economic wellbeing  Gender and families</p>
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<b>Year</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p><b>Year B</b></p> <p><b>PE/Sport:</b> Swimming across 1 term</p>	<p><b>Science</b> - Year 3 – Light Year 4 - Sound</p> <p><b>History</b> – A study of a particular theme or aspect through British history from beyond 1066 to modern times</p> <p><b>Geography</b> – Compare and contrast the UK with a European region of Europe</p> <p><b>Art &amp; Design</b> – An artist/architect/designer study focussing on textiles</p> <p><b>DT</b> – Textiles (sewing)</p> <p><b>Music</b> – Singing: Pulse, rhythm, timbre, tempo. Increased repertoire of songs from different musical genres.</p> <p><b>Computing</b> – Graphics and presentations including research and e-safety</p> <p><b>PE</b> – Co-ordination and footwork, dynamic balance to agility: Football, Netball, Tag Rugby, Basketball</p> <p><b>RE</b> – Hinduism - Gods Christianity – The Holy Trinity</p> <p><b>SMSC</b> – Identity, society and equality - democracy/ choices/ Physical health and well-being</p>	<p><b>Science</b> - Year 3 - Forces and magnets Year 4 - Electricity</p> <p><b>History</b> – Anglo Saxons and Scots</p> <p><b>Geography</b> – Settlements and land use with a focus on human geography</p> <p><b>Art &amp; Design</b> – An artist/architect/designer study focussing on printing and collage</p> <p><b>DT</b> – Cooking and nutrition</p> <p><b>Music</b> – Playing: With pulse, rhythm, melody, tempo. Improvising &amp; Composing: Knowledge of the chosen instrument e.g. voice, recorder, drum, ukulele, percussion. Pulse, rhythm, melody, timbre, tempo, notation.</p> <p><b>Computing</b> – Digital publishing: brochure, poster, e-book etc and e-safety</p> <p><b>PE</b> – Co-ordination - sending and receiving, counterbalance: Tennis, Tag Rugby, Hockey, Badminton</p> <p><b>RE</b> – Hinduism – Living in Britain Christianity – Salvation and Easter</p>	<p><b>Science</b> - Year 4 - Living things and their habitats</p> <p><b>History</b> – Ancient Greece</p> <p><b>Geography</b> – Study of a European country incorporating physical and human geography with a focus on mountains and the water cycle</p> <p><b>Art &amp; Design</b> – An artist/architect/designer study focussing on sculpture buildings</p> <p><b>DT</b> – Structures</p> <p><b>Music</b> – Listening: Increased knowledge of a wide and varied selection of music drawn from different traditions and great composers/musicians. Start to understand the history of music.</p> <p><b>Computing</b> – Networks and communications and e-safety</p> <p><b>PE</b> – Agility and reaction/ response: Athletics, Tennis, Outdoor Ed</p> <p><b>RE</b> – Christianity – Pentecost Life as a journey</p> <p><b>SMSC</b> – Careers, financial capability and economic well-being/ Sex and relationship education</p>

	<b>MFL</b> – Greetings/ French culture/ Days of the week/Classroom instructions/ Animals (pets)	<b>SMSC</b> – Drug, alcohol and tobacco/ Keeping safe and managing risk <b>MFL</b> – Numbers/ plurals (gender)/ Colours/ Food/ Paris	<b>MFL</b> – Weather/ Family/ possessive adjectives/ Clothes and colours
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	<p><b>PE</b> – Co-ordination, agility, reaction and response: Football, Netball, Tag Rugby, Basketball/ Static balance: Gymnastics</p> <p><b>RE</b> – Islam – Living in Britain Christianity - Incarnation</p> <p><b>SMSC</b> – Identity, society and equality/ Physical health and well-being</p> <p><b>MFL</b> – Classroom instructions and opinions/ Sports/ Days of the week and seasons</p>		
<b>Year</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p><b>Year B</b></p> <p><b>PE/Sport:</b> Swimming across 1 term</p>	<p><b>Science - Year 5</b> – Earth and Space <b>Year 6</b> – Light and sight <b>History</b> – A significant period in British History e.g Tudors/Victorians <b>Geography</b> – Mapping the world, incorporating atlas, compass and map reading skills <b>Art &amp; Design</b> – An artist/architect/designer study focussing on textiles <b>DT</b> – Textiles (sewing) <b>Music</b> – Singing: Pitch, volume, harmony, unison, round. How to control breathing from their diaphragm. Listening: Understand the different elements of music that they are listening to.</p>	<p><b>Science</b> – Year 5 – Forces <b>History</b> – The Viking and Anglo-Saxon struggle for the Kingdom of England <b>Geography</b> – Land use, trade links and economic activity <b>Art &amp; Design</b> – An artist/architect/designer study focussing on printing and collage <b>DT</b> – Cooking and nutrition <b>Music</b> – Playing: Staff notation, graphic notation (e.g. guitar tablature), ensemble, solo, melody, harmony, pulse, and rhythm. Begin to understand the site of the intervals between notes (tone, semitone). <b>Computing</b> – Digital publishing: brochure, poster, e-book etc and e-safety</p>	<p><b>Science</b> – Year 5/6 – Animals including humans <b>Year 6</b> – Electricity <b>History</b> – Early Civilisations <b>Geography</b> – Human geography: the distribution of natural resources <b>Art &amp; Design</b> – An artist/architect/designer study focussing on sculpture buildings <b>DT</b> – Structures <b>Music</b> – Improvising and Composing: The voice is an instrument capable of making multiple sounds. How rhythm relates to pulse. Understand variety of musical structures. <b>Computing</b> – Networks and communications and e-safety</p>

	<p>Understand a wide range of live and recorded music from different traditions and composers and musicians. Understand some of the history of music.</p> <p><b>Computing</b> – Graphics and presentations including research and e-safety</p> <p><b>PE</b> – Co-ordination, agility, reaction and response: Football, Netball, Tag Rugby, Basketball/ Static balance: Gymnastics</p> <p><b>RE</b> – Hinduism – Living as a good Hindu</p> <p><b>SMSC</b>– Identity, society and equality/ Drug, alcohol and tobacco education</p> <p><b>MFL</b> – Classroom instructions and opinions/ Sports/ Days of the week and seasons</p>	<p><b>PE</b> – Dynamic and counterbalance/ Dynamic balance to agility: Tennis, Tag Rugby, Hockey, Badminton</p> <p><b>RE</b> – Christianity – Creation / Science, conflict or complimentary? Christianity - Salvation</p> <p><b>SMSC</b> – Mental health and emotional well-being/ Keeping safe and managing risk</p> <p><b>MFL</b> - Colours/ Shopping for food/ Numbers 1-31 and birthdays/ personal descriptions</p>	<p><b>PE</b> – Co-ordination and agility, reaction and response: Athletics, Tennis, Outdoor Ed</p> <p><b>RE</b> – Christianity – Jesus as a king How does faith help people when life gets hard?</p> <p><b>SMSC</b> – Careers, financial capability and economic well-being/ Sex and relationship education</p> <p><b>MFL</b> – School subjects and preferences/ sentence and text building/ possessive adjectives and prepositions</p>
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**Long term curriculum plan 2019/20**

**Exbourne Church of England Primary School**

*Live, love, learn*

*Let us spur one another to acts of love and good deeds – Hebrews 10:24*

2019/20 (Year A)

**Intent**

At Exbourne we believe in developing the whole child as a valid member of the community in academic and cultural progression. Our strong Christian ethos means all learners are supported as individuals with an emphasis on supporting one another and learning together. We want children to love learning, to be enthusiastic and engaged learners that take their learning forward through the rest of their lives. Outdoor provision is weaved into our curriculum design so that children can benefit socially, morally and culturally, enabling them to build resilience and self-esteem

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Science</b> <b>KS1</b> – The Human Body <b>Lower KS2</b> – Animals including humans <b>Upper KS2</b> – Properties and changes of materials		<b>Science</b> <b>KS1</b> – Uses of and Everyday materials <b>Lower KS2</b> - Rocks and soils <b>Upper KS2</b> - Evolution and inheritance	<b>Science</b> <b>KS1</b> - Uses of and Everyday materials <b>Lower KS2</b> – Plants <b>Upper KS2</b> - Evolution and inheritance	<b>Science</b> <b>KS1</b> - Living things and their habitats <b>Lower KS2</b> – States of matter <b>Upper KS2</b> - Living things and their habitats	
<b>Humanities</b> <b>History</b> <b>KS1</b> – Changes within living memory <b>Lower KS2</b> – Changes in Britain from Stone Age to Iron Age <b>Upper KS2</b> – A study of a theme	<b>Humanities</b> <b>Geography</b> <b>KS1</b> – Local physical and human geography <b>Lower KS2</b> – Location – North America <b>Upper KS2</b> – Comparison of the UK and a European country	<b>Humanities</b> <b>History</b> <b>KS1</b> - Life of historical figures <b>Lower KS2</b> - Changes within living memory (WW2) <b>Upper KS2</b> - A local history study – Our Church and village	<b>Humanities</b> <b>Geography</b> <b>KS1</b> – Compare the UK and a non-European country (China) <b>Lower KS2</b> - Physical geography focussing on rivers, coasts and hills in the locality <b>Upper KS2</b> - Compass and Map skills – Our local area	<b>Humanities</b> <b>History</b> <b>KS1</b> - Local history <b>Lower KS2</b> - The Roman Empire <b>Upper KS2</b> - Non-European society (Mayans)	<b>Humanities</b> <b>Geography</b> <b>KS1</b> - Compare and contrast physical and human geography of UK <b>Lower KS2</b> - Study of a European country incorporating physical and human geography with a focus on volcanoes and earthquakes (Italy) <b>Upper KS2</b> - A South American study incorporating biomes, vegetation belts and climate zones

<b>RE</b> <b>KS1</b> – Creation <b>Lower KS2</b> - Creation <b>Upper KS2</b> – Islam – Living in Britain	<b>RE</b> <b>KS1</b> – Faith within communities <b>Lower KS2</b> – Judaism - festivals <b>Upper KS2</b> – Incarnation	<b>RE</b> <b>KS1</b> – Who or what is God? (Christianity) <b>Lower KS2</b> – Christianity – following God <b>Upper KS2</b> - Christianity – God as loving and giving	<b>RE</b> <b>KS1</b> – Judaism – daily life and festivals <b>Lower KS2</b> – Islam – Festivals and family life <b>Upper KS2</b> - Judaism – The Torah	<b>RE</b> <b>KS1</b> – Judaism – places of worship and important people <b>Lower KS2</b> – Christian gospels – A Christian vision for the world <b>Upper KS2</b> - Christianity – Gospels – Jesus as a role model	<b>RE</b> <b>KS1</b> – Active Advocacy <b>Lower KS2</b> – How can we make the world a better place? <b>Upper KS2</b> - Why do some people believe in God?
<b>MFL</b> <b>Lower KS2</b> - Greetings/ French culture/ Days of the week/Classroom instructions/ Animals (pets) <b>Upper KS2</b> - Classroom instructions and opinions/ Sports/ Days of the week and seasons		<b>MFL</b> <b>Lower KS2</b> - Numbers/ plurals (gender)/ Colours/ Food/ Paris <b>Upper KS2</b> - Colours/ Shopping for food/ Numbers 1-31 and birthdays/ personal descriptions		<b>MFL</b> <b>Lower KS2</b> - Weather/ Family/ possessive adjectives/ Clothes and colours <b>Upper KS2</b> - School subjects and preferences/ sentence and text building/ possessive adjectives and prepositions	
<b>PE</b> <b>KS1</b> – Basic movements and co-ordination through running and jumping <b>Lower KS2</b> - Swimming <b>Upper KS2</b> - Swimming	<b>PE</b> <b>KS1</b> – Swimming <b>Lower KS2</b> - Co-ordination and footwork, dynamic balance to agility: Netball <b>Upper KS2</b> - Co-ordination, agility, reaction and response: Netball	<b>PE</b> <b>KS1</b> – Dynamic balance and agility through dance <b>Lower KS2</b> - Co-ordination - sending and receiving, counterbalance: Tag Rugby <b>Upper KS2</b> - Dynamic and counterbalance/ Dynamic balance to agility: Hockey	<b>PE</b> <b>KS1</b> – Dynamic balance and agility through dance <b>Lower KS2</b> - Co-ordination - sending and receiving, counterbalance: Hockey, <b>Upper KS2</b> - Dynamic and counterbalance/ Dynamic balance to agility: Tennis	<b>PE</b> <b>KS1</b> – Co-ordination with equipment, Cricket <b>Lower KS2</b> - Agility and reaction/ response: Athletics, Cricket, Outdoor Ed <b>Upper KS2</b> -Co-ordination and agility, reaction and response: Athletics, Tennis, Outdoor Ed	<b>PE</b> <b>KS1</b> – Co-ordination with equipment, Athletics <b>Lower KS2</b> - Agility and reaction/ response: Athletics, Tennis, Outdoor Ed <b>Upper KS2</b> -Co-ordination and agility, reaction and response: Athletics, Cricket, Outdoor Ed
<b>Art</b> <b>KS1</b> – An artist study focussing on drawing and painting skills <b>Lower KS2</b> – An artist/architect/designer	<b>DT</b> <b>KS1</b> – Mechanisms investigating levers and sliders involving ICT <b>Lower KS2</b> – Electronics: circuits and motors	<b>Art</b> <b>KS1</b> – An artist study focussing on colour and shape including observational drawing	<b>DT</b> <b>KS1</b> – Cooking and nutrition <b>Lower KS2</b> – Mechanisms: gears and pulleys	<b>Art</b> <b>KS1</b> – An artist study focussing on sculpture and 3D <b>Lower KS2</b> – An artist/architect/designer	<b>DT</b> <b>KS1</b> – building structures <b>Lower KS2</b> – Cooking and nutrition

<p>study focussing on drawing and painting skills</p> <p><b>Upper KS2</b> - An artist/architect/designer study focussing on drawing and painting skills</p>	<p><b>Upper KS2</b> - Mechanisms: gears and pulleys</p>	<p><b>Lower KS2</b> – An artist/architect/designer study focussing on working with colour</p> <p><b>Upper KS2</b> - An artist study focussing on working with colour (Picasso)</p>	<p><b>Upper KS2</b> - Electronics: circuits and motors</p>	<p>study focussing on sculpture</p> <p><b>Upper KS2</b> - An artist/architect/designer study focussing on sculpture</p>	<p><b>Upper KS2</b> - Cooking and nutrition</p>
<p><b>Music / Drama</b></p> <p><b>KS1</b> - Singing, chanting and rhymes. Nativity play Carol service</p> <p><b>Lower KS2</b> - Singing: Pulse, rhythm, timbre, tempo. Knowing/having a repertoire of songs. Understand a basic scale. Understand a two-part song. Harvest festival Carol service</p> <p><b>Upper KS2</b> - Singing: Pitch, volume, harmony, unison, round. How to control breathing from their diaphragm. Listening: Understand the different elements of music that they are listening to. Understand a wide range of live and recorded music from different traditions and composers and musicians. Understand some of the history of music. Carol service</p>		<p><b>Music / Drama</b></p> <p><b>KS1</b> - Playing untuned instruments focussing on rhythm</p> <p><b>Lower KS2</b> - Playing: With increased knowledge of pulse, rhythm, melody, tempo. Greater knowledge of notes on an instrument. Improvising &amp; Composing: Increased knowledge of a range of instruments and musical technology. Increased knowledge of pulse, rhythm, melody, timbre, tempo and notation. Easter service</p> <p><b>Upper KS2</b> - Playing: Staff notation, graphic notation (e.g. guitar tablature), ensemble, solo, melody, harmony, pulse, and rhythm. Begin to understand the site of the intervals between notes (tone, semitone).</p>		<p><b>Music / Drama</b></p> <p><b>KS1</b> - Playing tuned instruments focussing on pitch</p> <p><b>Lower KS2</b> - Listening: Knowledge of a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p><b>Upper KS2</b> – Improvising and Composing: The voice is an instrument capable of making multiple sounds. How rhythm relates to pulse. Understand variety of musical structures. Summer play Leaver’s service</p>	
<p><b>Computing</b></p> <p><b>KS1</b> – Understanding algorithms and e-safety</p> <p><b>Lower KS2</b> – Creating and de-bugging programmes and e-safety</p> <p><b>Upper KS2</b> - Creating and de-bugging programmes and e-safety</p>		<p><b>Computing</b></p> <p><b>KS1</b> – Create and de-bug simple programmes and e-safety</p> <p><b>Lower KS2</b> – Digital publishing: animations and e-safety</p> <p><b>Upper KS2</b> - Digital publishing: animations and e-safety</p>		<p><b>Computing</b></p> <p><b>KS1</b> – Digital literacy and e-safety</p> <p><b>Lower KS2</b> – Working with Data and e-safety (Excel)</p> <p><b>Upper KS2</b> - Working with Data and e-safety (Excel)</p>	

<p><b>PSHE</b>  <b>KS1</b> – Identity, society and equality  Physical health and wellbeing  <b>Lower KS2</b> – Identity, society and equality - celebrating difference/ Physical health and well-being  <b>Upper KS2</b> - Identity, society and equality/ Physical health and well-being</p>	<p><b>PSHE</b>  <b>KS1</b> – Mental health and emotional wellbeing  Keeping safe and managing risks  <b>Lower KS2</b> – Mental health and emotional well-being/  Keeping safe and managing risk  <b>Upper KS2</b> - Mental health and emotional well-being/  Keeping safe and managing risk</p>	<p><b>PSHE</b>  <b>KS1</b> – Medicine/Drugs: alcohol and tobacco awareness  Gender and families  <b>Lower KS2</b> – Drug, alcohol and tobacco/ Sex and relationship education  <b>Upper KS2</b> - Drug, alcohol and tobacco education/ Sex and relationship education</p>
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**Implementation**

The curriculum is designed collaboratively, around what staff and pupils will enjoy, whilst ensuring adequate coverage of the National Curriculum and our own programmes of study. We believe that one theme per half term, linking as many areas as possible leads to greater engagement, acquisition of knowledge and skills and outcomes. Half-termly themes are rotated over a two year rolling programme for KS1, lower KS2 and upper KS2. Teachers create their own plans for Maths and English, drawing from White Rose, Maths No Problem, Babcock teaching sequences, No Nonsense Grammar and Spelling, Nrich and other sources. The humanities, Science, Art and DT are taught in 6-7 week blocks, linked to the topic cycle, drawing from the 2014 NC programme of study. PE curriculum comes from REAL PE and links with the wide range of competitive sports events and festivals throughout the year (OCRA). Re curriculum is based upon the Devon agreed syllabus 2019 whilst PSHE, SMSC and RSE is covered by the 'You, Me, PSHE' scheme.

**Impact (assessing and tracking of outcomes)**

The school uses Rising Stars/ GL assessment and nationally standardised tests to track achievement and progress in Reading, EGAPS and Mathematics. Core subjects are assessed half termly for statutory year groups and termly for all other year groups. Phonics is tracked half-termly using national past papers. The Early Years are assessed at baseline and tracked throughout the year during ongoing formative assessment.

Additionally, staff track the progress of objectives through the pupils' books and an online tracking system (CM). We use target diagrams to ascertain how the children are performing against their prior key stage attainment.

In lesson continuous assessment and 'on the spot' marking informs pupils progress through the objectives set and enables rapid intervention and planned intervention to occur to either fill gaps in the learning or to push the learning on to greater depth.

Coaching and monitoring (Drop ins, Learning walks, Book Scrutiny, Pupil Progress meetings) with the HoS are all used to assess the **impact** of our curriculum on individual pupils, year groups and other groupings (i.e. SEND, PPG, boys/girls). Analysis of the impact is then used by school leadership (Exec Head/Governors) to adapt, improve and develop the provision.



## Medium term planning template

Elicitation	Teaching 1	Teaching 2	Teaching 3	Teaching 4	Teaching 5	Teaching 6	Application task
<p><i>What is the final outcome?</i></p> <p><i>What activity will you facilitate to ascertain how confident the children are about that outcome?</i></p>	<p><b>Learning objectives</b> <i>'I can' statements taken from the programme of study. (You may have more than one in multiple year groups)</i></p> <p><b>Activities</b> <i>A brief outline of the activities that will allow children to meet the above LO.</i></p> <p><b>Key Vocab</b> <i>Taken from the programme of study</i></p> <p><b>Key Conceptions</b> <i>What key learning points must you include in the lesson?</i></p> <p><i>Are there any common misconceptions you should be aware of?</i></p>	<p><b>Learning objectives</b> <i>'I can' statements taken from the programme of study. (You may have more than one in multiple year groups)</i></p> <p><b>Activities</b> <i>A brief outline of the activities that will allow children to meet the above LO.</i></p> <p><b>Key Vocab</b> <i>Taken from the programme of study</i></p> <p><b>Key Conceptions</b> <i>What key learning points must you include in the lesson?</i></p> <p><i>Are there any common misconceptions you should be aware of?</i></p>	<p><b>Learning objectives</b> <i>'I can' statements taken from the programme of study. (You may have more than one in multiple year groups)</i></p> <p><b>Activities</b> <i>A brief outline of the activities that will allow children to meet the above LO.</i></p> <p><b>Key Vocab</b> <i>Taken from the programme of study</i></p> <p><b>Key Conceptions</b> <i>What key learning points must you include in the lesson?</i></p> <p><i>Are there any common misconceptions you should be aware of?</i></p>	<p><b>Learning objectives</b> <i>'I can' statements taken from the programme of study. (You may have more than one in multiple year groups)</i></p> <p><b>Activities</b> <i>A brief outline of the activities that will allow children to meet the above LO.</i></p> <p><b>Key Vocab</b> <i>Taken from the programme of study</i></p> <p><b>Key Conceptions</b> <i>What key learning points must you include in the lesson?</i></p> <p><i>Are there any common misconceptions you should be aware of?</i></p>	<p><b>Learning objectives</b> <i>'I can' statements taken from the programme of study. (You may have more than one in multiple year groups)</i></p> <p><b>Activities</b> <i>A brief outline of the activities that will allow children to meet the above LO.</i></p> <p><b>Key Vocab</b> <i>Taken from the programme of study</i></p> <p><b>Key Conceptions</b> <i>What key learning points must you include in the lesson?</i></p> <p><i>Are there any common misconceptions you should be aware of?</i></p>	<p><b>Learning objectives</b> <i>'I can' statements taken from the programme of study. (You may have more than one in multiple year groups)</i></p> <p><b>Activities</b> <i>A brief outline of the activities that will allow children to meet the above LO.</i></p> <p><b>Key Vocab</b> <i>Taken from the programme of study</i></p> <p><b>Key Conceptions</b> <i>What key learning points must you include in the lesson?</i></p> <p><i>Are there any common misconceptions you should be aware of?</i></p>	<p><i>What is the final outcome?</i></p> <p><i>What activity will you facilitate to ascertain how confident the children are about that outcome?</i></p>

- Refer to curriculum mapping
- Refer to curriculum progression documents
- Refer to knowledge organiser for vocabulary and conceptions
- Medium term planning should be no longer than 2 sides of A4.