

Colkirk Church of England Primary Academy



Curriculum Document

Unity Federation of Church of England & Community Primary Academies

Rationale

Our curriculum should always be the central driver for improvement in terms of pupil's experiences and outcomes. We continually reflect on our practice to ensure what we teach is enriching, engaging and excited. Our curriculum needs to reflect that of our federation vision and it should prepare children to be life-long learners and ready to be active citizens in life.

Our Curriculum Intention

This is centred on our vision: **To have faith, FLOURISH and fly high**, where we recognise every child is a hidden treasure¹, that needs nurturing for the betterment of everyone.

Children will have **faith** as learners and develop faith in learning by:

- Experiencing a connected curriculum that draws on systematic development of skills and knowledge over time.
- Use Knowledge Organisers to be well prepared for their learning by previewing the facts they will discover.

Children will **flourish** as learners and achieve their full potential by:

- Have a broad range of learning experiences that on class based, visitor led and visit orientated.
- Have a say in what they learn and develop independent learning that is transferable across the curriculum.
- Take social action and be courageous advocates for change.

Children will **fly high** and reach their aspirations achieve by:

- Understanding the high expectations expected of them academically and socially.
- Using the principles of Shirley Clarke to respond to and use our marking and feedback of in the learning moment wherever possible.

Our curriculum implementation



¹ For our Church of England Academies this has theological roots in the Biblical text Matthew13:44-46

For our children to have faith, FLOURISH and fly high, we have organised a curriculum that engages, inspires and makes learning irresistible. We want our curriculum to be connected through topic teaching and block teaching where appropriate and flexible to include local resources such as visits and visitors. We have some key documents that support this:

- Teaching *for* Learning Policy
- Continuity for Learning Guide
- Skills Progression Map
- Marking and Feedback Guidance
- Curriculum Subject Map
- Key Knowledge Map
- Assessment and Moderation Procedures

Each unit of learning can range in time studied, sometimes they will involve a block of teaching other times it will be a wider connected topic that is multi subject and discipline based. Each unit will have a Knowledge Organiser that provides information to help with pre-learning, vocabulary, home learning activities and an ultimate learning outcome.

Our Curriculum Skills Maps

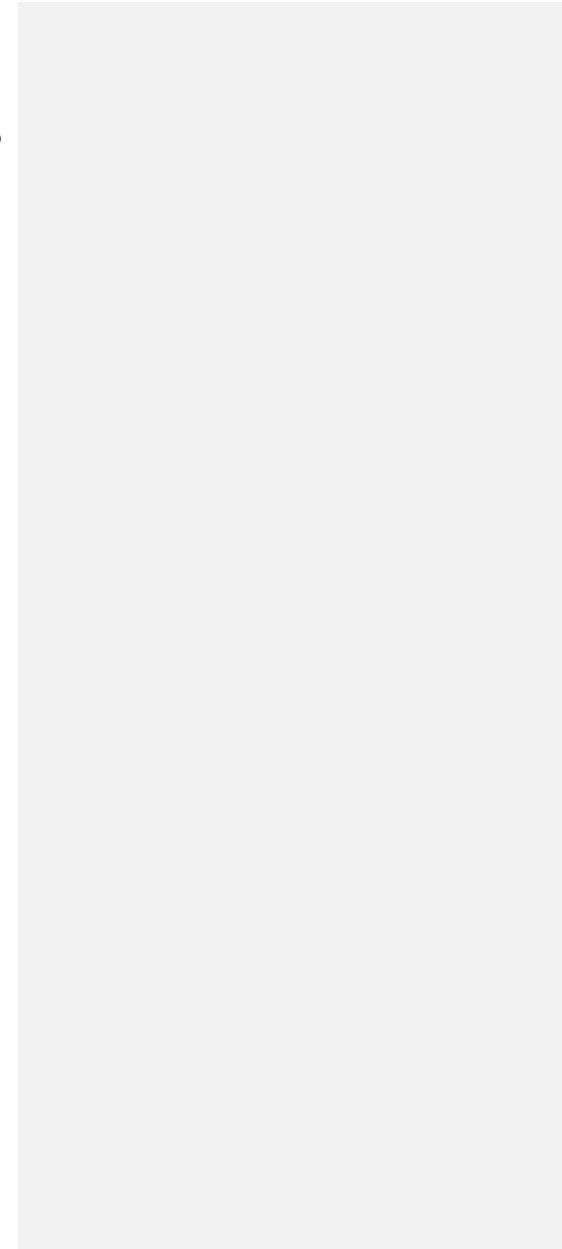
These are designed to look at the systematic development of skills from Yr1-6 within the national curriculum. There is a separate skills map for Early Years Foundation Stage Skills development. In addition to these maps there is a Calculations Policy and Curriculum for Mathematics designed by our Maths Ambassador with our multi academy trust (DNEAT). The skills maps are organised in subjects and themed to reflect the areas of skills in each subject.

Our curriculum impact

We aim for every child to fulfil their full potential as academic learners and also in their creativity and individuality. Our core values reflect what we wish our children to be as active and capable citizens in life:

- Are agents of change and look forwards.
- Happy, safe and engaged.
- Have empathy and be compassionate.
- Curious, Creative and Knowledgeable.
- Trusting.
- Able to make connections and join up their thinking and learning.
- A team player with strong and fruitful friendships.
- Positive and healthy in mind and body.
- Persevere and aspire to succeed.
- Courageous and face challenge head on.

Curriculum Map Overviews



Key Stage 1 Curriculum Planner Year A

Autumn		Spring	Summer		
<p>Celebrations or special days – St Andrew’s Day, Diwali History - Remembrance and Bonfire Night RE – Who made the world? RE - Why is light an important symbol for different religions? Computing – online safety/ grouping and sorting</p>		<p>Celebrations or special days – Chinese New Year, Pancake Day, St David’s and Patrick’s Day, Mother’s Day RE – Why is Pesach important to Jews? RE – Why to some Christians share bread and wine together in a special way? Computing – pictograms/lego builders</p>	<p>Celebrations or special days – St George’s Day, Father’s Day RE – What do Jews remember on Shabbat? Computing – maze explorers/coding</p>		
All about Me	Blast Off! Space	Pirates Ahoy!	Wonderful Weather and Seasons	Local Area – My School and Village	Marvellous Minibeasts
<p>Science – senses and body DT – being healthy Art – Van Gogh portraits History – my family and school</p>	<p>History – Neil Armstrong and Tim Peake DT – build a rocket or moon buggy Art – Let’s Sculpt - Aliens</p>	<p>Geography – Caribbean Vs UK DT – Pirate Paddy Lunch Box History – Pirates from the Past Science – Materials Art – Print making</p>	<p>Science – Seasonal Changes</p>	<p>Geography – human and physical features around us, maps and symbols History – My school through time Art – observational drawing of school</p>	<p>Science – Creatures and their habitats around the school Art – Natures Sculptures - minibeasts</p>

Key Stage 2 Curriculum Planner Year A

	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
GPS/Phonics/ Spell	Twinkl planit spelling plans Years 3/4/5. Punctuation and grammar in line with national curriculum targets, including Kung Fu punctuation and Wickedly Wonderful Words.					
English Reading / Rich Texts	A day in the life of Bob, Man on the Moon Fortunately the Milk War of the Worlds (adapted for children) The Story of the Sprout - Christmas		Viking myths and sagas adapted for children The Saga of Erik the Viking by Terry Jones		Wind in the Willows The Explorer, Journey to the River Sea	
English Writing Opportunities	Instructions Biography Persuasive writing		Mini saga Diary story Poems		Information report Letter Debate	
Topic History / Geography	Earth and Space Trip to Norwich science festival, planetarium at Sculthorpe		Vikings Trip to Viking exhibition at Norwich Castle		Rivers (including floods) Study of Norfolk chalk streams, Trips to River Glaven, Mayfields farm	
Science	Light Electricity		Sound		Living things and their habitats Life cycles, water cycle.	
Maths	Number and place value, addition, subtraction, multiplication and division. Properties of shape, fractions, position and direction, measurement (mass, time.) Reasoning and problem solving using all the above.		Number and place value, addition, subtraction, multiplication and division. Properties of shape, fractions, statistics, decimals, measurement (length, area and perimeter.) Reasoning and problem-solving using all the above.		Number and place value, addition, subtraction, multiplication and division. Properties of shape, fractions, statistics, decimals, measurement (money, volume and capacity) Percentages, position and direction. Reasoning and problem-solving using all the above.	
Art	Light and shadow, sun dials				Impressionism, Monet.	Life cycles art work
French	Conversational French, e-twinning projects with French schools					
Design Technology	Make a model lighthouse or rocket with light Shadow puppets		Viking longboat, jewellery design			
Computing	Control , position and direction using BeeBots and Scratch. e-safety		Understanding search engines – using the internet as a research tool. e-safety		e-safety	
RE	Hinduism (blocked) What do Hindus believe? How do Hindus express their faith?		Christianity (blocked) What did Jesus do to save human beings? What difference does the Resurrection make for Christians?		Christianity (blocked) Why do people pray? Does prayer work? (Comparing Christianity and Hinduism) What is a pilgrim?	
PE	Variety of sports with Top Coaching					

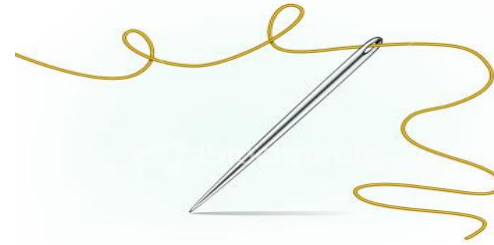
Key Stage 1 Curriculum Planner Year B

Autumn		Spring		Summer	
RE- How do Christians belong to their faith family? RE- Why does Christmas matter to Christians? Computing- Animated stories and spreadsheets		RE- How do festivals bring people together? RE- What does a cross mean to a Christian? Computing- Coding and creating pictures		RE- How do people talk about God? Computing- Effective searching and making music	
Wonderful weather and seasons	Toys	Arctic Adventures	Fire, Fire!	Pretty plants and funky flowers	On the farm
Science- weather and climate, temperature, wind DT- rain gauges, umbrellas Geo- Climates across the world	History- Toys past and present DT- Moving pictures DT- Design and make a toy box for Christmas Science- Materials	Art- Northern lights Science- Arctic animals, habitats and adaptation, ice and its properties DT- Make and test and Inuit boat Geo- The arctic compared to the UK	History- Great fire of London Art- Sparks and flames Science- What does fire need? (oxygen experiment!), fuel	Science- Wild plants, in the garden, terrific trees, growing and planting, caring for plants Art- sunflowers History- prehistoric plants	Art- Van Gogh Science- farm animals and their habitats, life cycle of a hen Geography- Compare farm in the UK to that of another country DT/PSHE- Farm to Fork

Colkirk KS2 Curriculum Planner Year B

	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
GPS/Phonics/Spell	Twinkl planit spelling plans Years 3/4/5/6. Punctuation and grammar in line with national curriculum targets, including Kung Fu punctuation and Wickedly Wonderful Words.					
English Reading / Rich Texts	Greek myths and legends. Pandora , Perseus , Theseus. The Orchard book of Greek myths – Geraldine McCaughrean , Who let the Gods out? – Maz Evans		Newspaper reports of natural disasters, information texts. Running Wild by Michael Morpurgo, A daredevil’s guide to dangerous places.		Diver’s daughter by Patrice Lawrence, The Secret Diary of Thomas Snoop, Tudor boy spy by Philip Ardagh and Jamie Littler, Shakespeare’s Globe- I was there	
English Writing Opportunities	Diary entry, news report, story board , persuasive writing.		News reports, persuasive writing, weather poetry, accounts in the first person.		Historical reports and fact files, character descriptions.	
Topic History / Geography	Ancient Greece Where, when and why it matters. Olympics, Diplomacy, Gods and Goddesses, War, Culture.		Extreme weather/Climate Change Hurricanes, cyclones, tornados. Flooding, Thunder and lightning. Drought The greenhouse effect, plastic and pollution, green technologies.		Tudors and Stuarts Local Area Study Map reading, grid references, map symbols, using a compass.	
Science	Electricity		Forces		Materials and their properties	
Maths	Number and place value, addition, subtraction, multiplication and division. Properties of shape, fractions, position and direction, measurement (mass, time.) Reasoning and problem solving using all the above.		Number and place value, addition, subtraction, multiplication and division. Properties of shape, fractions, statistics, decimals, measurement (length, area and perimeter.) Reasoning and problem-solving using all the above.		Number and place value, addition, subtraction, multiplication and division. Properties of shape, fractions, statistics, decimals, measurement (money, volume and capacity) Percentages, position and direction. Reasoning and problem-solving using all the above.	
Art	Greek vases – patterns, collage, and clay Columns, labyrinths. Print making.		Hokusai’s Great wave Extreme weather pictures, using a variety of mediums.		Recycling sculptures Clay Tudor roses Portraits Map drawing Sketching/using sketch books	
German	Alles uber mich – All about me		Lieder und spiele – songs and games		Wir feiern ! – celebrations	
Design Technology	Greek theatre masks Making a door alarm using circuits and buzzers.		Making a moving buggy kites Eco Homes		Making a floating boat. Tudor house Cooking – using local produce	
Computing	E-Safety		Networks and the Internet		Programming – Logo, Scratch, Raspberry pi Position and direction (co-ordinates, angles/turns) Databases	
RE	What is forgiveness?		What is the Trinity?			
PHSE/RSE	My Feelings /My Body		Friendship, Developing confidence and self esteem		Relationships and beliefs Manners and Rules Drugs education Rights and responsibilities and asking for help Financial education	
PE	Variety of sports with Top Coaching					

Unity's Curriculum Golden Threads



Introduction

It is our belief that our curriculum is central to ensuring our children Have Faith, Flourish and Fly High in life. We want our children to be fully rounded, articulate and capable citizens of our country and the worldwide stage we now live in. In doing so we want to shine a light on the drivers within our curriculum – these golden threads exist to promote learning, provide the tools for every child to succeed and aspire to be the best they can be.

English

'Literacy is a bridge from misery to hope. Literacy is...the road to human progress and the means through which every man, woman and child can realize his or her full potential.' – Kofi Annan

The limits of my language are the limits of my world' – Ludwig Wittgenstein

'Words are our most inexhaustible source of magic.' – J.K Rowling

We aim to equip children with the skills to lead happy and successful lives in an increasing complex world. Reading and writing are the most empowering skills children can acquire and ones which will enable them to:

- derive a lifetime of pleasure and knowledge from inspiring stories and information texts;
- write accurately, with imagination and knowledge, to engage different audiences;
- interpret and explain the meaning of texts in order to help them make sense of the world;
- be confident speakers, happy to debate, act and perform to different audiences.

Vocabulary and Reading

We recognise that words have the power to raise children's self-esteem, increase their motivation and improve their wellbeing, behaviour and attainment. We believe that reading, and particularly reading for pleasure, has a direct impact on cognitive and social communicative development as well as developing empathy and compassion.

Therefore we will:

- celebrate reading for enjoyment;
- teach reading and writing linked to our cross-curricular topics;
- share high-quality topic-linked texts with our children;
- explicitly teach vocabulary appropriate to each subject area;

- use effective strategies, including Bite-sized Intervention Foci, to support comprehension and vocabulary acquisition;
- perform an annual play, linked to KS2 topic, written by the children and combining art and music.
- provide intervention to help struggling readers and writers where needed.

Maths

We aim to build confidence, resilience and a passion for maths, promoting a positive 'can do' attitude, where questions are important and mistakes are valuable learning tools.

Mathematical Thinking and Vocabulary

- Mathematical thinking is developed through a range of reasoning and problem solving activities, which are an integral part of maths lessons and Maths Meetings. Concepts are explored using concrete, pictorial and abstract representations, with children actively looking for patterns, making connections and learning how to generalise. Children are encouraged to deepen their understanding by explaining their thinking , incorporating mathematical vocabulary.
- Difficult points and potential misconceptions are identified in advance and strategies to address them are planned.
- Children who need additional support are identified quickly and given targeted intervention

Mathematical Fluency

- Mathematical fluency is established through regular practice in lessons, Maths Meetings and focused activities such as 'Fluent in Five.'

Science

Language and Vocabulary

Our science curriculum aims to reflect the importance of spoken language in pupils' development across the whole curriculum. We believe strongly that the quality and variety of language that pupils hear and speak are key factors in developing their scientific vocabulary and articulating their scientific thoughts clearly and precisely. We assist children in making their thinking clear, both to themselves and others, and we ensure pupils build secure scientific foundations by using discussion to probe and remedy understanding.

Scientific skills

'Working scientifically' is not taught as a separate strand to our children. 'Working scientifically' is embedded within the subject's content whereby pupils focus on key features of scientific enquiry so that they learn a variety of approaches to answer scientific questions. These types of scientific enquiry will include:

- Observing over time.
- Pattern seeking.

- Identifying.
- Classifying and grouping.
- Comparative and fair testing.
- Research using secondary sources.

‘Working scientifically’ is taught throughout each unit. We provide the children with plenty of opportunities to develop their skills in science lessons. The children will be exposed to a variety of practical activities that allow their skills to develop further.

Art & Design

Use of sketchbook

We are in the process of rolling out sketchbooks across all of our schools. These will follow the children through the school and show progression of skills. Sketchbooks are key to providing our pupils with a platform to develop their skills and confidence in all areas of the subject, as well as allowing us as teachers to evidence this progression.

Teacher modelling

Teachers should model the skills that are needed for the lesson but should be aware of using too much teacher talk time. Teachers should provide a good example and model the skills for success. Teachers should model and use the vocabulary linked to the topic and this should be displayed if appropriate. Teachers should embrace mistakes within art and allow the children to see them as an opportunity instead of a failure.

Exposure to Art

Art should be an expressive subject and the children should be exposed to a variety of visual and physically expressive art. Children should see the link with other subjects such as PE, Drama and Music.

Geography

Language and Vocabulary

Our geography curriculum aims to reflect the importance of spoken language in pupils’ development across the whole curriculum. We believe strongly that the quality and variety of language that pupils hear and speak are key factors in developing their geographical vocabulary and articulating their thoughts clearly and precisely. We aim to assist children in making their thinking clear, both to themselves and others, and we want to ensure pupils build secure geographical foundations by using discussion to develop their understanding.

A sense of place

In geography we are aiming to give children a sense of their world at local, national and global scales, understanding the interconnections between people and the environment. We want children to develop an understanding of places and people and examine the way their development has been shaped by physical and human processes. Through our study of geography we want children to understand their immediate surroundings, their country and the wider world to help them understand their place in the world and their responsibility for it.

History

Language and Vocabulary

Our history curriculum aims to reflect the importance of spoken language in pupils' development across the whole curriculum. We believe strongly that the quality and variety of language that pupils hear and speak are key factors in developing their historical vocabulary and articulating their thoughts clearly and precisely. We aim to assist children in making their thinking clear, both to themselves and others, and we want to ensure pupils build secure historical foundations by using discussion to develop their understanding.

Historical skills

Through our history teaching we are inspiring the children to be curious about the past and we are aiming to equip children with the skills to

- ask perceptive questions,
- think critically and weigh evidence,
- sift arguments
- develop perspective and judgement
- understand the difference and reliability of various primary and secondary sources
- develop a sense of chronology

Design Technology

Solving 'real life' problems

A key thread for the subject is the real life context in which our children develop their skills. The projects that our children complete are meaningful to real life and often topic related. Giving purpose to the learning is engaging and motivating for our pupils.

Working collaboratively

Another key thread for the subject is the opportunity for our children to work collaboratively when completing projects. Our children share ideas, supporting each other to develop these. They also support each other during the practical making of their designs, suggesting areas for development and learning from the successes of others. The designing and making of real life items is never completed by just one person, so it is crucial that we approach the subject in a similar way.

Physical Education

Skills and vocabulary

Teachers will inspire and encourage all pupils to participate, succeed and excel in physical activity and competitive sport through developing a range of highly executed skills. We aim to deliver high-quality teaching and learning which provides children with opportunities to develop their physical competence and confidence to perform in a range of challenging, creative and competitive activities with increasing skill. When teaching skills, teachers will provide children with the key vocabulary linked to each sporting domain to support their understanding.

Sporting Attributes

Teachers will give children the opportunities to develop essential life-long attributes throughout physical education including; cooperation, collaboration, tolerance, resilience, fair play and sportsmanship.

Relationships and Sex Education / Personal Social and Health Education

Vocabulary

Children should feel comfortable, safe and confident to use appropriate vocabulary and language throughout appropriate stages of learning. Starting where children and young people are: finding out what they already know, understand, are able to do and are able to say. Deepening their knowledge as they progress through our schools. Children need to be clear so their voice can be heard and understood.

Emotional, social and cultural literacy

Children and young people today are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their lives in a positive way and make sense of all they encounter in the wide world around them.

Religious Education

Language and Vocabulary

Our RE curriculum aims to reflect the importance of spoken language in pupils' development across the whole curriculum. We believe strongly that the quality and variety of language that pupils hear and speak are key factors in developing their RE related vocabulary and articulating their philosophical thoughts clearly and precisely. We assist children in making their thinking clear, both to themselves and others creating a safe environment for pupils to use subject specific vocabulary to debate respectfully with one another through articulated answers and thoughts. Through the selection of vocabulary choices, we aim to develop empathy, generosity and compassion amongst all within our classroom. By encountering RE through the three lenses of the Norfolk Agreed Syllabus and the Understanding Christianity Project resource our children will be developing as Theologians, Philosophers and Social / Human Scientists.

Champion diversity and difference

We aim to deliver creative well-planned lessons to allow pupils to enquire and appreciate a range of beliefs and faiths within our multi-cultural society and understand how these shape life and behaviour. We aim to open their eyes to the wider world through visits and visitors and by asking them to become curious and ask questions, compare what they see and hear to themselves and to become critically aware of the world in a safe space in RE lessons. We are driven and determined in ensuring that our RE curriculum enables pupils to leave school as fully rounded characters with a clear understanding of complex needs within our world. Pupils are encouraged to be reflective on their own beliefs and understanding as well as others around them both in their local community and world wide. This learning will work as a moral compass to guide our learners through life.

Early Years Foundation Stage

“The ladder of education can never be secure unless that first rung is firmly in place.”

- Rosemary Peacocke

Language and Vocabulary

The development of language and children's vocabulary is of the utmost importance to us and this is reflected in all areas of EYFS. We believe strongly that the quality and variety of language that pupils hear and speak are key factors in developing their vocabulary and articulating their thoughts clearly and precisely and vital to their future successes. Our staff model language and engage in quality interactions with the children in our setting and we have timetabled story and song time along with a focus book each week to help with this.

Curiosity

We want our children to become lifelong learners and always be curious. We provide them with stimulating indoor and outdoor environments that foster curiosity and questioning and provide carefully balanced continuous provision that follows the children's interests as well as providing new and exciting things opportunities to draw their attention to new ideas. High quality observations and interactions move the children's learning on through careful and effective questioning.

Computing

Vocabulary

A key thread for computing is the progression of vocabulary within lessons. This includes terminology defining computers themselves, hardware and software; computer networks; the internet and search engines; programming and how they may connect through multimedia.

Computational Thinking

Another key thread is the teaching of computational thinking discretely- before and after being introduced to a computer. In key stage 1 this will mean understanding the nature of algorithms, following simple instructions, writing algorithms to solve problems and debugging. In Key stage 2 this will mean selecting and repeating algorithms using variables to create applications or simulations.

French/German/Languages

Progression in oral skills

There will be a clear progression of oral skills across school both in speaking and listening. Children will have the opportunity to hear the target language spoken by native speakers through music, film clips or the internet. Practising the language will begin in Key Stage 1 with simple vocabulary and phrases. In timetabled lessons in Key Stage 2 children will begin more formal structures including questions and answers that will enable them to converse meaningfully in the target language.

Wider cultural capital

Along with language teaching we hope to immerse children in many aspects of foreign culture, in order to broaden their understanding of the diverse world in which we live. The aim is to encourage children to have empathy for other walks of life and to develop tolerance for different viewpoints, within and outside of their home country. We hope to demonstrate that the limits of their language are the limits of their world.

Art & Design Curriculum

A two year rolling programme of content covering a range of artists, media and genres:

Art and Design							
Art and Design Units by Key Stage and Year Group							
EYFS / Key Stage One							
Year A				Year B			
Exploring and Developing Ideas							
Evaluating and Developing work							
Drawing Homes & Houses	Printing Space	Painting Animal Paintings	Collage Aliens	Digital Media Weather	Drawing Portraits & life drawing	Materials Tudor buildings	Painting Colour creation Van Gogh

Key Stage Two

Year A

Year B

Exploring and Developing Ideas

Evaluating and Developing work

Drawing
Observational
drawings of plants

Painting
Monet

Textiles
Viking patterns and
clothing

Sculpting
Sun dials

Drawing
Map drawing
Sketching the
landscape

Digital media
Extreme weather

Printing
Greek patterns
Greek vases
Mosaics
Labyrinths

Collage
Hokusai's Big Wave
Recycled Sculptures

Art and Design

EYFS/ Key Stage One

Exploring and Developing Ideas:

During years 1 and 2, pupils should be taught the following skills through the teaching of the programme of study content:

- I can record and explore ideas from first hand observations
- I can ask and answer questions about the starting points for their work
- I can develop their ideas – try things out, change their minds
- I can explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities

Evaluating and Developing Work:

During years 1 and 2, pupils should be taught the following skills through the teaching of the programme of study content:

- I can review what they and others have done and say what they think and feel about it.
- I can identify what they might change in their current work or develop in future work

Year A Program of Study

Drawing	Printing	Painting	Collage
Line, shape, texture	Colour & Space	Texture and Form - (inc. clay)	Colour, shape & Texture
Homes & Houses	Space	Animal Paintings	Aliens
<ul style="list-style-type: none"> ▪ Experiment with a variety of media; pencils, rubbers, crayons, pastels, charcoal, chalk. ▪ Control the types of marks I make ▪ Draw on different surfaces with a range of media. <p><u>Shape</u></p> <ul style="list-style-type: none"> ▪ Observe and draw shapes from observations <p><u>Texture</u></p> <ul style="list-style-type: none"> ▪ Investigate textures by making rubbings 	<ul style="list-style-type: none"> ▪ Use a variety of tools and techniques including different brush sizes ▪ Mix colours to match colours on artefacts and objects <p><u>Colour</u></p> <ul style="list-style-type: none"> ▪ Identify and name primary colours ▪ Mix primary shades and tones 	<ul style="list-style-type: none"> ▪ Explore sculpture with a range of malleable media ▪ Understand the safety and basic care of materials and tools <p><u>Form</u></p> <ul style="list-style-type: none"> ▪ Experiment with constructing and joining recycled, natural and manmade materials <p><u>Texture</u></p> <ul style="list-style-type: none"> ▪ Change the surface of a malleable material e.g. build a textured tile. 	<ul style="list-style-type: none"> ▪ Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc ▪ Arrange and glue materials to different backgrounds ▪ Sort and group materials for different purposes e.g. colour texture ▪ Fold, crumple, tear and overlap papers ▪ Work on different scales <p><u>Colour</u></p> <ul style="list-style-type: none"> ▪ Collect, sort, name match colours appropriate for an image <p><u>Shape</u></p> <ul style="list-style-type: none"> ▪ Create and arrange shapes appropriately <p><u>Texture</u></p> <ul style="list-style-type: none"> ▪ Create, select and use textured paper for an image

Art and Design

EYFS/ Key Stage One

Exploring and Developing Ideas:

During years 1 and 2, pupils should be taught the following skills through the teaching of the programme of study content:

- I can record and explore ideas from first hand observations
- I can ask and answer questions about the starting points for their work
- I can develop their ideas – try things out, change their minds
- I can explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities

Evaluating and Developing Work:

During years 1 and 2, pupils should be taught the following skills through the teaching of the programme of study content:

- I can review what they and others have done and say what they think and feel about it.
- I can identify what they might change in their current work or develop in future work

Year B Program of Study

Digital Media	Drawing	Materials	Painting
Recording and Manipulating	Line, Shape and Tone	Line, Shape and Texture	Colour, shape and texture
Weather	Portraits & life drawing	Tudor buildings	Colour creation Van Gogh
<ul style="list-style-type: none"> ▪ Explore ideas using digital sources i.e. internet, CD-ROMs. ▪ Record visual information using digital cameras, video recorders. ▪ Use a simple graphics package to create images and effects with <p><u>Lines</u></p> <ul style="list-style-type: none"> ▪ changing the size of brushes in response to ideas. <p><u>Shapes</u></p> <ul style="list-style-type: none"> ▪ using eraser, shape and fill tools. ▪ Colours and Texture using simple filters to manipulate and create images ▪ Use basic selection and cropping tools 	<ul style="list-style-type: none"> ▪ Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. ▪ Control the types of marks made with the range of media. <p><u>Shape</u></p> <ul style="list-style-type: none"> ▪ Observe and draw shapes from observations. ▪ Draw shapes in between objects. ▪ Invent new shapes. <p><u>Tone</u></p> <ul style="list-style-type: none"> ▪ Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. 	<ul style="list-style-type: none"> ▪ Print with a range of hard and soft materials e.g. corks, pen barrels, sponge ▪ Make simple marks on rollers and printing palettes ▪ Take simple prints i.e. mono -printing ▪ Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils ▪ Build repeating patterns and recognise pattern in the environment ▪ Create simple printing blocks with press print ▪ Design more repetitive patterns <p><u>Colour</u></p> <ul style="list-style-type: none"> ▪ Experiment with overprinting motifs and colour <p><u>Texture</u></p> <ul style="list-style-type: none"> ▪ Make rubbings to collect textures and patterns 	<ul style="list-style-type: none"> ▪ Use a variety of tools and techniques including different brush sizes and types ▪ Mix and match colours to artefacts and objects ▪ Work on different scales ▪ Experiment with tools and techniques e.g. layering, mixing media, scrapping through ▪ Name different types of paint and their properties <p><u>Texture</u></p> <p>Create textured paint by adding sand, plaster.</p>

Art and Design

Key Stage Two

Exploring and Developing Ideas:

During years 3 and 4, pupils should be taught the following skills through the teaching of the programme of study content:

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Evaluating and Developing Work:

During years 3 and 4, pupils should be taught the following skills through the teaching of the programme of study content:

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in sketchbook.

Year A Program of Study

Drawing	Painting	Textiles	Sculpting / 3D
Line, Marks and Texture	Colour and Texture	Weaving, stitching and dyeing	Clay and Papier Mache
Observational drawings of plants	Monet	Viking patterns and clothing	Sun dials
<ul style="list-style-type: none"> ▪ Experiment with ways in which surface detail can be added to drawings. ▪ Use sketchbooks to collect and record visual information from different sources. ▪ Draw for a sustained period of time at an appropriate level. <p><u>Lines and Marks</u></p> <ul style="list-style-type: none"> ▪ Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. ▪ Experiment with different grades of pencil and other implements to create lines and marks. <p><u>Form and Shape</u></p> <ul style="list-style-type: none"> ▪ Experiment with different grades of pencil and other implements to draw different forms and shapes. ▪ Begin to show an awareness of objects having a third dimension. 	<ul style="list-style-type: none"> ▪ Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects ▪ Work on a range of scales e.g. thin brush on small picture etc. ▪ Create different effects and textures with paint according to what they need for the task. <p><u>Colour</u></p> <ul style="list-style-type: none"> ▪ Mix colours and know which primary colours make secondary colours ▪ Use more specific colour language ▪ Mix and use tints and shades 	<ul style="list-style-type: none"> ▪ Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects ▪ Match the tool to the material ▪ Develop skills in stitching, cutting and joining ▪ Experiment with paste resist. 	<ul style="list-style-type: none"> ▪ Plan, design and make models from observation or imagination ▪ Join clay adequately and construct a simple base for extending and modelling other shapes ▪ Create surface patterns and textures in a malleable material ▪ Use papier mache to create a simple 3D object.

Art and Design

Key Stage Two

Exploring and Developing Ideas:

During years 3 and 4, pupils should be taught the following skills through the teaching of the programme of study content:

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Evaluating and Developing Work:

During years 3 and 4, pupils should be taught the following skills through the teaching of the programme of study content:

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in sketchbook.

Year B Program of Study

Drawing	Digital Media	Printing	Collage
Line, Marks, Form, Shape and Tone	Record, collect and edit	Block and relief printing	Laying, Pattern and Texture
Map drawing Sketching the landscape	Extreme weather	Greek patterns Greek vases Mosaics Labyrinths	Hokusai's Big Wave Recycled Sculptures
<ul style="list-style-type: none"> ▪ Experiment with ways in which surface detail can be added to drawings. ▪ Use sketchbooks to collect and record visual information from different sources. ▪ Draw for a sustained period of time at an appropriate level. <p><u>Lines and Marks</u></p> <ul style="list-style-type: none"> ▪ Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. ▪ Experiment with different grades of pencil and other implements to create lines and marks. <p><u>Form and Shape</u></p> <ul style="list-style-type: none"> ▪ Experiment with different grades of pencil and other implements to draw different forms and shapes. ▪ Begin to show an awareness of objects having a third dimension. <p><u>Tone</u></p> <ul style="list-style-type: none"> ▪ Experiment with different grades of pencil and other implements to achieve variations in tone. ▪ Apply tone in a drawing in a simple way. 	<ul style="list-style-type: none"> ▪ Record and collect visual information using digital cameras and video recorders ▪ Present recorded visual images using software e.g. Photostory, PowerPoint ▪ Use a graphics package to create images and effects with; <p><u>Lines</u></p> <ul style="list-style-type: none"> ▪ by controlling the brush tool with increased precision ▪ Changing the type of brush to an appropriate style e.g. charcoal ▪ Create shapes by making selections to cut, duplicate and repeat ▪ Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose 	<ul style="list-style-type: none"> ▪ Create printing blocks using a relief or impressed method ▪ Create repeating patterns ▪ Print with two colour overlays ▪ One colour screenprinting 	<ul style="list-style-type: none"> ▪ Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures ▪ Use collage as a means of collecting ideas and information and building a visual vocabulary

Skill Development and Progression: Art

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

Working with Colour	<p>For instance:</p> <ul style="list-style-type: none"> Recognise and name primary and secondary colours. Mix primary colours to make secondary colours. Share colour charts to compare variations of the same colour. Create and experiment with shades of colour and name some of these. Recognise warm and cold colours. Create washes to form backgrounds. Explore the relationship between mood and colour. 	<p>For instance:</p> <ul style="list-style-type: none"> Mix and match colours (create palettes to match images). Lighten and darken tones using black and white. Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves). Experiment with watercolour, exploring intensity of colour to develop shades. Explore complementary and opposing colours in creating patterns. 	<p>For instance:</p> <ul style="list-style-type: none"> Build on previous work with colour by exploring intensity. Introduce acrylic paint. Develop watercolour techniques. Explore using limited colour palettes. Investigate working on canvas experiment with colour in creating an effect. Mark make with paint (dashes, blocks of colour, strokes, points). Develop fine brush strokes.
Printing	<p>For instance:</p> <ul style="list-style-type: none"> Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control. Develop controlled printing against outline /within cut out shapes. Use matchbox to print to explore possibilities - different sized matchboxes create different lines/ shapes/patterns. Experiment with marbling, investigating how ink floats and changes with movement For 	<p>For instance:</p> <ul style="list-style-type: none"> Use roller and ink printing. Use simple block shapes formed by children. Blend two colours when printing. Using roller & inks, take prints from other objects (leaves, fabric, and corrugated card) to show texture make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays. Form string roller prints to create continuous patterns. 	<p>For instance:</p> <ul style="list-style-type: none"> Create polystyrene printing blocks to use with roller and ink. Explore monoprinting (see below for artists). Explore Intaglio (copper etching) using thick cardboard etched with sharp pencil point. Experiment with screen printing. Design and create motifs to be turned into printing block images. Investigate techniques from paper printing to work on fabrics.
Sculpture	<p>For instance:</p> <ul style="list-style-type: none"> Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures Investigate a range of different materials and experiment with how they can be connected together to form simple structures. Look at sculptures and try to recreate them using everyday objects/range of materials. Begin to form own 3D pieces. Consider covering these with papier-mâché Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools. Look at sculptures by known artists and natural objects as starting points for own work. 	<p>For instance:</p> <ul style="list-style-type: none"> Develop confidence working with clay adding greater detail and texture. Add colour once clay is dried. Investigate ways of joining clay - scratch and slip Introduce 'modroc'. Create work on a larger scale as a group. Use pipe cleaners/wire to create sculptures of human forms 	<p>For instance:</p> <ul style="list-style-type: none"> Design and create sculpture, both small and large scale. Make masks from a range of cultures and traditions, building a collage element into the sculptural process. Use objects around us to form sculptures. Use wires to create malleable forms. Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc). Create human forms showing movement.

Textile and Collage	<p>For instance:</p> <ul style="list-style-type: none"> • Develop collages, based on a simple drawing, using papers and materials • Collect natural materials to create a temporary collage. • Weave using recycled materials. • Investigate a range of textures through rubbings. • Simple batik work. • Develop tearing, cutting and layering paper to create different effects. • Dye fabrics using tea, red cabbage, beetroot, onion, spinach. • Weave with wool. 	<p>For instance:</p> <ul style="list-style-type: none"> • Research embroidery designs from around the world, create own designs based on these. • Sew simple stitches using a variety of threads and wool • Investigate tie-dyeing. • Create a collage using fabric as a base. • Make felt. • Develop individual and group collages, working on a range of scales. • Use a range of stimulus for collage work, trying to think of more abstract ways of showing views. 	<p>For instance:</p> <ul style="list-style-type: none"> • Introduce fabric block printing. • Create tie dye pieces combining two colours. • Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc. • Weave using paintings as a stimulus / the natural world. • Experiment with circular embroidery frames. • Create detailed designs which can be developed into batik piece.
Knowledge about Artists	<p>For instance:</p> <ul style="list-style-type: none"> • Describe the work of artwork of artists such as Jackson Pollock, Paul Klee, Kandinsky (colour) Georges Braque/Pablo Picasso (collage). • Use work of artists such as Anthony Gormley, Louise Bourgeois, Jean Arp (sculpture) to create own pieces. • Consider specific works such as Richard Long's 'Mud Hand Circle' (printing). • Consider works from different cultures e.g. Chinese block prints. 	<p>For instance:</p> <ul style="list-style-type: none"> • Use the work of artists to replicate ideas or inspire own work e.g. Look at the work of David Hockney e.g. photo montages (drawing) Consider the work of artists e.g. Ruth Daniels, Mark Quinn, Carol Simms (colour). • Look at the work of artists who formed geometric abstract paintings such as Malevich, Matisse and Mondrian. • Introduce work by artists such as Marc Quinn, as well as sculptures from Aztec and Benin civilizations (sculpture). • Consider the High Italian Renaissance period e.g. Michelangelo, Leonardo da Vinci etc. (drawing). • Look at the patterns/ optical illusions created by OP artist Bridget Riley (colour). • Abstract paintings by Picasso (colour). • Use the work of artist Stacey Chapman "'car" and other images on the internet (print). • Look at work of Henry Moore (sculpture). • Consider work by contemporary textile artist Patricia Greaves (textiles). 	<p>For instance:</p> <ul style="list-style-type: none"> • Use the work of artists to replicate ideas or inspire own work e.g. Consider work by artists such as Cezanne, Derain, Van Gogh (colour). • Look at the style of Fauve artists Derain, Vlaminck and Braque. • Consider the work of Seurat (pointillism –colour). • Look at the work of artists that used nonprinting include David Hockney, Tracey Emin, Picasso and Jim Dine (print). • Consider work of Cornelia Parker (sculpture). • Consider the work from other cultures e, g Asia. • Consider Georgia O Keiffe flowers showing use of line or William Morris detailed tiles - natural sources (colour). • Look at cubist artists such as Picasso, Duchamp to show movement/ layering. • Consider looking at Pop Art to represent popular objects from current culture (Andy Warhol). • Artists such as Claude Lorrain, Poussin, Jan Beaney and Annemeike Mein could be discussed as starting points.
NC Statements	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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>Pupils should be taught to:</p> <ul style="list-style-type: none"> • About great artists, architects and designers in history. 	

Computing

Safe Meeting Acceptable Reliable Tell

Stay **safe**, don't give out personal info, only **meet** someone with you parents, **accepting** communications from strangers can lead to problems, Info on the internet may not be **reliable**, **tell** a trusted adult if you feel uncomfortable online.

Computing					
Computing Units by Key Stage and Year Group					
EYFS/ Key Stage One					
E-Safety					
Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	Create and debug simple programs	Use logical reasoning to predict the behaviour of simple programs.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Recognise common uses of information technology beyond school	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Key Stage Two

E-Safety

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Use sequence, selection and repetition in programs; work with variables and various forms of input and output.	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	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.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
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Computing

EYFS/ Key Stage One

E-safety

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

- Visit the NSPCC for advice; <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/>
- Ensure children understand that you cannot trust/ believe all content on the internet. Search for Spoof or Fake websites and a wealth of resources will come up, for example; <http://zapatopi.net/treeoctopus/>
- Children to be introduced to the idea that people online can be whoever they wish to be because you cannot see them in the flesh! Even an image of someone does not necessarily link to the look of the real person.

Read online safety stories Chicken clicking, Once upon a time online, Digi ducks big decision Smartie the penguin (e-book) penguin pig.

See activities and resources for the above books on: <https://kentesafety.wordpress.com/2015/06/05/online-safety-storybooks/>

-Online safety

Year A Program of Study

<p>I can create and follow algorithms in computer programmes.</p> <p>-Lego builders (algorithms and programming.</p> <p>- Maze Explorers (algorithms and programming.</p> <p>-Coding</p>	<p>I can create and debug simple programs.</p> <p>- Maze Explorers (algorithms and programming.</p> <p>-Coding</p> <p>Create instructions for programmes, make changes to the instructions to ensure the programme words.</p>	<p>I can use logical reasoning to predict the behaviour of simple programs.</p> <p>-Coding-</p> <p>-Maze Explorers (algorithms and programming.</p> <p>-Children create instructions and consider how the order of instructions affects results</p>	<p>I can use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>-Coding</p> <p>- Grouping and Sorting</p> <p>- Pictograms</p> <p>-Create Animated Stories creating an E-book using 2- create a story.</p> <p>-Use technology to take photos, record voice and upload onto programmes.</p> <p>-Spreadsheets</p>	<p>I can recognise common uses of information technology beyond school</p> <p>- Community walk technology search.</p> <p>- Technology</p>
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Computing

Key Stage One

E-safety

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

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- Online safety

Year B Program of Study

<p>I can create and follow algorithms in computer programmes.</p> <p>-Coding</p> <p>Create a more complex programme that tells a story.</p> <p>Plan and use algorithms in programmes successfully to achieve the desired results.</p>	<p>I can create and debug simple programs.</p> <p>-Coding</p> <p>Understand the need to test and debug programmes repeatedly.</p> <p>Make choices about which object type to use.</p>	<p>I can use logical reasoning to predict the behaviour of simple programs.</p> <p>-Coding</p> <p>Create programme using different kind of objects whose behaviours are limited to specific actions and be able to explain this.</p>	<p>I can use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>-Spreadsheets- Copying and pasting totalling tools, create a table and block graph.</p> <p>-Questioning – Construct binary trees, use a database to answer questions.</p> <p>- Effective searching – recall key internet terms</p> <p>- Creating pictures- Explore different artists and use 2paint to recreate artwork.</p> <p>- Making Music – use 2sequence to create digital music.</p> <p>-Presenting Ideas- know that digital content can presented in different ways.</p>	<p>I can recognise common uses of information technology beyond school</p> <p>- Effective searching</p>
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Computing

Key Stage Two

E-safety

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

- Visit the NSPCC for advice; <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/>
- Ensure children understand that you cannot trust/ believe all content on the internet. Search for Spoof or Fake websites and a wealth of resources will come up, for example; <http://zapatopi.net/treeoctopus/>

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Read online safety stories- Chicken clicking, Once upon a time online, Digi ducks big decision Smartie the penguin (e-book) penguin pig, Monkeycow, Troll stinks, The internet is like a puddle, Webster's email, Webster's bedtime, Webster's friend, Webster's manners, Little birds internet security adventure,

Activities for the above stories can be found : <https://kentesafety.wordpress.com/2015/06/05/online-safety-storybooks/>

Year A Program of Study

<p>I can design, write and debug programs that accomplish specific goals.</p> <p>-Coding</p> <p>Design and write a programme that represents a physical system.</p>	<p>I can use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>-Coding</p> <p>Children create a design that represents and sequential algorithm.</p> <p>Use selection in their programming by using the 'if' command.</p>	<p>I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>-Coding</p> <p>Know what debugging is. Understand the need to test and debug a program repeatedly.</p> <p>Understand the importance of saving periodically as part of the code development.</p>	<p>I can understand computer networks, including the Internet.</p> <p>-Email- think about the different methods of communication. Use email safely.</p>	<p>I can use search technologies effectively and efficiently to find reliable information.</p> <p>-Research and present information ensure that the information is reliable.</p>	<p>I can 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.</p> <p>-Email- children open an email and respond to it.</p> <p>- Branching Databases – understand how yes/no questions are structured and answered.</p> <p>- Simulations – Children know that a computer simulation can represent real and imaginary situations. Explore, analyse and evaluate simulations.</p> <p>- Graphing- Enter data into a graph and answer questions.</p> <p>-Spreadsheets- create pie charts and bar graphs</p> <p>- Touch typing- Practice and improve typing skills.</p>
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Computing

Key Stage Two

E-safety

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

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Year B Program of Study

<p>I can design, write and debug programs that accomplish specific goals.</p> <p>-coding</p> <p>Use sketching to design a programme and reflect upon their design.</p> <p>Know what decomposition and abstraction are in computer science.</p> <p>-logo</p> <p>Write logo instructions to create a word.</p>	<p>I can use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>-coding</p> <p>Create and understand variables in programming.</p> <p>Create programmes which respond to if/else commands using the value of the variable.</p> <p>Programme a character to respond to user keyboard input.</p> <p>Create a programme with a character that repeats actions.</p> <p>-logo</p>	<p>I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>-coding</p> <p>Explain how they made their programme change.</p> <p>-logo</p> <p>Learn the language of logo.</p> <p>Make changes to logo when detecting errors.</p> <p>Predict what shapes can be made from logo instructions.</p>	<p>I can understand computer networks, including the Internet.</p> <p>-online safety</p> <p>- effective searching</p> <p>- Hardware</p>	<p>I can use search technologies effectively and efficiently to find reliable information.</p> <p>-Effective searching</p> <p>Locate information on the search results page.</p> <p>Search effectively to find out information.</p> <p>Assess ether an information source is true and reliable.</p>	<p>I can 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.</p> <p>-coding</p> <p>- spreadsheets</p> <p>Using the formula wizard in the advanced mode to add formulae and explore formatting cells.</p> <p>Create line graphs</p> <p>Use spreadsheets for budgeting</p> <p>- Write for different purposes</p> <p>Explore how font size and style can affect</p>
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	Use the repeat function in logo to create shapes.				<p>the impact of text.</p> <p>Produce a news report.</p> <p>-Animation</p> <p>Learn how animations are made by hand.</p> <p>Learn about onion skinning in animation.</p> <p>Introduce children to stop motion animation.</p>
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Computing

Key Stage Two

E-safety

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

- Visit the NSPCC for advice; <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/>
- Ensure children understand that you cannot trust/ believe all content on the internet. Search for Spoof or Fake websites and a wealth of resources will come up, for example; <http://zapatopi.net/treeoctopus/>

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Activities for the above stories can be found : <https://kentesafaty.wordpress.com/2015/06/05/online-safety-storybooks/>

Year A Program of Study

I can design, write and debug programs that accomplish specific goals.	I can use sequence, selection and repetition in programs; work with variables and various forms of input and output.	I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	I can understand computer networks, including the Internet. -Online Safety Learn about how to	I can use search technologies effectively and efficiently to find reliable information. Locate information on the search results page.	I can 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. -coding - Spreadsheets Conversions of measurements Novel use of the count tool Formulae including the advanced mode
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<p>- Coding</p> <p>Use a sketch or design to represent a programme design or algorithm.</p> <p>Use the design to create a programme</p> <p>Create a playable competitive game.</p> <p>- Game creator</p>	<p>- Coding</p> <p>Explore test variables</p> <p>Combine the use of variables, if/else statements and repeats to achieve the desired goal.</p> <p>Create a programme to inform.</p>	<p>- Coding</p> <p>Read code so that it can be adapted, personalised and improved.</p>	<p>reference sources in their work.</p> <p>Search the internet with the consideration of the reliability of the results of sources to check validity.</p>	<p>Search effectively to find out information.</p> <p>Assess whether an information source is true and reliable.</p>	<p>Using text variables to perform calculations.</p> <p>Using a spreadsheet to plan an event.</p> <p>-Databases</p> <p>Search for information on a database.</p> <p>Contribute to a class database.</p> <p>Create a database around a chosen topic.</p> <p>- Game creator – to create a game including a scene, environment and quest.</p> <p>- Modelling</p> <p>Explore the effects of moving parts when designing.</p> <p>Understand designing for a purpose.</p> <p>Understand printing and making.</p> <p>- Concept maps</p> <p>Understand how a concept map can be used to retell stories and information</p> <p>Create a collaborative concept map and present to an audience.</p>
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Computing

Key Stage Two

E-safety

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

- Visit the NSPCC for advice; <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/>
- Ensure children understand that you cannot trust/ believe all content on the internet. Search for Spoof or Fake websites and a wealth of resources will come up, for example; <http://zapatopi.net/treeoctopus/>

Children to be introduced to the idea that people online can be whoever they wish to be because you cannot see them in the flesh! Even an image of someone does not necessarily link to the look of the real person. You could create a fake online profile to demonstrate this using; <http://www.classtools.net/FB/home-page>

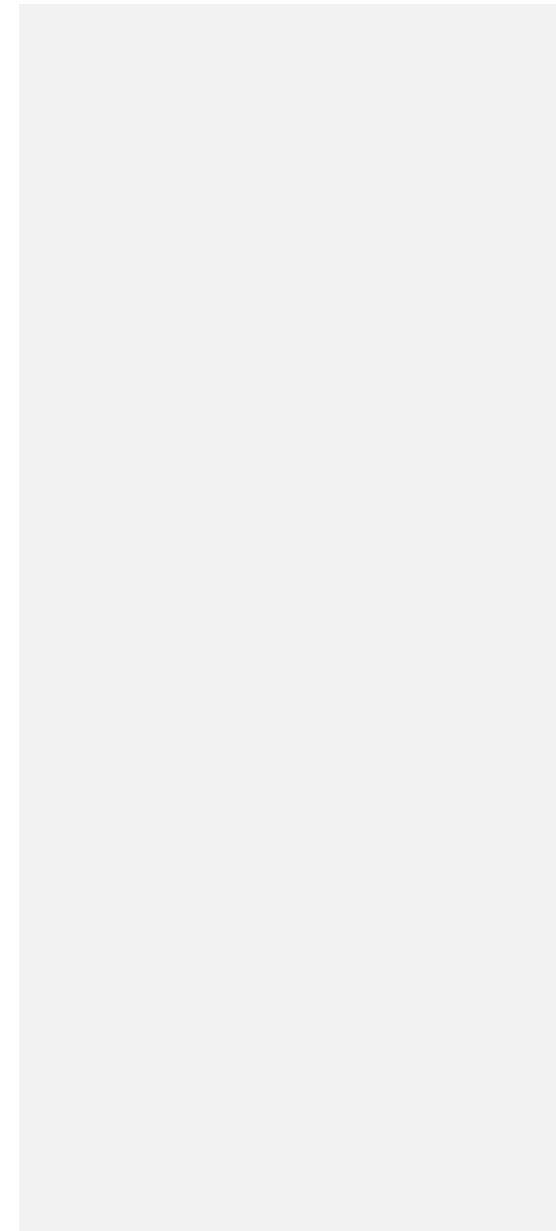
Read online safety stories- Chicken clicking, Once upon a time online, Digi ducks big decision Smartie the penguin (e-book) penguin pig, Monkeycow, Troll stinks, The internet is like a puddle, Webster's email, Webster's bedtime, Webster's friend, Webster's manners, Little birds internet security adventure,

Activities for the above stories can be found : <https://kentesafety.wordpress.com/2015/06/05/online-safety-storybooks/>

Year B Program of Study

<p>I can Design, write and debug programs that accomplish specific goals.</p> <p>- Coding</p> <p>Design programs using their choice of objects, attributing specific actions to each.</p> <p>Debug a program and organise the code into tabs.</p> <p>Create a simulation of a room in which devices can be controlled.</p>	<p>I can use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>- Coding</p> <p>Use variable within a game to keep track of the properties of objects.</p> <p>-Text Adventures</p> <p>Code a map based text adventure.</p> <p>Create test and</p>	<p>I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>- Coding</p> <p>Use functions and understand they useful in 2Code.</p> <p>Organise code into functions and call functions to eliminate surplus code in the program.</p> <p>Use flowcharts to</p>	<p>I can understand computer networks, including the Internet.</p> <p>- Online Safety</p> <p>Identify benefits and risks of mobile devices broadcasting the location of the use/device.</p> <p>Identify secure sites by looking for privacy seals of approval (https, padlock icon)</p> <p>Review the meaning of digital footprint.</p> <p>Understand the importance of balancing game and screen time with other parts of their lives.</p> <p>- Blogging</p> <p>Identify purpose of writing a blog.</p>	<p>I can use search technologies effectively and efficiently to find reliable information.</p> <p>- Online Safety</p> <p>Locate information on the search results page.</p> <p>Search effectively to find out information.</p> <p>Assess either an information source</p>	<p>I can 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.</p> <p>- Coding</p> <p>-Text Adventures (e-book)</p> <p>Plan a story adventure</p> <p>- Blogging</p> <p>- Spreadsheets</p> <p>Explore probability</p> <p>Create a computational thinking model</p> <p>Use a spreadsheet to plan pocket money spending.</p> <p>Plan a school event.</p> <p>- Quizzing (Design and making a quiz)</p> <p>Make a picture quiz</p>
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<p>Explore how 2Code can be used to make a text-based adventure game.</p> <p>-Text Adventures (e-book)</p> <p>Make logical attempts to debug their text adventure.</p>	<p>debug using their plan.</p>	<p>test and debug a program.</p>	<p>Identify features of successful blog writing.</p> <p>Understand how to contribute to existing blogs.</p> <p>Understand the importance of commenting on blogs.</p> <p>Demonstrate awareness of inappropriate posts and cyber-bullying.</p> <p>Networks- Discover what the children know about the internet.</p> <p>Find out what a LAN and WAN are.</p> <p>Find out how we access the internet in schools.</p> <p>Think about what the future might hold.</p>	<p>is true and reliable.</p> <p>- Networks</p> <p>Find out the age of the internet.</p>	<p>Learn how to use the question types.</p> <p>Explore grammar quizzes.</p> <p>Make a quiz that requires a payer to search a database.</p>
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Appendix One:

Typing Consistency (2Type)

It is important that we encourage good habits in children from an early age so the following must be taught when children are typing.

1. Use two hands and more than two fingers! This will naturally develop over the years but keeping both hands over the keyboard at all times will accelerate the learning of typing.
2. Learn to use a mouse and that the left button is to select/ confirm an action and the right button is usually to call up menu options.
3. Learn to use the mouse wheel to scroll through text by either rolling it or clicking it.
4. Use SHIFT for capital letters, not the CAPS SHIFT key.
5. Learn to use shift in combination with other keys to type punctuation.
6. Press Enter twice at the end of a paragraph so that you can start a new paragraph.
7. Learn to use the cursor keys (arrow keys) to navigate around a document.
8. One space after a word.
9. One space after a punctuation mark.
10. Learn the difference between using Delete and Backspace.
11. Learn to use UnDo – Ctrl + Z
12. Learn to use the shortcuts for Cut, Copy and Paste (Ctrl+ X or C or V)
13. Learn to crop, resize and move picture around the screen.
14. Learn to create a text box.

This can be practiced using the 2type programme on purple mash.

Appendix 2

Vocabulary	Definition
Abstraction	In computer science the term abstraction refers to hiding the complexity of tasks to suit the understanding of the user. For example, for you to use a calculator you only have to press buttons in order to receive the correct answer, however the person that built the calculator understands how it works underneath.
Algorithm	An algorithm is a set of instructions that we complete in order to achieve a task. You could write an algorithm to complete mundane tasks such as making a cup of tea or to complete complex tasks such as calculating the odds that a team will win a football match. In computing an algorithm refers to the set of instructions that a computer follows in the order in which they are given.
Binary	Binary is the language computers use. It is a series of 1s and 0s and is also used in mathematics.
Coding	Coding is putting information and commands into a program , making it possible for u to create software, apps and websites.
Communication technology	Equipment that we use to communicate with, such as a mobile phone or tablet.
Compile	When we program, we use human words in our codes and programs. However the computer doesn't understand human words, so we have to compile the program – using a compiler – which converts the human words into binary.
Computational thinking	Computational thinking is a term that describes the decision-making progress used in programming and writing algorithms.
Data	Data is Information.
Debug	Debugging is checking the code in a computer program to ensure it works, and changing it if it doesn't. When writing a computer program things will often go wrong. When writing a program you have to test and debug your program to ensure that it produces correct results.
Decomposition	Decomposition is the process by which a large, difficult problem can be broken down into a series of smaller, simpler problems, thus making the overall problem easier to solve.
Hardware	Hardware is the physical part of a computer, which uses electrical signals to complete the calculations needed to make software run. Examples of hardware are the computer circuit board, memory, processor and/or other equipment related to a computer, such as printers, monitors and keyboards.
Information technology	A term used for all computer-related technology.
Input	Information that goes into the computer.
Internet	A network of computers linked all over the world.
Logic	When making any decision a certain amount of logic is involved; for example, when deciding what to wear in the morning, you make a logical decision based on the season, weather and any number of other factors. Computational logic is used to allow a program to decide what to do and when. For example you may write code that says: "When the user clicks this button, perform this calculation."
Network	Computers linked within a building or area.

Output	Information that comes out of the computer
Procedure or function	A procedure/function is used in programming to break a complex task down into simple steps or sections.
Program	A computer program is a collection of instructions or algorithms designed to simplify processes, whether that be writing a Word document or connecting to a website. A computer program is written using a programming language , which allows a computer scientist to teach a computer how to achieve a result. Examples of programming languages are Scratch, Java, Python, C++ and Ruby.
Programing language	Computers are very good at completing lots of mathematical functions in a short space of time, however they don't have the ability to think for themselves. Programming languages bridge this gap and allow us to teach a computer how to do things.
Repetition	Sometimes called iteration, when part of a program repeats itself. For example, in animation you may repeat the movements of a character to make it look like it's moving along.
Selection	When you choose part of something. For example, when you copy and paste text, the passage that you highlight to copy is called the selection.
Sequence	When doing anything in life it is important to complete things in the correct order; you wouldn't pour water into a teacup before you had boiled the kettle, for example! In a program we have to control what happens and when in order to produce correct results. A sequence helps us to ensure that things happen in the correct order.
Software	Software is created using a programming language and is the non-physical part of a computer. Software can be written once and sold multiple times, for instance Microsoft doesn't have to rebuild Microsoft Word every time they have a new customer, they just make a copy of the files they already have.
System	The Operating System sits between the software and hardware and acts as a translator. It tells the hardware when to run calculations and passes the answers back to the software so that it can decide what calculations to run next.
Variable	A variable is a piece of information in a program that we want to store, but is able to change. We can compare it to a box in which we put information. This information could be a number, and during the program we might change the initial number (for example as part of the scoring system in a game).
World Wide Web (WWW)	This is like the Operating System for the internet. We use the web to help us communicate with and over the internet.

Computing Skill Development and Progression

	Year 1/2	Year 3/4	Year 5/6
Computer Science	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions. • Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Design write and debug programs that accomplish specific goals, solve problems by decomposing them in smaller parts. • Use sequence, selection and repetition in programs. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and solving problems by decomposing them into smaller parts. • Use sequence, selection and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
	<p>For instance:</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • Extension - Pupils learn to use a simple graphical programming language such as Logo, Scratch or Turtle to navigate around the screen. • 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>For instance:</p> <ul style="list-style-type: none"> • 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. • Pupils learn to sequence instructions, for instance to create an animation using Scratch, or by using the timing features in PowerPoint. • 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. • Extension - Pupils create a simple game using a graphical language such as Kodu or Scratch. 	<p>For instance:</p> <ul style="list-style-type: none"> • 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. • Pupils create a computer game, using a graphical language such as Scratch or Kodu. • Extension – Pupils learn to use and program a raspberry pi to complete a basic task.

	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Recognise common uses of information technology beyond school 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Recognise common uses of information technology beyond school. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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.
	<p>For instance:</p> <ul style="list-style-type: none"> • Pupils learn about some of the uses of the internet. 	<p>For instance:</p> <ul style="list-style-type: none"> • Pupils learn to collaborate electronically by blogging - mailing and working on shared documents using the pupil sites of the DLG. 	<p>For instance:</p> <ul style="list-style-type: none"> • 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. • 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>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Digital Literacy	<p>For instance:</p> <ul style="list-style-type: none"> • 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. • 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. • Pupils are introduced to the basics of online searching. • Pupils learn to explore websites and to say whether they like them or not and why. 	<p>For instance:</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • Pupils learn that the Internet is a public space and then develop the skills to protect their privacy and respect the privacy of others. • 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>For instance:</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • 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. • 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. • 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. • 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.
	<ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content. 	<ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content. 	

		<p>For instance:</p> <ul style="list-style-type: none"> • 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>For instance:</p> <ul style="list-style-type: none"> • 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. • 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.
ICT	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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.

<p>For instance:</p> <ul style="list-style-type: none"> • Digital Publishing: Pupils learn to use basic word processing package and to write and illustrate a short story. • Presentation: Pupils learn to make simple presentations. • Graphics: Pupils learn to create a simple digital painting. • Animations: Pupils learn to make a simple animation for instance in Puppet Pals. • Media: Pupils learn to use digital cameras and microphones for a purpose. • Working with data: Pupils learn to create and use a pictogram. • Modelling: Pupils explore online simulations such as Charlie Chimp. 	<p>For instance:</p> <ul style="list-style-type: none"> • Digital Publishing: Pupils learn how to use software to create an e-book, brochure or poster on a given subject. • Presentations: Pupils learn to write and deliver a presentation on a given subject. • Graphics: Pupils learn how to take, adapt or create images to enhance or further develop their work. • Animations: Pupils learn how to develop a storyboard and then create a simple animation using for instance 'Puppet Pals' or 'Stop Motions' Animation'. • Sound and video: Pupils record and edit media to create a short sequence. • Working with data: Pupils learn to search, sort and graph information. 	<p>For instance:</p> <ul style="list-style-type: none"> • 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. • Presentations: Pupils learn to write and deliver a presentation, incorporating a range of media. • Graphics: Pupils learn how to take, adapt or create images to enhance or further develop their work and incorporate it in a wider project. • 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. • Sound and video: Pupils record and edit media to create a short sequence - extended by editing the final product in using video editing software. • Working with data: Pupils learn to search, sort and graph information. • Modelling: Pupils learn how to use a spreadsheet to model data.
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Design Technology

Design and Technology

EYFS /Key Stage One

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

Food:

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

When designing and making, pupils should be taught:

Technical Knowledge	Design	Make	Evaluate	Food
<ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable. 	<ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. 	<ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. 	<ul style="list-style-type: none"> Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. 	<ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.

Year A Program of Study

Structures	Fabric	Food
Castle	Vehicles	Homes
<ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable. 	<ul style="list-style-type: none"> Choose from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining 	<ul style="list-style-type: none"> Understand where food comes from.

Design and Technology

EYFS/Key Stage One

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

Food:

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

When designing and making, pupils should be taught to:

Technical Knowledge	Design	Make	Evaluate	Food
<ul style="list-style-type: none"> Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. 	<ul style="list-style-type: none"> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. 	<ul style="list-style-type: none"> Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. 	<ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.

Year B Program of Study

Structures	Fabric	Food
Rain Gauges, Moving Pictures & Toy Boxes	Inuit Boats	Farm to Fork
<ul style="list-style-type: none"> Use my understanding of how to strengthen, stiffen and reinforce more complex structures 	<ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining] 	<ul style="list-style-type: none"> Use my understanding of a healthy and varied diet to prepare dishes Understand where food comes from.

Design and Technology

Key Stage Two

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Technical Knowledge	Design	Make	Evaluate	Food
<ul style="list-style-type: none"> Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products. 	<ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion and annotated sketches cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. 	<ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. 	<ul style="list-style-type: none"> Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world 	<ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Year A Program of Study

Structures	Fabric
<p>Making model lighthouses</p> <ul style="list-style-type: none"> Select from and use a wider range of materials and components, including construction materials. Understand how key events and individuals in design and technology have helped shape the world Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply my understanding of computing to program, monitor and control their products. Select from and use a wider range of materials and components, including construction materials. 	<p>Viking Jewellery & Clothes / longboats</p> <ul style="list-style-type: none"> Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Design and Technology

Upper Key Stage Two

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Technical Knowledge	Design	Make	Evaluate	Food
<p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p>	<p>Generate, develop, model and communicate their ideas through discussion and annotated sketches cross-sectional and exploded diagrams, prototypes, pattern pieces.</p>	<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>	<p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p>	<p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>

Year B Program of Study

Mechanisms	Food
<p>Buggy Kites, eco homes, door alarms</p>	<p>Local Recipes for healthier lifestyles</p>
<ul style="list-style-type: none"> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply my understanding of computing to program, monitor and control their products. Understand how key events and individuals in design and technology have helped shape the world 	<ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Design Technology Skill Development & Progression

		Yr1/2	Yr3/4	Yr5/6
	NC References	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 	
Design	Contexts, Uses and Purposes	<p>For instance: 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>For instance: 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 Research designs</p>	<p>For instance: Carry out research, using surveys, interviews, questionnaires and web-based resources Identify the needs, wants, preferences and values of particular individuals and groups</p> <p>Develop a simple design specification to guide their thinking Recognise when their products have to fulfil conflicting requirements</p>
	Ideas	<p>For instance: Generate own ideas for design by drawing on own experiences or from reading</p>	<p>For instance: 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 Use computer-aided design</p>	<p>For instance: 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>
Make	NC References	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	
	Planning	<p>For instance: Select from a range of tools and equipment explaining their choices Select from a range of materials and components according to their characteristics</p>	<p>For instance: Select tools and equipment suitable for the task Explain their choice of tools and equipment in relation to the skills and techniques they will be using Select materials and components suitable for the task Explain their choice of materials and components according to functional properties and aesthetic qualities Order the main stages of making Produce detailed lists of tools, equipment and materials that they need</p>	

	Practical Skills and techniques	For instance: Follow procedures for safety Use and make own templates Measure, mark out, cut out and shape materials and components Assemble, join and combine materials and components Use simple fixing materials e.g. temporary – paper clips tape and permanent – glue, staples Use finishing techniques, including those from art and design	For instance: Follow procedures for safety Use a wider range of materials and components, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components
			<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>
Evaluate	NC Ref	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world
	Own Ideas and Products	For instance: Talk about their design ideas and what they are making Make simple judgements about their products and ideas against design criteria Suggest how their products could be improved Evaluating products and components used	<p>For instance:</p> <p>Identify the strengths and weaknesses of their ideas and products Consider the views of others, including intended users, to improve their work Refer back to their design criteria as they design and make Use their design criteria to evaluate their completed products</p>
			<p>Identify the strengths and weaknesses of their ideas and products 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 Compare their ideas and products to their original design specification</p>
Existing Products	For instance: Investigate - what products are, who they are for, how they are made and what materials are used	For instance: 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 Events		For instance Identify great designers and their work and use research of designers to influence work	
Technical Knowledge	NC Ref	Pupils should be taught to: <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products 	Pupils should be taught to: <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products 	
	Making Products Work	For instance: Understand about the simple working characteristics of materials and components Understand about the movement of simple mechanisms including levers, sliders (Year 1) wheels and axles (Year 2) Understand that food ingredients should be combined according to their sensory characteristics Know the correct technical vocabulary for the projects they are undertaking Understand how freestanding structures can be made stronger, stiffer and more stable	For instance: Understand how to use learning from science and maths to help design and make products that work Know that materials have both functional properties and aesthetic qualities Know that materials can be combined and mixed to create more useful characteristics Know that mechanical and electrical systems have an input, process and output Use the correct technical vocabulary for the projects they are undertaking	Understand how cams, pulleys and gears create movement Understand how more complex electrical circuits and components can be used to create functional products Understand how to program a computer to monitor changes in the environment / control their products Know how to reinforce/strengthen a 3D framework Know that a 3D textiles product can be made from a combination of fabric shapes Know that a recipe can be adapted a by adding or substituting one or more ingredients
Cooking and Nutrition	NC Ref	Pupils should be taught to: <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from 	Pupils should be taught to: <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 	

Where Food Comes	For instance: Know where food comes from	For instance: 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 Know that seasons may affect the food available Understand how food is processed into ingredients that can be eaten or used in cooking	
	Food Preparation, Cooking and Nutrition	For instance: Use appropriate equipment to weigh and measure ingredients Prepare simple dishes safely and hygienically, without using a heat sources Use techniques such as cutting Name and sort foods into the five groups of the 'eat well' plate Know that everyone should eat at least five portions of fruit and vegetables every day	How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking
			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 to be active and healthy, food is needed to provide energy for the body Measure using grams Follow a recipe

Geography

Geography					
Areas of Study by Key Stage and Year Group					
EYFS /Key Stage One					
Year A			Year B		
Geographical Skills and Fieldwork			Geographical Skills and Fieldwork		
Place Knowledge	Locational Knowledge	Human and Physical Geography	Place Knowledge	Locational Knowledge	Human and Physical Geography
Let's explore London	Where do I live?	Kenyan Safari	My world around me / weather and seasons	Our locality	At the farm

Upper Key Stage Two

Year A			Year B	
Geographical Skills and Fieldwork			Geographical Skills and Fieldwork	
Locational Knowledge	Place Knowledge	Human and Physical Geography	Locational Knowledge	Place Knowledge /Human and Physical Geography
The UK / Local area	Rivers	Mayfields farm	Local area study / map skills	Climate change, pollution and extreme changes

Geography

EYFS/ Key Stage One

Geographical Skills and Fieldwork

During years 1 and 2, pupils should be taught to use the following practical geographical skills and fieldwork techniques:

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- Use 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.

▪ Use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Year A Program of Study

Place Knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Locational Knowledge

- Name and locate the world's seven continents and five oceans

Human and Physical Geography

- 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

Geography

EYFS/ Key Stage One

Geographical Skills and Fieldwork

During years 1 and 2, pupils should be taught to use the following practical geographical skills and fieldwork techniques:

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use 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.
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Year B Program of Study

Locational Knowledge	Place Knowledge	Human and Physical Geography
<ul style="list-style-type: none">▪ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	<ul style="list-style-type: none">▪ 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.	<ul style="list-style-type: none">▪ 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

Geography

Upper Key Stage Two

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- 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.
- 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.

Year A Program of Study

Locational Knowledge	Place Knowledge	Human and Physical Geography
<ul style="list-style-type: none">▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.▪ Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.▪ Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night).	<ul style="list-style-type: none">▪ Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country.	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none">▪ physical geography:<ul style="list-style-type: none">○ Rivers▪ human geography:<ul style="list-style-type: none">○ types of settlement○ land use

Geography

Upper Key Stage Two

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- 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.
- 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.

Year B Program of Study

Locational Knowledge	Place Knowledge	Human and Physical Geography
<ul style="list-style-type: none">▪ Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.▪ Identify the position and significance of Arctic and Antarctic Circle.	<ul style="list-style-type: none">▪ Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America.	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none">▪ physical geography, including:<ul style="list-style-type: none">○ Biomes○ Vegetation belts.▪ human geography including:<ul style="list-style-type: none">○ Economic activity including trade links,○ Distribution of natural resources including energy, food, minerals and water.

Geography Skill Development & Progression

		Yr1/2		Yr3/4		Yr5/6	
	Field Work	<p>For instance: Gather information Use basic observational skills Carry out a small survey of the local area/school Draw simple features Ask and respond to basic geographical questions Ask a familiar person prepared questions Use a pro-forma to collect data e.g. tally survey Sketching Create plans and raw simple features in their familiar environment Add labels onto a sketch map, map or photograph of features Audio/Visual Recognise a photo or a video as a record of what has been seen or heard Use a camera in the field to help to record what is seen</p>		<p>For instance: Gather information Ask geographical questions Use a simple database to present findings from fieldwork Record findings from fieldtrips Use a database to present findings Use appropriate terminology Sketching Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction Audio/Visual Select views to photograph Add titles and labels giving date and location information Consider how photo's provide useful evidence use a camera independently Locate position of a photo on a map</p>		<p>For instance: Gather information Select appropriate methods for data collection such as interviews, Use a database to interrogate/amend information collected, Use graphs to display data collected Evaluate the quality of evidence collected and suggest improvements Sketching Evaluate their sketch against set criteria and improve it Use sketches as evidence in an investigation. select field sketching from a variety of techniques Annotate sketches to describe and explain geographical processes and patterns Audio/Visual Make a judgement about the best angle or viewpoint when taking an image or completing a sketch Use photographic evidence in their investigations Evaluate the usefulness of the images</p>	
	Map Skills	<p>For instance: Using maps Use a simple picture map to move around the school Use relative vocabulary such as bigger, smaller, like, dislike Use directional language such as near and far, up and down, left and right, forwards and backwards Map knowledge Use world maps to identify the UK in its position in the world. Use maps to locate the four countries and capital cities of UK and its surrounding seas Making maps Draw basic maps, including appropriate symbols and pictures to represent places or features Use photographs and maps to identify features</p>	<p>For instance: Using maps Follow a route on a map Use simple compass directions (North, South, East, West) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Map knowledge Locate and name on a world map and globe the seven continents and five oceans. Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles Making maps Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) Use and construct basic symbols in a key</p>	<p>For instance: Using maps Follow a route on a map with some accuracy Locate places using a range of maps including OS & digital Begin to match boundaries (e.g. find same boundary of a country on different scale maps) Use 4 figure compasses, and letter/number co-ordinates to identify features on a map Map knowledge Locate the UK on a variety of different scale maps Name & locate the counties and cities of the UK Making maps Try to make a map of a short route experiences, with features in current order Create a simple scale drawing Use standard symbols, and understand the importance of a key</p>	<p>For instance: Using maps Follow a route on a large scale map Locate places on a range of maps (variety of scales) Identify features on an aerial photograph, digital or computer map Begin to use 8 figure compass and four figure grid references to identify features on a map Map knowledge Locate Europe on a large scale map or globe, Name and locate countries in Europe (including Russia) and their capitals cities Making maps Recognise and use OS map symbols, including completion of a key and understanding why it is important Draw a sketch map from a high viewpoint</p>	<p>For instance: Using maps Compare maps with aerial photographs Select a map for a specific purpose Begin to use atlases to find out other information (e.g. temperature) Find and recognise places on maps of different scales Use 8 figure compasses, begin to use 6 figure grid references. Map knowledge Locate the world's countries, focus on North & South America Identify the position and significance of lines of longitude & latitude Making maps Draw a variety of thematic maps based on their own data Draw a sketch map using symbols and a key, Use and recognise OS map symbols regularly</p>	<p>For instance: Using maps Follow a short route on a OS map Describe the features shown on an OS map Use atlases to find out data about other places Use 8 figure compass and 6 figure grid reference accurately Use lines of longitude and latitude on maps Map knowledge Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages Making maps Draw plans of increasing complexity Begin to use and recognise atlas symbols</p>
	Locational Knowledge	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 			
	Place Knowledge	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 			

	Human and Physical Geography	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
NC Reference		<p>Pupils should be taught about:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's 7 continents and 5 oceans name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> 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 use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	<p>Locational knowledge</p> <ul style="list-style-type: none"> 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 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 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

History

History					
Areas of Study by Key Stage and Year Group					
EYFS / Key Stage One					
Year A			Year B		
Events beyond living memory	Significant Local Events Castles	Significant individuals Explorers and Events	Changes in living memory Toys	Significant individuals The Great Fire of London	Significant local events The farm
Upper Key Stage Two					
Year A			Year B		
	Vikings	Local history – Glaven valley	Ancient Greece and their influence on modern day life	Tudors and Stuarts	World War One /Two & local area

History	
EYFS / Key Stage One	
Key Stage One Progression of skills	
During years 1 and 2, pupils should be taught to use the following skills:	
<ul style="list-style-type: none"> Sequence events, artefacts and photographs from different periods. (These should be mainly from their own lives.) 	

- Use a range of sources to find out about people and places in other times.
- Investigate why people did certain things and develop empathy and understanding through drama.
- Compare different versions of the same event and consider how reliable they are.
- Recognise similarities and differences between artefacts, sources and accounts.
- Investigate a wide range of sources considering why, what, who, how and where.

Year A Program of Study

Changes in living memory	Significant Local Events	Significant individuals
<p style="text-align: center;">Florence Nightingale/ Edith Cavell</p> <p>Suggested ideas:</p> <ul style="list-style-type: none"> ▪ Who was Florence Nightgale? ▪ What did she do? ▪ Why is she known as the lady with the lamp? ▪ Edith Cavell (local history links) ▪ How were they similar / different? 	<p style="text-align: center;">Castles</p> <p>Suggested ideas:</p> <ul style="list-style-type: none"> • Norwich Castle • Life in a castle • How castles have changed over time • Strong holds • Castle design 	<p style="text-align: center;">Great Explorers</p> <p style="text-align: center;">Christopher Columbus and Neil Armstrong</p> <p>Suggested Ideas:</p> <ul style="list-style-type: none"> ▪ Look at the explorations taken by Christopher Columbus ▪ Look at the journey taken by Neil Armstrong ▪ Compare the equipment taken by both

History

Key Stage One

Key Stage One Progression of skills

During years 1 and 2, pupils should be taught to use the following skills:

- Sequence events, artefacts and photographs from different periods. (These should be mainly from their own lives.)
- Use a range of sources to find out about people and places in other times.
- Investigate why people did certain things and develop empathy and understanding through drama.
- Compare different versions of the same event and consider how reliable they are.
- Recognise similarities and differences between artefacts, sources and accounts.
- Investigate a wide range of sources considering why, what, who, how and where

Year B Program of Study

Changes in living memory	Significant Individuals	Significant local events
<p style="text-align: center;">Toys</p> <p>Suggested ideas:</p> <ul style="list-style-type: none">• Modern day toys• Traditional toys• Toys of our parents/ grandparents• How toys have evolved over time• Toys linked to media and interest	<p style="text-align: center;">Great Fire of London</p> <p>Suggested Ideas:</p> <ul style="list-style-type: none">▪ Tudor houses and city plans▪ Pudding Lane▪ Guy Fawkes▪ Life in Tudor London▪ Bakers shops	<p style="text-align: center;">The Seaside</p> <p>Suggested ideas:</p> <ul style="list-style-type: none">• Sheringham, Cromer and Hunstanton resorts• The rise of the railways• Victorian holidays• Piers, theatres, Punch and Judy Shows• Bathing, beaches and health

History

Upper Key Stage Two

History skills progression:

- recall and sequence key events of time studied and use relevant dates and terms
- make comparisons between different times in the past
- sequence up to 10 events on a timeline
- examine causes of events and the impact on people
- find out about beliefs, behaviour and characteristics of people, recognising that not everyone shared the same views and feelings
- compare accounts of events from different sources and offer some reasons for different versions of events
- consider ways of checking the accuracy of interpretations and be aware that different evidence will lead to different interpretations
- use a range of sources and begin to recognise primary and secondary sources
- bring knowledge gathered from several sources together in a fluent account
- plan and carry out individual and group investigations and then record and communicate knowledge and understanding in a variety of ways

Year A Program of Study

Vikings

Local History – Glaven Valley

- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
 - understand who the Vikings were and where they were from
 - understand the values and belief of the Vikings
 - understand their early visits to Britain and the purpose of these
 - understand how the Vikings conquered the Anglo-Saxons
 - explain Viking life in the 10th century
 -

- RAF in Norfolk
- Domesday records
- Parish records
- 1953 floods
- The broads

History

Upper Key Stage Two

History skills progression:

- recall and sequence key events of time studied and use relevant dates and terms
- make comparisons between different times in the past
- sequence up to 10 events on a timeline
- examine causes of events and the impact on people
- find out about beliefs, behaviour and characteristics of people, recognising that not everyone shared the same views and feelings
- compare accounts of events from different sources and offer some reasons for different versions of events
- consider ways of checking the accuracy of interpretations and be aware that different evidence will lead to different interpretations
- use a range of sources and begin to recognise primary and secondary sources
- bring knowledge gathered from several sources together in a fluent account
- plan and carry out individual and group investigations and then record and communicate knowledge and understanding in a variety of ways

Year B Program of Study

Ancient Greeks	Tudors and Stuarts	Local History – World Wars
<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <ul style="list-style-type: none"> ▪ Spread of the Greek Empire ▪ Battle of Marathon ▪ Battle of Troy ▪ Gods/Goddesses ▪ Greek Buildings/towns ▪ Olympics 	<ul style="list-style-type: none"> ▪ Tudor houses ▪ Palaces ▪ Royalty ▪ Exploration ▪ Innovation Food and health 	<p style="text-align: center;">World War 2</p> <ul style="list-style-type: none"> ▪ understand the Key events and leaders of World War 2 ▪ understand the impact that World War 2 had on England ▪ understand what life on the Home Front was like including: <ul style="list-style-type: none"> ○ The impact of rationing ○ The Blitz and the consequences that this had upon this had on the United Kingdom ○ Why the Home Guard was formed and their role in protecting the Home Front. ▪ understand the events at the end of the War.

History Skill Development & Progression

	Year 1/2	Year 3/4	Year 5/6
Chronology	<p>For instance:</p> <ul style="list-style-type: none"> Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time Show where places, people and events fit into a broad chronological framework Begin to use dates 	<p>For instance:</p> <ul style="list-style-type: none"> Develop increasingly secure chronological knowledge and understanding of history, local, British and world Put events, people, places and artefacts on a timeline Use correct terminology to describe events in the past 	<p>For instance:</p> <ul style="list-style-type: none"> As Year 3/4, and Use greater depth and range of knowledge
Historical Terms	<p>For instance:</p> <p>'before', 'after', 'past', 'present', 'then' and 'now'</p>	<p>For instance:</p> <p>Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</p>	<p>For instance:</p> <p>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</p>
Historical enquires	<p>For instance:</p> <p>Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?</p> <p>For instance:</p> <p>Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?</p>	<p>For instance:</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 constructed from a variety of sources</p> <p>Construct and organise responses by selecting relevant historical data</p>	<p>For instance:</p> <p>Devise, ask and answer more complex questions about the past,</p> <p>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>For instance:</p> <p>Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays</p>	<p>For instance:</p> <p>Be aware that different versions of the past may exist and begin to suggest reasons for this</p>	<p>For instance:</p> <p>Understand that the past is represented and interpreted in different ways and give reasons for this</p>

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

NC Reference	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality. <p>Pupils should be taught about:</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> Examples (non-statutory) This could include: <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne <p>the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</p>	<ul style="list-style-type: none"> Examples (non-statutory) This could include: <ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 <p>a local history study</p> <p>Examples (non-statutory)</p> <ul style="list-style-type: none"> a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Examples (non-statutory)</p> <ul style="list-style-type: none"> the changing power of monarchs using case studies such as John, Anne and Victoria changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day a significant turning point in British history, for example, the first railways or the Battle of Britain the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world <p>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	
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Languages

Languages Languages Units by Key Stage and Year Group											
Lower Key Stage Two											
Year A					Year B						
J'apprends le francais	Les Animaux	Les Instruments	Je Peux	Les Fruits...	Je Me Presente	Les Legumes	En famille	Au Cafe	En Classe	As-Tu un Animal?	
Upper Key Stage Two											
Year A					Year B						
Quelle temps Fait il?	Les habitas	Les Vetements	Cez Moi	A L'ecole	Le Week-end	Chez Moi	A L'ecole	Le Week-end	La Seconde Guerre Mondiale	Manger Et Bouger	Les Planetes

Languages (French)

Key Stage Two

Year A(1) Program of Study

I'm Learning French	Animals	Musical instruments	I Can	Les Fruits
Say colours and numbers 1- 10. Role play on saying how you are and what your name is.	Be able to say "I am..." plus an animal Introduction of gender via the indefinite article and first person singular of the verb 'to be'.	Be able to say "I play..." plus an instrument Definite article / quantitative article. First person singular of verb 'to play' (an instrument).	Say "I am able to.." / "I can..." Modal verb followed by infinitive. "I am able to.." / "I can..." plus verb infinitive. First person singular only.	Name 10 fruits and say "I like..." and "I don't like..." plus a fruit Indefinite article with fruits. How to articulate a simple opinion. "I like..." and "I don't like..." plus the fruit in plural form.

Year A (2) Program of Study

Presenting Myself	Les Legumes	Family	At the Café	The Classroom	Do You Have A Pet
Perform role play with name, age, where they live and nationality Nationalities and adjectival agreement based on gender.	Short role play using "I would like..." and the quantity of vegetable (1kg and 1/2kg) Plural use of the definite article plus high frequency structure "I would like..." plus first person singular of verb "to have".	Present orally on your / a family Different possessives for 'MY'. Moving from 1st person to 3rd person singular with 'he / she is called...'	Café role play 1st person singular 'I would like / have' when ordering food and drink.	What I have.. / don't have..' in my pencil case in Gender and indefinite article. Learning to sort and categorize by article. Use of the negative when saying 'I do not have...	Oral class survey / interview on pets Gender and changing an indefinite article to a definite article.

Languages (French)

Key Stage Two

Year B (1) Program of Study

The Weather	Habitats	Clothes	My Home	At School	The Weekend
Various activities in lessons 1-5. Ask and answer what the weather is like today in target language. Present as a weather forecaster	Present orally on an animal, their adaptation and their habitat Verbs 'to grow' and 'to live' in full (fully conjugated) in the present tense in	Say what you wear in different situations in Verb 'to wear' in full (present tense) Fashion show	: Say where you live and name the rooms in your house that you have and do not have. First person singular of the verb "to live" and "to have". Full use of the negative "I do not have". Letter to pen friend	School survey in lesson 2. Present orally on school subjects and opinions in lesson 5 Definite articles with school subjects. First person singular of the verb 'to study'. Verb 'to go' in full in lesson 4. Formulating opinions and justifications. Adjectival agreement	Present orally on what they do at the weekend using connectives and time Using connectives to create extended and more sophisticated sentences in target language. Formulating a range of opinions and justifications

Year B (2) Program of Study

My Home	At school	The Weekend	Healthy Lifestyles	Healthy Lifestyles	The Planets
Say where you live and name the rooms in your house that you have and do not have. First person singular of the verb "to live" and "to have". Full use of the negative "I do not have".	School survey in lesson 2. Present orally on school subjects and opinions in lesson 5 Definite articles with school subjects. First person singular of the verb 'to study'. Verb 'to go' in full in lesson 4. Formulating opinions and justifications. Adjectival agreement	Present orally on what they do at the weekend using connectives and time Using connectives to create extended and more sophisticated sentences in target language. Formulating a range of opinions and justifications	Group and order unknown vocabulary to help decode texts in French	Healthy lifestyle diary in lesson 4 to facilitate oral presentation on healthy lifestyles in lesson 5. Quantitative article "some"	Oral presentation on a planets Rules of adjectival agreement with planets and particularly colours

Languages Skill Development and Progression

	Year 3	Year 4	Year 5	Year 6
Speaking and Listening	<p>For instance:</p> <ul style="list-style-type: none"> Respond to simple questions with support from a spoken model or visual clue. Respond to spoken instructions. Recognise numbers 1–20. Discriminate sounds and identify meaning when items are repeated several times. Greet others with confidence and reply to the questions. Know a well-known children’s song in language studied. Sing a song from memory, with clear pronunciation. Identify common nouns. Begin to know some key vocabulary e.g. body parts, colours. 	<p>For instance:</p> <ul style="list-style-type: none"> Identify and pronounce accurately the names of some countries and towns. Sing a song from memory on a related topic. Listen with care. Listen to a story and select keywords and phrases from it. Ask and answer simple questions with correct intonation. Remember a sequence of spoken words. Speak clearly and confidently. Initiate a conversation when working with a partner. Express opinions. Developing a wider vocabulary. 	<p>For instance:</p> <ul style="list-style-type: none"> Understand numbers in multiples of 10 up to 100. Understand and give simple directions. Say that they don’t understand and ask for something to be repeated. Give information. Use short sentences when asking and answering questions. Prepare a short talking task alone or with a partner and present this with reasonable pronunciation. Listen to a story or poem and identify key words and phrases. 	<p>For instance:</p> <ul style="list-style-type: none"> Follow short descriptions in order to find specific information. Devise and perform a short sketch in role play situation. Demonstrate creativity and imagination in using known language in new contexts. Listen attentively and understand more complex phrases and sentences. Understand longer and more complex phrases or sentences. Use spoken language confidently to initiate and sustain conversations and to tell stories. Prepare a short presentation on a familiar topic. Be understood when speaking in a different language.
Reading	<p>For instance:</p> <ul style="list-style-type: none"> Sequence written instructions. Recognise some familiar words in written form. Recognise and read known sounds within words. Read some key vocabulary. 	<p>For instance:</p> <ul style="list-style-type: none"> Understand words displayed in the classroom. Research additional vocabulary using a dictionary. Read familiar words and join in with a non-fiction text/story. 	<p>For instance:</p> <ul style="list-style-type: none"> Show understanding of a short text containing familiar and unfamiliar language. Retrieve information from a text. To make predictions based on existing knowledge. Read aloud to a partner or small group. 	<p>For instance:</p> <ul style="list-style-type: none"> Use knowledge of word order and sentence construction to support the understanding of written text. Read and understand the main points and some detail from a short written passage. Read aloud with confidence
Writing	<p>For instance:</p> <ul style="list-style-type: none"> Write some of the numbers to 20 from memory. Experiment with writing simple words. Copy accurately in writing some key words. Copy or label using single words or short phrases. 	<p>For instance:</p> <ul style="list-style-type: none"> Write familiar words and simple phrases from a model. Understand and write a short email using structures learnt. 	<p>For instance:</p> <ul style="list-style-type: none"> Write a simple poem. Write short sentences in a presentation or booklet. Write simple instructions accurately. Write sentences on a range of topics using a model. 	<p>For instance:</p> <ul style="list-style-type: none"> Write sentences using some description. Apply a range of linguistic knowledge to create simple, written pieces that can be understood. Use dictionaries to support writing.

Knowledge about languages	<p>For instance:</p> <ul style="list-style-type: none"> • Understand and start to use some basic core structures 	<p>For instance:</p> <ul style="list-style-type: none"> • Understand the main core structures and begin to use some actively. • Identify phonemes that are the same as or different from English or other languages they know. 	<p>For instance:</p> <ul style="list-style-type: none"> • Use agreements of adjectives. • Manipulate language by changing an element in a sentence. 	<p>For instance:</p> <ul style="list-style-type: none"> • Understand and use negatives • Recognise patterns in the foreign language
Knowledge about the culture of countries	<p>For instance:</p> <ul style="list-style-type: none"> • Start to understand cultural similarities and differences and how festivals are celebrated. • Understand the differences in social conventions when people greet each other . 	<p>For instance:</p> <ul style="list-style-type: none"> • Identify counties where selected language is spoken. • Investigate aspects of lifestyle in selected country e.g. food or leisure activities. • Investigate weather patterns of select country. 	<p>For instance:</p> <ul style="list-style-type: none"> • Look at further aspects of everyday lives from the perspective of someone from another country. • Learn about places of interest/ importance within the county studied. 	<p>For instance:</p> <ul style="list-style-type: none"> • Present information about an aspect of culture. • Compare and contrast countries where language is spoken with this country. • Investigate famous people / events from the chosen country to be studied. • Investigate cultural differences.
NC Reference	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • Present ideas and information orally to a range of audiences* • Read carefully and show understanding of words, phrases and simple writing. • Appreciate stories, songs, poems and rhymes in the language. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. • Describe people, places, things and actions orally* and in writing. 			

Music

Music							
Music Units by Key Stage and Year Group							
EYFS / Key Stage One							
Year A				Year B			
Singing	Playing and Improvising	Notation and Composing	Listening	Singing	Playing and Improvising	Notation and Composing	Listening
Lower Key Stage Two							
Year A				Year B			
Singing	Playing and Improvising	Notation and Composing	Listening	Singing	Playing and Improvising	Notation and Composing	Listening
Upper Key Stage Two							
Year A				Year B			
Singing	Playing and Improvising	Notation and Composing	Listening	Singing	Playing and Improvising	Notation and Composing	Listening

Music

Key Stage One

During years 1 and 2, pupils should be taught the following skills through the teaching of the programme of study content:

Singing:

- Sing in tune within a limited pitch range, (m s l d)
 - Chants and rhymes
- Perform with a good sense of pulse and rhythm.

Playing

- Using untuned, tuned percussion , boom whackers and recorders
- Play simple rhythmic patterns and tunes in 2, 4 simple time

Singing and Playing

- Follow and lead simple performance directions
- Pupils suggest and try out their own ideas.

Reading Notation

- Begin to recognise rhythmic patterns using rhythmic sounds, stick notation and indicating high and low pitch with hand movement

Improvising:

- Enjoy making, playing, changing and combining sounds; experiment with different ways of producing sounds with voice, musical instruments, 'body sounds' (tapping, clicking, marching, stamping etc.).
- Use the inter-related dimensions of music (elements such as high/low, loud/quiet fast/slow

Composing

- Begin to use shapes to represent duration, and pitch

Listening:

- Listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative responses

Year A Program of Study

Homes and Houses	Sparks and Flames	Castles	Castles	Kenya	Explorers
<ul style="list-style-type: none"> ▪ <u>Singing and chanting</u> <ul style="list-style-type: none"> ▪ <u>Listening</u> ▪ Using rhythmic sounds ▪ <u>Clapping</u> and using untuned percussion to play simple rhythm patterns be ear 	<ul style="list-style-type: none"> ▪ <u>Singing and chanting</u> <p style="text-align: center;"><u>Listening</u></p> <p style="text-align: center;">Dance of the Sugar Plum Fairy</p> <ul style="list-style-type: none"> ▪ <u>Playing</u> untuned percussion ▪ Clapping and using untuned percussion to play simple rhythm patterns be ear ▪ Using rhythmic sounds and introduce <u>stick notation</u> 	<ul style="list-style-type: none"> ▪ <u>Singing and chanting</u> ▪ <u>Playing</u> boom whackers <p style="text-align: center;"><u>Listening</u></p> <p style="text-align: center;">Peter and The Wolf</p> <ul style="list-style-type: none"> ▪ Using <u>stick notation</u> and recognizing high and low pitch ▪ <u>Learning</u> the difference between pulse and rhythm 	<ul style="list-style-type: none"> ▪ <u>Singing</u> <u>Listening</u> <p style="text-align: center;">Baba Yoga</p> <ul style="list-style-type: none"> ▪ <u>Playing</u> boom whackers and untuned percussion ▪ <u>Using stick notation</u> and recognizing high and low pitch ▪ Introduce sm hand signs 	<ul style="list-style-type: none"> ▪ <u>Listening</u> <p style="text-align: center;">The Sorcerer's Apprentice</p> <ul style="list-style-type: none"> ▪ <u>Performing</u> ▪ Add dynamics forte/piano 	<ul style="list-style-type: none"> ▪ <u>Singing</u> ▪ <u>Listening</u> <ul style="list-style-type: none"> ▪ Flight of the Bumble Bee ▪ <u>Improvising</u> using timbres to represent transport sounds ▪ use dynamics and add tempo changes ▪ Using graphics to represent the sounds

Music

Key Stage One

During years 1 and 2, pupils should be taught the following skills through the teaching of the programme of study content:

Singing:

- Sing in tune in tune within a limited pitch range, (m s l d r)
 - Chants and rhymes
- Perform with a good sense of pulse and rhythm.

Playing

- Using untuned, tuned percussion, boom whackers, and chime bars
- Play simple rhythmic patterns and tunes crotchets, quavers, and crotchet rests, and in a 2, 4 simple time signatures

Singing and Playing

- Follow and lead simple performance directions
- Pupils suggest and try out their own ideas.

Reading Notation

- Begin to recognise rhythmic patterns using rhythmic sounds, stick notation and using 2 lines to recognize pitch, using hands solfa hand signs

Improvising:

- Enjoy making, playing, changing and combining sounds; experiment with different ways of producing sounds with voice, musical instruments, 'body sounds' (tapping, clicking, marching, stamping etc.).
- Use the inter-related dimensions of music (elements such as high/low, loud/quiet fast/slow)

Composing

- Begin to use shapes to represent duration, and pitch

Listening:

- Listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative responses

Year B Program of Study

Toys	The World	People Who Help Us	People Who Help Us	The farm	The Seaside
<p><u>Singing</u> tunes and pitching Repertoire: Welcome back song Lickerty Split, Cherry Pie Everybody sit down Row Boys Row Blind Bach Boogie Engine Engine, Traffic Jam</p> <p><u>Listening</u> to Chinese music-The Crouching Tiger and Yellow River Playing chime bars Boomwhackers Recorders notes B and A Skills and Knowledge Start using sm hand signs Reading pitch movement on 2 lines Start <u>reading stick notation</u> crotchet, quavers, crotchet rest</p>	<p><u>Singing</u> Playing using chime bars, boom whackers an untuned percussion and recorders new notes C D Using sm l hand signs Reading pitch movement on 3 lines Reading and playing from reading stick notation crotchet, quavers, minims and crotchet rest Understanding the difference between pulse and rhythm</p> <p>Repertoire We Will Remember Cobbler cobbler Mary Ann It's a Magical time Doggie Doggie, Copy Cat Christmas Warm Up Song</p>	<p><u>Singing</u> Playing rhythmic percussion, Chime bars and recorders: DCA Using smld hand signs Indicate pitch movement Reading and playing from reading stick notation and traditional notation: crotchet, quavers, minims and crotchet rest. Rhythmic dictation Composing own tunes Repertoire Here comes the Blackbird Mum, mum quickly come Engine engine Juba Red Lorry, Yellow Lorry Everybody Sit Down Life is a Wonderful Thing</p>	<p><u>Singing</u> Now Spring is Here</p> <p>Playing: Boomwhackers, chime bars, recorders: CDBAG</p> <p><u>Reading music</u> <u>Improvisation</u> Repertoire Hot Cross Buns</p>	<p>▪ <u>Singing</u> ▪ <u>Listening</u> : The Lark ascending ▪ <u>Improvising and creating</u> ▪ <u>Improvising experimenting with sound timbre and combining sounds</u> ▪ <u>Add dynamics add crescendo and diminuendo</u></p>	<p><u>Rapping</u> Performing Improvising <u>Using graphic notation</u> Add dynamics add crescendo and diminuendo use graphics to illustrate them maybe bigger and smaller shapes</p>

Music

Key Stage Two

During years 3 and 4, pupils should be taught the following skills through the teaching of the programme of study content:

Singing:

- Sing and play confidently and fluently, with in an increased pitch range sometimes adding a 2nd part in echo

Playing

- Learning to play djembes, tom-toms and Ukuleles
- Sing and play confidently and fluently, with in an increased pitch range sometimes adding a 2nd part in echo

Singing and Playing

- Suggest, follow and lead simple performance directions
- Maintain an independent part in a small group when playing or singing (e.g rhythm, ostinato, drone,).

Reading Notation

- Aurally identify, recognize and use basic symbols (standard or invented) including rhythms from standard Western notation (crotchets, quavers, minims add semiquaver **sounds**)

Improvising:

- Use voice, sounds and instrument in a creative way.
 - Communicate ideas and feelings

Composing

- Create simple rhythmic patterns, melodies

Listening:

- Listen to each other's work and offer comments and ways to improve, accept feedback.
- Listen to a variety of recorded music from the past, present and different cultures African and Jamaican

Year A Program of Study

Countries of the world	Christmas	Sound	Sound	Romans	Romans
<p>Singing, including call and response, and chanting African Songs</p> <p>Juba, Senwa dedenda, kye kye kule, jambo bwana</p> <p>Listening to African music and to each other</p> <p>Playing djembes, shakers, ago bells, xylophones</p> <p>Skills: Reading rhythm patterns, echo singing,</p> <p>Knowledge</p> <p>˘ rhythm sounding names for a crotchet, crotchet rest, quaver and pair of quavers, minims</p>	<p>Singing</p> <p>We will Remember, It's a Magical Christmas Time, It's Raining, it's pouring, Star Light Star Bright, Frere Jacques</p> <p>Skills: solfa pitch sml, ukulele basic banjo style fingering and strumming techniques using the open strings</p> <p>Knowledge: Reading rhythm patterns solfa names and hand signs</p>	<p>Singing</p> <p>Frere Jacques Finger Number Rumba Shortnin' bread Row Row Row Your Boat</p> <p>Listening</p> <p>Bolero</p> <p>Ukulele playing</p> <p>C Chord</p> <p>Knowledge</p> <p>Add a piece in 3 beats to a bar</p> <p>Start to read tab notation on open strings</p>	<p>Singing</p> <p>Spring Time A Minor Miracle Land of The Silver Birch</p> <p>Ukulele playing</p> <p>add the Am chord</p> <p>Knowledge</p> <p>Reading tab notation</p> <p>Recall rhythmic stick notation</p>	<p>Listening</p> <p>Hook</p> <p>Improvising and creating</p> <p>Improvising experimenting with sound timbre and combining sounds</p> <p>Add dynamics add crescendo and diminuendo</p>	<p>Singing</p> <p>Ukulele playing</p> <p>Reading tab notation adding fingers</p> <p>Calypso and reggae rhythm patterns</p>

Music

Key Stage Two

During years 3 and 4, pupils should be taught the following skills through the teaching of the programme of study content:

Singing:

- Sing and play confidently and fluently, with in an increased pitch range sometimes adding a 2nd part in echo or call and response

Playing

- Learning to play Ukuleles
- Sing and play confidently and fluently, with in an increased pitch range sometimes adding a 2nd part in echo or simple harmony

Singing and Playing

- Suggest, follow and lead simple performance directions
- Maintain an independent part in a small group when playing or singing (e.g rhythm, ostinato, drone,).

Reading Notation

- Aurally identify, recognize and use basic symbols (standard or invented) including rhythms from standard Western notation (crotchets, quavers, minims)

Improvising:

- Use voice, sounds and instrument in a creative way.
 - Communicate ideas and feelings

Composing

- Create simple rhythmic patterns, melodies and accompaniments

Listening:

- Listen to each other's work and offer comments and ways to improve, accept feedback.
- Listen to a variety of recorded music from the past, present and different cultures African South American

Year B Program of Study

Rainforest	World War 2	India	Spring	Living Things	Living Things
<p>Singing: Church Bells Apple Tree Autumn Leaves</p> <p>Listening: A Victorian Kitchen Garden, Read Image, Debussy</p> <p>Playing skills ukulele Open string Struming Tremelo C & Am Chord</p> <p>Reading: Rhythmic patterns Chords Ukulele tab</p> <p>Knowledge: Rhythmic names C and Am chords</p>	<p>Singing: Lemon tree Hummmong Bee Strum Strum Baboushka</p> <p>Listening: Liberty Bell Sousa</p> <p>Playing: F Chord Changing between F and Am Reading a melody from tab</p> <p>Reading Rhythm patterns in simple and compound times Adding semiquaver</p> <p>Knowledge March F chord Chord sequence Echo Syncopation</p>	<p>Singing Tab Tango Calypso Strum Last Minute Calypso Uku-luku-lele! (The hokey cokey)</p> <p>Listening Mambo</p> <p>Ukulele playing Using the ukulele as an accompanying instrument Tango and calypso strumming techniques</p> <p>Reading from lead sheets and tab notation</p> <p>Knowledge C7 chord Tango Calypso</p>	<p>Singing Hosanna The Rocky Mountain Line Happy Birthday Gospel Melody</p> <p>Reading From lead sheets and tab notation</p> <p>Playing Ukuleles to accompany the singing</p> <p>Knowledge G7 chord</p>	<p>Listening: The Little Train Of Caipira</p> <p>Improvise and compose music Play and perform in solo and ensemble contexts,</p>	<p>Singing Listening Playing the blues chord sequence on the ukulele (need to add G7 chord) Reading from chord sheets</p>

Music

Key Stage Two

During years 5 and 6, pupils should be taught the following skills through the teaching of the programme of study content:

Singing:

- Maintain an independent part in a group when singing or playing.

Playing

- Play by ear and notation tunes and accompaniments in a variety of keys and with 2 3 4 simple and compound time signatures
 - Learning to play keyboards

Singing and Playing

- Maintain an independent part in a group when singing or/ and playing

Reading Notation

- Follow basic shapes of music (including staff and other forms of notation)

Improvising:

- Experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques.

Composing

- Create music using a variety of musical devices, timbres, textures, techniques and discuss the choices made.

Listening:

- Critique own and others' work, offering specific comments and justifying these.
 - Listen to a variety of recorded music compare different styles

Year C Program of Study

The UK	Christmas	Me	Earth & Space	Animals & Humans	Summer Performance
<p>Repertoire: Sung and Played Hot Cross Buns C Boogie 5 Woodpeckers Fog in the Middle</p> <p>Skills Keyboard posture C and D major penta scales Transposing Rhythm dictation Composing Rhythms</p> <p>Knowledge Solfeg di re mi fa so Musical alphabet Names of white keys Rhythms tah and tah rest tah titi</p>	<p>Repertoire: Sung and Played Chocolate Listen to the Bells Jingle Bells</p> <p>Skills Rhythm dictation Composing Rhythms Improvisation</p> <p>Knowledge Quarter notes and rest, eighth and half notes Finger numbers Steps.leaps,repeat,high,low F# transpose</p>	<p>Repertoire: Sung and played Mouse in the House Rain Come Wet Me</p> <p>Skills Reading from the grand staff Rhythmic dictation Composing a jingle Improvisation</p> <p>Knowledge Musical form AABA How to draw the treble clef and bass clef</p>	<p>Repertoire Sung and Played Who's that? Chasing the Squirrel</p> <p>Skills Playing major and minor pentacales</p> <p>Knowledge Know the difference between Major and minor scales C and D</p>	<p>Listening L'Apres Midi d'un faune Improvise and compose music Play and perform in solo and ensemble contexts,</p>	<p>Singing</p> <ul style="list-style-type: none"> Listening to jazz music Learning how to find and play notes on the keyboard Playing a three note bossa nova

Commented [HD1]:

Music

Upper Key Stage Two

During years 5 and 6, pupils should be taught the following skills through the teaching of the programme of study content:

Singing:

- Maintain an independent part in a group when singing or playing.

Playing

- Learning to play keyboards
- Play by ear and notation tunes and accompaniments in a variety of keys and with 2 3 4 simple and compound time signatures

Singing and Playing

- Maintain an independent part in a group when singing or/ and playing

Reading Notation

- Follow basic shapes of music (including staff and other forms of notation)

Improvising:

- Experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques.

Composing

- Create music using a variety of musical devices, timbres, textures, techniques and discuss the choices made.

Listening:

- Critique own and others' work, offering specific comments and justifying these.
 - Listen to a variety of recorded music compare different styles

Year D Program of Study

Europe	Christmas	South America	South America	WW1	Summer Performance
<u>Repertoire: Sung and played</u>	<u>Repertoire: Sung and Played</u>	<u>Repertoire: Sung and played</u>	<u>Repertoire Sung and Played</u>		<u>Singing</u>
Wild Horses	Carol of The Bells	Love Somebody		<u>Listening</u>	Everything is Awesome
<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	Rhapsody In Blue	<u>Skill</u>
Pentascle Dminor Playing melody in the left hand and chords in the right Improvising and composing	New pentascales G minor and C minor Changing hand position	E major and E minor pentascale	Sight reading simple melodies in the treble and bass clef Wring a song be ear onto the staff	▪ <u>Improvise and compose music</u>	F major pentascale
<u>Knowledge</u>	<u>Knowledge</u>	<u>Knowledge</u>	<u>Knowledge</u>	<u>Play and perform in solo and ensemble contexts,</u>	<u>Knowledge</u>
Ternary form Improvisation and composing skills	Ostinato	Time signature Bars and bar lines	Half steps sharps and flats		Dotted minim Ties Minim rest Quaver rest

Music Skill Progression & Development

		Year 1/2	Year 3/4	Year 5/6
Performing - Singing	NC Statements	Pupil should be taught to: <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 	Pupil should be taught to: <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 	
	Vocal Expression/Effects	For instance: Use their voices confidently to create sound effects. Explore different types of voices. Sing songs in different ways and discuss the effect.	For instance: Use voices to create and control sounds (including tempo/speed-dynamics/volume and pitch).	For instance: Create different vocal effects when singing and rapping.
	Chants and Rhymes	For instance: Chant words expressively using known songs and rhymes. Chant and clap in time with a steady pulse.	For instance: Keep in time with a steady pulse when chanting, singing or moving. Be aware of correct posture whilst singing/playing. Play singing games and clapping games. Sing/perform rhythmically straightforward parts (i.e. minims, crotchets, quavers in simple common meter). Common meter being da-DA, da-DA, da-DA, da-DA da-DA, da-DA, da DA	For instance: Sing songs in unison and two parts. Maintain their own part when singing songs written in two parts. Sing songs written in different metres - tap the pulse on the strong beats.

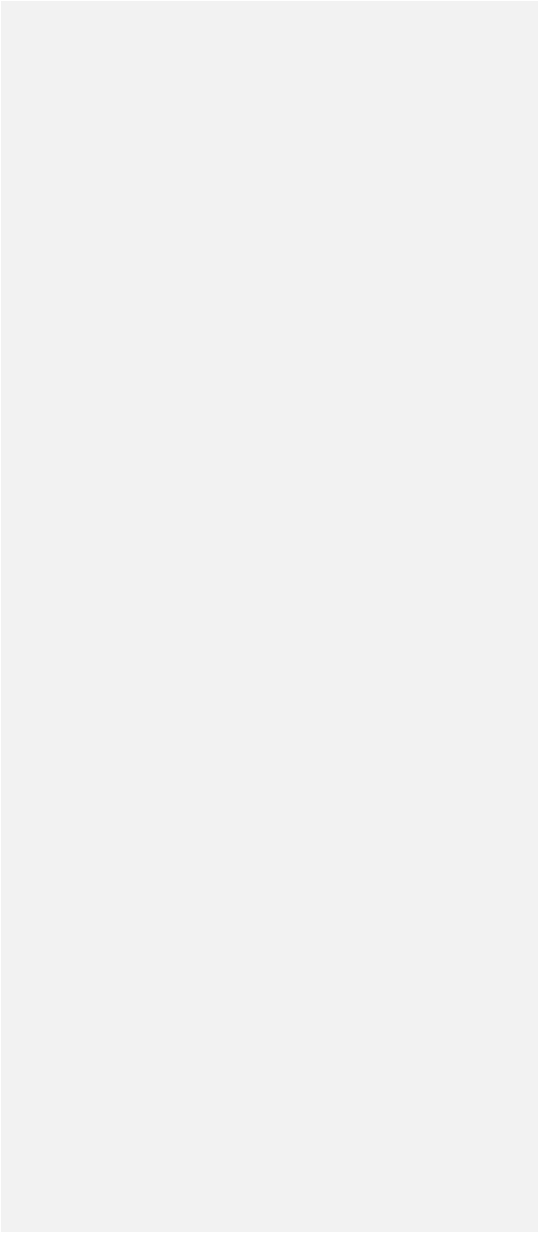
		Year 1/2	Year 3/4	Year 5/6
Performing – Singing (continued)	Pitching	<p>For instance:</p> <p>Listen to notes G - E played on chime bars. Use the tune found in playground songs e.g. 'I'm the King of the Castle', to find their singing voice and match pitches.</p> <p>Slide the voice upwards in pitch to 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>For instance:</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>For instance:</p> <p>Sing with control of pitch.</p>
	Singing	<p>For instance:</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>For instance:</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>For instance:</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>

		Year 1/2	Year 3/4	Year 5/6
Performing - Playing	NC Statement	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Play tuned and un-tuned instruments musically. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 	
	Identify instruments/ Sound Effects	<p>For instance:</p> <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>For instance:</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>	
	Control	<p>For instance:</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>For instance:</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>For instance:</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>

		Year 1/2	Year 3/4	Year 5/6
Performing – Playing (continued)	Notation	<p>For instance:</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 sound.</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 - Interpret the pattern on the card e.g. H-H-L or L-M-H or H-L-H.</p>	<p>For instance:</p> <p>Play new pieces by ear and from simple notations.</p>	<p>For instance:</p> <p>Perform significant parts from memory and from notations.</p>
	Evaluating	<p>For instance:</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>For instance:</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>For instance:</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>

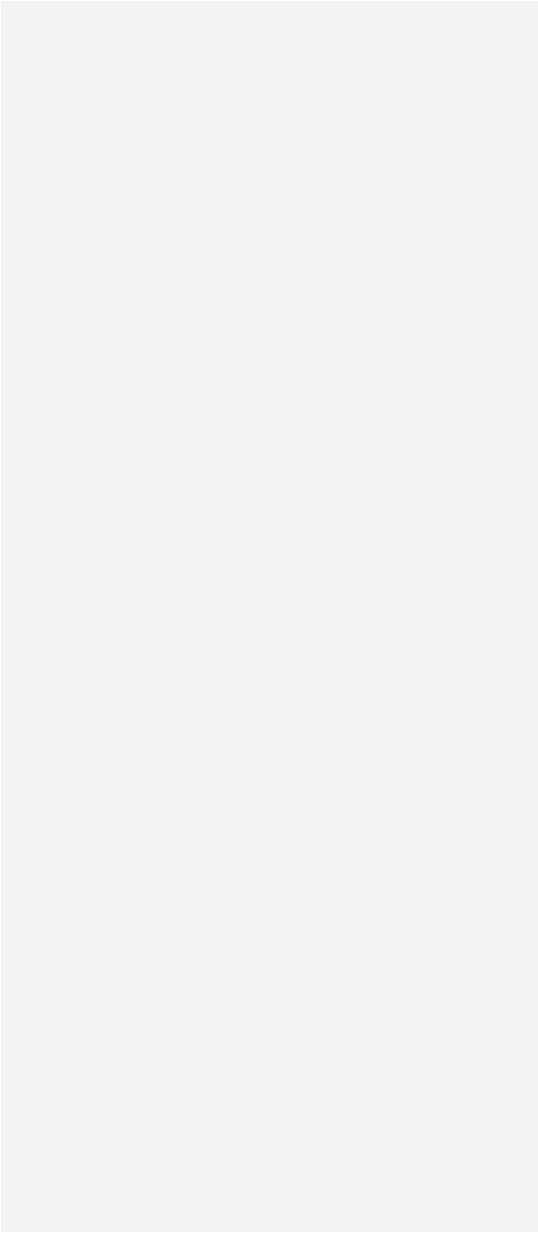
		Year 1/2	Year 3/4	Year 5/6
Improvising and experimenting	NC Statements	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music ☑ listen with attention to detail and recall sounds with increasing aural memory. 	
	Explore and make sounds	<p>For instance:</p> <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>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>For instance:</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>Identify and control different ways instruments make sounds.</p>	<p>For instance:</p> <p>Develop musical imagination through.</p> <p>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>

		Year 1/2	Year 3/4	Year 5/6
Improvising and Experimenting (continued)	Control and Change Sounds	<p>For instance:</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>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>For instance:</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>For instance:</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>



		Year 1/2	Year 3/4	Year 5/6
Improvising and Experimenting (continued)	Create Rhythms and Melodies	<p>For instance:</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>	<p>For instance:</p> <p>Improvise - devise melodic phrases - using pentatonic scales (limited range of notes: DEGAB or CDEGA)</p>	<p>For instance:</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>
	Electronic		<p>For instance:</p> <p>Use ICT/electronic devices, (microphones and recording equipment) to change and manipulate sounds</p>	<p>For instance:</p> <p>Use ICT / electronic devices, (microphones and recording equipment) to change and manipulate sounds.</p>
		Year 1/2	Year 3/4	Year 5/6
Composing	NC Statements	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the inter-related dimension of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations 		

	Composing		<p>For instance: 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' - pictograms 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>For instance: Create textures by combining sounds</p> <p>Compose music to describe images</p> <p>Create music that describes two contrasting moods 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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		Year 1/2	Year 3/4	Year 5/6
Listening, Developing Knowledge and Understanding	NC Statements	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high quality live and recorded music. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. 	
	Listening	<p>For instance:</p> <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>For instance:</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>For instance:</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>

		Year 1/2	Year 3/4	Year 5/6
Listening, Developing Knowledge and Understanding (continued)	Knowledge and Understanding	<p>For instance:</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>Illustrate stories or nursery rhymes by playing up or down the notes at appropriate moments</p> <p>Use movement and dance to reinforce the enjoyment of music and the sense of pulse</p> <p>Respond to long and short sounds through movement - match actions to long and short sounds</p> <p>Talk about high and low sounds in the environment and everyday life and imitate them with voices</p> <p>Use hand position to reinforce high, middle, low</p> <p>Sing back melodic phrases from known songs</p> <p>Express thoughts and feelings about music and respond physically through simple demonstration, language, movement and other art forms, giving simple justifications of reasons for response.</p>	<p>For Instance:</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>For instance:</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> <p>Develop a broad understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians.</p>

Physical Education

Physical Education

Physical Education Units by Key Stage and Year Group

EYFS / Key Stage One

Year A

Year B

Real P.E

Gymnastics	Basketball	Football Swimming	Dance Swimming	Cricket Athletics	Invasion Games Rounders	Gymnastics	Rugby	Football Swimming	Dance Swimming	Tennis Athletics	Rounders Athletics
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Upper Key Stage Two

Year A

Year B

Real P.E

Gymnastics	Basketball	Football Swimming	Dance Swimming	Cricket Athletics	Invasion Games Rounders	Gymnastics	Rugby	Football Swimming	Dance Swimming	Tennis Athletics	Rounders Athletics
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Physical Education

Early Years Foundation Stage

Real P.E

During Year R, pupils should be taught to use the following fundamental movement skills

- Floor Movement Patterns
- Static Balances - one leg standing
- Dynamic Balance to Agility
- Static Balance seated
- Dynamic balance
- Static Balance – small base
- Balls skills
- Balance in pairs
- Coordination with equipment
- Agility – reaction/response
- Agility ball – chasing
- Static balance – floor work

During Year R, pupils should be taught the following using Multi-ability Cog Focus and Learning Journeys

Personal:

- follow instructions, practise safely and work on simple tasks by myself (Level 1)
- enjoy working on simple tasks with help (Pre-level 1)

Social:

- work sensibly with others, taking turns and sharing (Level 1)
- play with others and take turns and share with help (Pre-level 1)

Cognitive:

- understand and follow simple rules and can name some things I am good at (Level 1)
- follow simple instructions (Pre-level 1)

Creative:

- explore and describe different movements (Level 1)
- observe and copy others (Pre-level 1)

Physical:

- perform a single skill or movement with some control. I can perform a small range of skills and link two movements together (Level 1)
- move confidently in different ways (Pre-level 1)

Health and Fitness:

- aware of why exercise is important for good health (Level 1)
- aware of the changes to the way I feel when I exercise (Pre-level 1)

Year R Program of Study

EYFS Physical Development Learning Goals

Moving and Handling

Early Learning Goal - Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and Self-Care

Early Learning Goal - Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Me and Myself	Ball Skills	Working with Others
<p>Learning Objectives</p> <ul style="list-style-type: none"> ▪ Dresses with help. ▪ Aware of the boundaries set, and of behavioural expectations in the setting. ▪ Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. ▪ Explains own knowledge and understanding, and asks appropriate questions of others. ▪ Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action. ▪ Keeps play going by responding to what others are saying or doing. ▪ Listens and responds to ideas expressed by others in conversation or discussion. 	<p>Learning Objectives</p> <ul style="list-style-type: none"> ▪ Handles tools, objects, construction and malleable materials safely and with increasing control. ▪ Understands that equipment and tools have to be used safely. ▪ Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. ▪ Observes the effects of activity on their bodies. ▪ Can catch a large ball. ▪ Can play in a group, extending and elaborating play ideas. ▪ Begin to accept the needs of others and can take turns and share resources, sometimes with support from others. ▪ Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. ▪ Realises not only objects, but anything can be counted, including steps, claps or jumps. 	<p>Learning Objectives</p> <ul style="list-style-type: none"> ▪ Can play in a group. ▪ Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. ▪ Begin to accept the needs of others and can take turns and share resources, sometimes with support from others. ▪ Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. ▪ Aware of the boundaries set, and of behavioural expectations in the setting. ▪ Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. ▪ Keeps play going by responding to what others are saying or doing. ▪ Links Sounds to letters, naming and sounding the letters of the alphabet. ▪ Respond to simple instructions.



Year R Program of Study

Throwing and Catching	Fun and Games	Movement Development
<p>Learning Objectives</p> <ul style="list-style-type: none"> ▪ Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. ▪ Understands that equipment and tools have to be used safely. ▪ Can catch. ▪ Respond to simple instructions. ▪ Shows increasing control over an object when throwing it. ▪ Can catch a ball. ▪ Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. ▪ Can play in a group. ▪ Begin to accept the needs of others and can take turns and share resources, sometimes with support from others. 	<p>Learning Objectives</p> <ul style="list-style-type: none"> ▪ Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles ▪ Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. ▪ Plays alongside other children who are engaged in the same theme. ▪ Two channelled attention – can listen and do for a short span. ▪ Respond to simple instructions. ▪ Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. ▪ Can describe self in positive terms and talk about abilities. ▪ Understands that equipment and tools have to be used safely. ▪ Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. ▪ Observes the effects of activity on their bodies. ▪ Begin to accept the needs of others and can take turns and share resources, sometimes with support from others. ▪ Counts objects to 10, and beginning to count beyond 10. 	<p>Learning Objectives</p> <ul style="list-style-type: none"> ▪ Travels with confidence and skill around, under, over and through balancing and climbing equipment. ▪ Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. ▪ Practices some appropriate safety measures without direct supervision. ▪ Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. ▪ Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. ▪ Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. ▪ Observes the effects of activity on their bodies.

Physical Education

Key Stage One

Real P.E

During Year 1/2, pupils should be taught to use the following fundamental movement skills

- Co-ordination – Floor Movement Patterns
- Static Balance – One Leg Standing
- Dynamic Balance to Agility
- Static Balance – Seated
- Dynamic Balance
- Static Balance – Small Base
- Co-Ordination – Ball Skills
- Counter Balance in Pairs
- Co-ordination with Equipment
- Agility – Reaction/Response
- Agility – Ball Chasing
- Station Balance – Floor Work

During Year 1/2, pupils should be taught the following using Multi-ability Cog Focus and Learning Journeys

Personal:

- several times if at first I don't succeed and I ask for help when appropriate (Level 2)
- follow instructions, practise safely and work on simple tasks by myself (Level 1)

Social:

- help praise and encourage others in their learning (Level 2)
- work sensibly with others, taking turns and sharing (Level 1)

Cognitive:

- begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well (Level 2)
- understand and follow simple rules and can name some things I am good at (Level 1)

Creative:

- begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme (Level 2)
- explore and describe different movements (Level 1)

Physical:

- perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction and speed (Level 2)
- perform a single skill or movement with some control. I can perform a small range or skills and link two movements together (Level 1)

Health and Fitness:

- say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely (Level 2)
- aware of why exercise is important for good health (Level 1)

Year A Program of Study

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

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Gymnastics	Basketball	Football Swimming	Dance Swimming	Cricket Athletics	Invasion Games Rounders

Physical Education

Key Stage One

Real P.E

During Year1/2 2, pupils should be taught to use the following fundamental movement skills

- Coordination – Floor Movement Patterns
- Static Balance – One Leg Standing
- Dynamic Balance to Agility
- Static Balance – Seated
- Dynamic Balance
- Static Balance – Small Base
- Coordination – Ball Skills
- Counter Balance in Pairs
- Coordination with Equipment
- Agility – Reaction/Response
- Agility – Ball Chasing
- Static Balance – Floor Work

During Year1/ 2, pupils should be taught the following using Multi-ability Cog Focus and Learning Journeys

Personal:

- know where I am with my learning and I have begun to challenge myself (Level 3)
- Plus Level 1 and 2 see Yr A

Social:

- show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas (Level 3)
- Plus Level 1 and 2 see Yr A

Cognitive:

- understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement (Level 3)
- Plus Level 1 and 2 see Yr A

Creative:

- make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression (Level 3)

- Plus Level 1 and 2 see Yr A

Physical:

- perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency (Level 3)
- Plus Level 1 and 2 see Yr A

Health and Fitness:

- describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down (Level 3)
- Plus Level 1 and 2 see Yr A

Year B Program of Study

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

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Gymnastics	Rugby	Football Swimming	Dance Swimming	Tennis Athletics	Rounders Athletics

Physical Education

Key Stage Two

Real P.E

During Year 5/6, pupils should be taught to use the following fundamental movement skills

- Coordination – Ball Skills
- Agility – Reaction/Response
- Static Balance – Seated
- Static Balance – Floor Work
- Dynamic Balance
- Counter Balance in Pairs
- Static Balance – One Leg Standing
- Dynamic Balance to Agility
- Static Balance – Small Base
- Coordination – Floor Movement Patterns
- Agility – Ball Chasing
- Coordination with Equipment

During Year 5/6, pupils should be taught the following using Multi-ability Cog Focus and Learning Journeys

Cognitive

- I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop (Level 6)
- I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents (Level 5)
- Plus Level 1 and 2 see KS1 Year A and Yr B, Level 4 see Yr 3/4
- Creative:
- I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience (Level 6)
- I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others (Level 5)
- Plus Level 1 and 2 see KS1 Year A and Yr B, Level 4 see Yr 3/4
- Social:
- I can involve others and motivate those around me to perform better (Level 6)
- I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately (Level 5)
- Plus Level 1 and 2 see KS1 Year A and Yr B, Level 4 see Yr 3/4
- Physical:
- I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations (Level 6)
- I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations (Level 5)
- Plus Level 1 and 2 see KS1 Year A and Yr B, Level 4 see Yr 3/4
- Health and Fitness:
- I can explain how individuals need different types and levels of fitness to be more effective in their activity/ role/event. I can plan and follow my own basic fitness programme (Level 6)
- I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity (Level 5)
- Plus Level 1 and 2 see KS1 Year A and Yr B, Level 4 see Yr 3/4
- Personal:
- I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes (Level 6)
- I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets (Level 5)
- Plus Level 1 and 2 see KS1 Year A and Yr B, Level 4 see Yr 3/4

Year A Program of Study

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

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Gymnastics	Basketball	Football Swimming	Dance Swimming	Cricket Athletics	Invasion Games Rounders

Physical Education

Key Stage Two

Real P.E

During Year 5/6, pupils should be taught to use the following fundamental movement skills

- Coordination – Ball Skills
- Agility – Reaction/Response
- Static Balance – Seated
- Static Balance – Floor Work
- Dynamic Balance
- Counter Balance in Pairs
- Static Balance – One Leg Standing
- Dynamic Balance to Agility
- Static Balance – Small Base
- Coordination – Floor Movement Patterns
- Agility – Ball Chasing
- Coordination with Equipment

During Year 5/6, pupils should be taught the following using Multi-ability Cog Focus and Learning Journeys

Cognitive

- I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop (Level 6)
- I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents (Level 5)
- Plus Level 1 and 2 see KS1 Year A and Yr B, Level 4 see Yr 3/4 and Yr A Yr5/6
- Creative:
 - I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience (Level 6)
 - I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others (Level 5)
 - Plus Level 1 and 2 see KS1 Year A and Yr B, Yr 3/4 and Yr A Yr5/6
- Social:
 - I can involve others and motivate those around me to perform better (Level 6)
 - I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately (Level 5)
 - Plus Level 1 and 2 see KS1 Year A and Yr B, Yr 3/4 and Yr A Yr5/6
- Physical:
 - I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations (Level 6)
 - I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations (Level 5)
 - Plus Level 1 and 2 see KS1 Year A and Yr B, Yr 3/4 and Yr A Yr5/6
- Health and Fitness:
 - I can explain how individuals need different types and levels of fitness to be more effective in their activity/ role/event. I can plan and follow my own basic fitness programme (Level 6)
 - I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity (Level 5)
 - Plus Level 1 and 2 see KS1 Year A and Yr B, Yr 3/4 and Yr A Yr5/6
- Personal:
 - I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes (Level 6)
 - I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets (Level 5)
 - Plus Level 1 and 2 see KS1 Year A and Yr B, Yr 3/4 and Yr A Yr5/6

Year B Program of Study

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

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Gymnastics	Rugby	Football Swimming	Dance Swimming	Tennis Athletics	Rounders Athletics

PE Skill Development & Progression

PE Skill Development & Progression			
	Year 1/2	Year 3/4	Year 5/6
NC Reference	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances, using simple movement patterns 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performance with previous ones and demonstrate improvement to achieve their personal best 	
Games	<p>Practise different skills associated with simple games (e.g. co-ordinating throwing and catching) Work co-operatively in teams</p>	<p>Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy) Work well as a team in competitive games Apply basic principles of attacking and defending Develop an understanding of fair play (respect team -mates and opponents)</p>	<p>Develop techniques of a variety of skills to maximise team effectiveness Use the skills e.g. of throwing and catching to gain points in competitive games (fielding) Use tactics when attacking or defending Apply rules of fair play to competitive games</p>
Athletics Running	<p>Run for 1 minute Show differences in running at speed and jogging Use different techniques to meet challenges Describe different ways of running</p>	<p>Run smoothly at different speeds Choose different styles of running of different distances Pace and sustain their effort over longer distances Watch and describe specific aspects of running (e.g. what arms and legs are doing) Recognise and record how the body works in different types of challenges over different distances Carry out stretching and warm-up safely Set realistic targets of times to achieve over a short and longer distance (with guidance)</p>	<p>Sustain pace over longer distance – 2 minutes Perform relay change-overs Identify the main strengths of a performance of self and others Identify parts of the performance that need to be improved Perform a range of warm-up exercises specific to running for short and longer distances Explain how warming up affects performance Explain why athletics can help stamina and strength Set realistic targets for self, of times to achieve over a short and longer distance</p>

Athletics Jumping	<p>Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) Perform combinations of the above Show control at take-off and landing Describe different ways of jumping Explain what is successful or how to improve</p>	<p>Perform combinations of jumps e.g. hop, step, jump showing control and consistency Choose different styles of jumping Watch and describe specific aspects of jumping e.g. what arms and legs are doing Set realistic targets when jumping for distance for or height (with guidance)</p>	<p>Demonstrate a range of jumps showing power and control and consistency at both take-off and landing Set realistic targets for self, when jumping for distance or height</p>
Athletics Throwing	<p>Throw into targets Perform a range of throwing actions e.g. rolling, underarm, overarm Describe different ways of throwing Explain what is successful or how to improve</p>	<p>Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus) Throw with greater control Consistently hit a target with a range of implements Watch and describe specific aspects of throwing (e.g. what arms and legs are doing) Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance)</p>	<p>Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus Organise small groups to SAFELY take turns when throwing and retrieving implements Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others</p>
Dance compose	<p>Copy some moves Develop control of movement using: Actions (WHAT) – travel, stretch, twist, turn, jump Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions Dynamics (HOW) – slowly, quickly, with appropriate expression Use own ideas to sequence dance Sequence and remember a short dance</p>	<p>Create dance phrases/dances to communicate an idea Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness Space (WHERE); formation, direction and levels Relationships (WHO); whole group/duo/solo, unison/ canon Dynamics (HOW); explore speed, energy Choreographic devices; motif, motif development and repetition Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end Link phrases to music</p>	<p>Create longer, challenging dance phrases/dances Select appropriate movement material to express ideas/thoughts/feelings Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness 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) Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse) Link phrases to music</p>
Dance Perform	<p>Move spontaneously showing some control and co-ordination Move with confidence when walking, hopping, jumping, landing Move with rhythm in the above actions Demonstrate good balance Move in time with music Co-ordinate arm and leg actions (e.g. march and clap) Interact with a partner (e.g. holding hands, swapping places, meeting and parting)</p>	<p>Perform dance to an audience showing confidence Show co-ordination, control and strength (Technical Skills) Show focus, projection and musicality (Expressive Skills) Demonstrate different dance actions – travel, turn, gesture, jump and stillness Demonstrate dynamic qualities – speed, energy and continuity Demonstrate use of space – levels, directions, pathways and body shape Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting</p>	<p>Perform dance to an audience showing confidence and clarity of actions Show co-ordination, control, alignment, flow of energy and strength (Technical Skills) Show focus, projection, sense of style and musicality (Expressive Skills) Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness 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</p>

	Dance Appreciate	Respond to own work and that of others when exploring ideas, feelings and preferences Recognise the changes in the body when dancing and how this can contribute to keeping healthy	Show an awareness of different dance styles and traditions Understand and use simple dance vocabulary Understand why safety is important in the studio Compare and comment on their own and other's work -strengths and areas for improvement	Show an awareness of different dance styles, traditions and aspects of their historical/social context Understand and use dance vocabulary Understand why safety is important in the studio Compare and evaluate their own and others' work
	Gymnastics Sequencing	Perform gymnastic sequence with a balance, a travelling action, a jump and a roll Teach sequence to a partner and perform together	Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling 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	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 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
	Gymnastics Balancing	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 Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively) Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively) 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	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 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, beside, behind and on different levels Move in and out of balance fluently	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 Explore symmetrical and asymmetrical balances on own and with a partner 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 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 Begin to take more weight on hands when progressing bunny hop into hand stand

	Gymnastics Travel	<p>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. 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)</p>	<p>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 Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping 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>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 Increase the variety of pathways, levels and speeds at which you travel Travel in time with a partner, move away from and back to a partner</p>
	Gymnastics Jump	<p>Explore shape in the air when jumping and landing with control (e.g. star shape)</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) 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</p>	<p>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</p>
	Gymnastics Roll	<p>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 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>Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner. Combine the phases of earlier rolling actions to perform the full forward roll Begin the backward roll</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 Explore symmetry and asymmetry throughout the rolling actions</p>
	Swimming and Watersafety		<p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) • perform safe self-rescue in different water-based situations 	

	Outdoor adventurous activities Orientation	Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom Use simple maps and diagrams to follow a trail	Orientate simple maps and plans Mark control points in correct position on map or plan Find way back to a base point	Draw maps and plans and set trails for others to follow Use the eight points of the compass to orientate Plan an orienteering challenge
	Outdoor adventurous activities Communication	Begin to work co-operatively with others Plan and share ideas	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	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
	Outdoor adventurous activities Problem Solving	Discuss how to follow trails and solve problems Select appropriate equipment for the task	Select appropriate equipment/route/people to solve a problem successfully Choose effective strategies and change ideas if not working	Plan strategies to solve problems/plan routes/follow trails/build shelters etc. Implement and refine strategies

Relationships and Sex Education/ Personal and Social Education

Year A	Autumn	Spring	Summer
EYFS	Concept: My Feelings / My Body	Concept: My Relationships / My Beliefs	Concept: My Rights and Responsibilities / Asking for Help
	Content: Basic Personal Hygiene How we describe feelings How we manage feelings	Content: Similarities and differences in our lives Likes, dislikes and making choices	Content: Personal privacy Respecting personal privacy Special people How special people care for others
	Resource: Educator Solutions RSE EYFS	Resource: Educator Solutions RSE EYFS	Resource: Educator Solutions RSE EYFS
	Concept: All About Me	Concept: Calm or Relaxed	Concept: Money what is it for?
	Content: Who am I? Who is my family? What do I like? What don't I like? How I can tell others about me.	Content: Calming strategies Relaxation / breathing Yoga Why should we try to be calm	Content: Why do we have money? What would life be like without money? What is a bank? How do we get money?
	Resource:	Resource: Volcano in my tummy, Anger Gremlins, Seeing Red	Resource:
KS1	Concept: My Feelings / My Body	Concept: My Relationships / My Beliefs	Concept: My Rights and Responsibilities / Asking for Help
	Content: Recognising feelings and how to respond Naming parts of the body Naming external genitalia using correct scientific terms	Content: Listening to others Playing and working co-operatively Resolving arguments	Content: The right to be protected from diseases The right to protect others disease Who to go to if you are worried How to someone who helps attention
	Resource: Educator Solutions RSE Yr1	Resource: Educator Solutions RSE Yr1	Resource: Educator Solutions RSE Yr1
	Concept: All About My Family	Concept: Scared or Afraid	Concept: Pocket Money
	Content: What is a family The different sorts of families My place in my family How families can change (death / birth)	Content: What makes me scared? Is it okay to be afraid? How I can overcome my worries	Content: How do I earn pocket money? What do I do if I want to buy something big? Should we all get the same?
	Resource: Stonewall resources	Resource:	Resource:

Lower KS2	Concept: My Feelings / My Body	Concept: My Relationships / My Beliefs	Concept: My Rights and Responsibilities / Asking for Help
	Content: What are my strengths? Setting aspirational goals Developing self-esteem How my body changes as I grow and develop? How to care for my body? Celebrating uniqueness	Content: Recognise a wide range of relationships Positive healthy relationships Challenging gender stereotypes There is more than one way to be a boy / girl	Content: Right to protecting my body from unwanted touch Difference between secrets and surprise Know when to break a confidence and share a secret
	Resource: Educator Solutions RSE Yr3	Resource: Educator Solutions RSE Yr3	Resource: Educator Solutions RSE Yr3
	Concept: Friendship / Getting Along	Concept: Manners and Rules	Concept: Piggy Bank / Savings
	Content: Who are my friends? Stranger danger Finding common interests Is it okay to be different?	Content: Good Manners Following rules Laws and democracy	Why is it good to save a little? Having a goal Should we save no matter what?
	Resource:	Resource:	Resource:
Upper KS2	Concept: My Feelings / My Body	Concept: My Relationships / My Beliefs	Concept: My Rights and Responsibilities / Asking for Help
	Content: Anticipate how emotions change through puberty Anticipate how my body changes through puberty	Content: Identify healthy relationships and skills need to help and manage these Know correct terms associated with gender identity and sexual orientation Understand unacceptability of homophobic and transphobic bullying	Content: Strategies for keeping safe online How images can be shared without permission Managing accidental exposure to explicit images and upsetting on line material
	Resource: Educator Solutions RSE Yr5	Resource: Educator Solutions RSE Yr5	Resource: Educator Solutions RSE Yr5
	Concept: Developing Confidence / Self Esteem	Concept: It's Okay To Be Me	Concept: Financial Education
	Content: What is good about me? What do I want to be better at? Personal action plan? What does success look like?	Content: Why am I unique? How to be proud but not arrogant Opposites can be good!	Content: What is Money and its function in society? Saving and Spending (need v want) Budget and Debt
	Resource: Happy in my skin	Resource:	Resource: Economic and Financial Wellbeing – Financial Education for Yr6

Year B	Autumn	Spring	Summer
EYFS	Concept: My Feelings / My Body	Concept: My Relationships / My Beliefs	Concept: My Rights and Responsibilities / Asking for Help
	Content: Basic Personal Hygiene How we describe feelings How we manage feelings	Content: Similarities and differences in our lives Likes, dislikes and making choices	Content: Personal privacy Respecting personal privacy Special people How special people care for others
	Resource: Educator Solutions RSE EYFS	Resource: Educator Solutions RSE EYFS	Resource: Educator Solutions RSE EYFS
	Concept: All About Me	Concept: Calm or Relaxed	Concept: Money what is it for?
	Content: Who am I? Who is my family? What do I like? What don't I like? How I can tell others about me.	Content: Calming strategies Relaxation / breathing Yoga Why should we try to be calm	Content: English money Foreign currency The value of money
	Resource:	Resource:	Resource:
KS1	Concept: My Feelings / My Body	Concept: My Relationships / My Beliefs	Concept: My Rights and Responsibilities / Asking for Help
	Content: Recognising and celebrating strengths and achievements Setting simple but challenging goals Growing and changing throughout life	Content: Understanding bullying is wrong and unacceptable Understanding families can be different	Content: What kind of physical contact is acceptable? What is comfortable/ uncomfortable and how should I respond? Not keeping a secret that makes them uncomfortable, worried or afraid.
	Resource: Educator Solutions RSE Yr2	Resource: Educator Solutions RSE Yr2	Resource: Educator Solutions RSE Yr2
	Concept: Aspirations	Concept: Problem Solving Together	Concept: Fund Raising in School
	What are my options? How can I get there? Reach for the stars	There is no 'I' in TEAM Using the team skills Listening and speaking Following direction	Content: Finding a cause Planning a fundraiser Making a profit
	Resources:	Resources:	Resource:
Lower KS2	Concept: My Feelings / My Body	Concept: My Relationships / My Beliefs	Concept: My Rights and Responsibilities / Asking for Help
	Content: Recognise and respond to a wide range of emotions in themselves and others	Content: Judge what kind of physical behaviours and contact or acceptable/ unacceptable and	Content: Know marriage is a commitment freely entered into by both people

	Reflect on how my body changes and understand some are related to puberty	ways to respond Recognise similarities and differences between people arise from a number of factors	No one should marry they don't absolutely want to or are not making the decision freely for themselves Recognise when I may need help to manage a situation and developed skills to ask for help
	Resource: Educator Solutions RSE Yr4	Resource: Educator Solutions RSE Yr4	Resource: Educator Solutions RSE Yr4
	Concepts: What Job Might I do?	Concept: Problem Solving a Team Effort	Concept: Fundraising for Others
	Professional Vocational 'Gender Jobs' – no such thing! Skills sets Interests can become jobs	Using the team skills – jobs in a team Listening and speaking – acting on advice Following direction – who is the leader?	Content: Charities and their work Making a difference Sustainable support Sponsoring
	Resources:	Resource:	Resource:
Upper KS2	Concept: My Feelings / My Body	Concept: My Relationships / My Beliefs	Concept: My Rights and Responsibilities / Asking for Help
	Content: Recognise how images in the media do not reflect reality and can affect how they feel about themselves Explain what sex intercourse is and how this leads to reproduction using the correct terms for male and female organs	Content: Realise the nature and consequences of discrimination, including prejudiced based language Pupils know some cultural practices are against British Law (inc FGM)	Content: Infections can be shared in sexual intercourse Condoms can prevent STDs Develop skills to know, when, who and how to ask for help – independently or with support
	Resource: Educator Solutions RSE Yr6	Resource: Educator Solutions RSE Yr6	Resource: Educator Solutions RSE Yr6
	Concepts: Careers and Qualifications	Concept: Independent Problem Solving	Concept: Supporting a Charity
	Career pathways to different posts Qualifications and universities Independent learning Realistic goals/ barriers to success	How do I solve a problem on my own? Where to go and look? What I can and cannot do / realism	Content: Charities that mean something Long term support Global change through social action
	Resource:	Resource:	Resource:

Religious Education

Key Stage 1- Year A				
Big Question: Who made the world?	Big Question: Why is light an important symbol for different religions?	Big Question: Why is Pesach important to Jews?	Big Question: Why do some Christians share bread and drink wine together in a special way?	Big Question: What do Jews remember on Shabbat?
Concept: Creation	Concept: Symbolism, light, good vs evil (Christianity/Hinduism/Judaism)	Concept: Covenant (promise)	Concept: Eucharist	Concept: Covenant (promise)
Operational Questions: Who made the world? How was the world made? How long did it take to make the world? Who is the world important to? Who do we need to say thank you to? Does the story make sense? What happens if God didn't make the? What happens if God didn't make the? What does the story tell Christians about God/Creation/the world? Why should Christians care for the world?	Operational Questions: What is light and when is it used? When to Christians/Jews/Hindus use light and why? What is the meaning of light in Diwali, Hannukah and advent? Why is Jesus known as the light of the world? When did God give light? (creation/Jesus) What do we mean by good? What do we mean by evil? Is light a useful symbol for 'goodness'? Is light thought of in the same way by Christians/Jews/Hindus?	Operational Questions: When do you share special meals with your family and why? What is your favourite meal? What is Pesach (story)? What happens at Pesach? How do they celebrate Pesach? Why do Jews celebrate Pesach? What do they remember at Pesach? Look at the story of Moses. How do different Jewish people celebrate Shabbat?	Operational Questions: When do you share special meals? How does it make you feel? Who do you share your meals with? When do Christians share a special meal? Why do they share a special meal? What's the meaning behind Eucharist/holy communion?	Operational Questions: What do we remember? Why? What is a Jew? Do they wear different clothes? Why do they have Shabbat? What is Shabbat? Where does it happen? What does it mean? (promise) How do Jews talk to God? When do they talk to God? Why do some Jewish men and women cover their heads when they pray? Do all Jews celebrate Shabbat in the same way?
Resources: Understanding Christianity: Creation unit Godly Play: Creation	Resources: Exploring celebrations, Say Hello to...Faith Stories Godly Play: The Holy Family, Advent 1, 2, 3 and 4	Resources: Godly Play – Exodus Visitor – Deborah Carpenter Say Hello...RE Today	Resources: Last Supper resource (Blackburn Diocese) , Exploring Worship, Jumping Fish Download publication Godly Play: The Faces of Easter VI, Jesus and the Twelve, The Good Shepherd and World Communion, Circle of the Holy Communion, Symbols of the Holy Eucharist	Resources: Godly Play – creation Visitors – Deborah Carpenter/Marsha and Todd Parker RE Today – Opening up Judaism

<p>Agreed Syllabus – Yr1 Enquiry 5: How did the universe come to be?</p> <p>Hindu / Christian</p>	<p>Agreed Syllabus – Yr2 Enquiry 1: Why is light important symbol for Christians, Jews and Hindus?</p> <p>Christian / Hindu/ Jewish</p>	<p>Agreed Syllabus – Yr2 Enquiry 4: How do Jewish people celebrate Passover (Pesach)?</p> <p>Jewish</p>	<p>Agreed Syllabus – Yr1 Enquiry 1: What do my senses tell me about the world of religion and belief?</p> <p>Christian / Hindu/ Jewish</p>	<p>Agreed Syllabus – Yr1 Enquiry 3: What do Jewish people remember on Shabbat?</p> <p>Jewish</p>
<p>Philosophy Focus</p>	<p>Theology focus</p>	<p>S/H sciences</p>	<p>Philosophy Focus</p>	<p>Theology</p> <p>S/H Science</p>

Key Stage 1- Year B

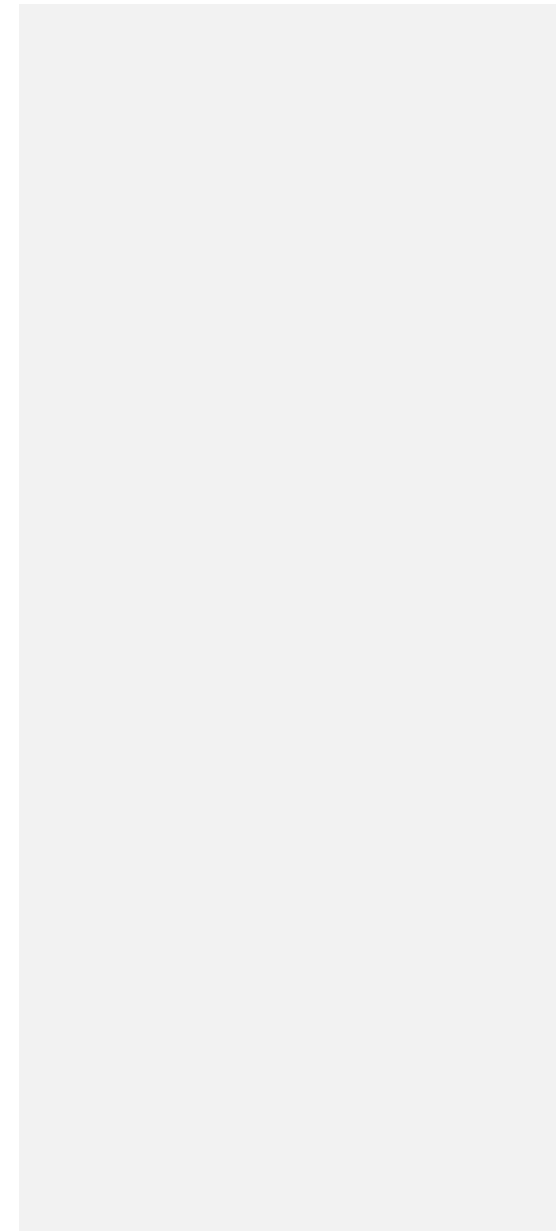
<p>Big Question:</p> <p>How do Christians belong to their faith family? (linking to meeting together)</p>	<p>Big Question:</p> <p>Why does Christmas matter to Christians?</p>	<p>Big Question:</p> <p>How do festivals bring people together?</p>	<p>Big Question:</p> <p>What does the cross mean to a Christian?</p>	<p>Big Question:</p> <p>How do people talk about God?</p>
<p>Concept:</p> <p>Sacrament, baptism</p>	<p>Concept:</p> <p>Incarnation</p>	<p>Concept:</p> <p>Community, celebration, worship, Festival, identity, belief, tradition</p>	<p>Concept:</p> <p>Salvation</p>	<p>Concept</p> <p>God, Word of God, Torah, Bible, Christian and Jewish focus (contrast with Hinduism)</p> <p>Belief</p>
<p>Operational Questions:</p> <p>What is family? What families do you belong to? What do you do with your family? What is a faith family? What do faith families do together? Do they go to special places together? Do they take part in special occasions/event? (baptism, Eucharist) What is a meeting? Where do you meet? Why do you meet? Who do you meet?</p> <p>Why do Christians meet together? What do they do when they meet together? Where do they meet is it always in a Church? Would it matter is Christians didn't meet together? Mothering Sunday, Eucharist</p>	<p>Operational Questions:</p> <p>What is the Christmas story? Who is in the Christmas story? Why are they important? Who is the most important and why? What can we learn about Jesus from the Christmas story? Is this story relevant today? Where is this story found? (need know it is short story from a big book – the Bible)</p>	<p>Operational Questions:</p> <p>How does it make a difference? How do you come together? What do you do? Why do you come together? How does it feel to come together?</p> <p>Link to stories, passing on tradition, festivals (Eid, Chinese New Year, Baisakhi), foods (Langer), games (Judaism)</p> <p>No Christianity</p>	<p>Operational Questions:</p> <p>What is a symbol? What symbols do we know? What is a cross? Where do we see crosses? Why is the cross important? What does it represent? Who does the cross remind Christians of? Why is the cross important? Eucharist</p>	<p>Operational Questions:</p> <p>How do we learn? Where do we learn? What do we use to help us learn? Who helps us learn? Who is God? What do Christians/Jews/Hindus use to learn about God? What stories are in the Vedas, Torah and the Bible? What do the stories mean? How do the stories/teachings affect the daily life of Christians and Jews?</p> <p>Teach in three parts:</p> <p>1st- General look at How we see different things/beliefs/ideas. General ideas about what people think about God. What does believing mean?</p> <p>2nd - Understanding Christianity- God</p> <p>3rd- Compare to other religions. Using the different texts to support this.</p>
<p>Resources:</p> <p>Godly Play – Holy Baptism, The Faces of Easter III, The Ark and the Temple</p> <p>Church to re-enact a Baptism</p> <p>RE Today - Opening up Belonging and Exploring Religion Around me</p>	<p>Resources:</p> <p>Godly Play – The Holy Family, Advent I, II, III and IV</p> <p>Figures, The Mystery of Christmas</p> <p>Christmas Revealed at Norwich Cathedral</p>	<p>Resources:</p>	<p>Resources:</p> <p>Godly Play: The Crosses, The faces of Easter V11</p> <p>Professional Update materials KS1</p> <p>Nagala Crosses Eds and Ips</p> <p>Art focus</p>	<p>Resources:</p> <p>Godly Play: The Flood and the Ark, The Synagogue and The Upper Room, The Ten Best Ways, The Books of the Bible, Jonah, The Backward Prophet, creation,</p> <p>Opening up Christianity</p>

Visit to Cathedral/Church/Methodist chapel, Baptist Church	Posada Understanding Christianity- Incarnation		Salvadorian Crosses Understanding Christianity- Salvation Andy Goldsworthy Visit to the church on a cross hunt – talk to the vicar/Christian visitor about what a cross means to them	Understanding Christianity- God
Agreed Syllabus – Yr2 Enquiry 3: How do Christians belong to their faith family?	Agreed Syllabus – Yr2 Enquiry 2: What does the nativity story teach Christians about Jesus?	Agreed Syllabus – Yr1 Enquiry 2: How does a celebration bring a community together?	Agreed Syllabus – Yr1 Enquiry 4: What does the cross mean to Christians?	Agreed Syllabus – Yr2 Enquiry 5: Why do people have different views about the idea of God?
Christian	Christian	Muslim / World Views/ Jewish	Christian	Humanist / Christian/ World Views
S/H Sciences	Theology	S/H sciences focus.	Theology	Philosophy

Lower Key Stage 2 – Year A

Big Question: What does it mean to be part of the global faith/family?	Big Question: How to Christians celebrate Christmas?	Big Question: What is the Trinity?	Big Question: Why do Christians call the day that Jesus died 'Good Friday'?	Big Question: What do Muslims believe?	Big Question: What does it mean to be a Muslim?
Concept: Church (not just building as a group of Christians)	Concept: incarnation, global focus	Concept: Incarnation	Concept: Salvation	Concept: guardianship	Concept: Ummah (community)
Operational Questions: Why do Christians go to Church? Why are there many different types of Christian Church? What does it mean to belong to the world wide Christian family? What can we learn from different expressions of 'church' across the world? How do Christians express their faith? (music/art) How is Eucharist celebrated in different parts of the world?	Operational Questions: What is Christmas? Who is in the Christmas story? Why are they important? Who is the most important and why? What can we learn about Jesus from the Christmas story? Is this story relevant today? Where is this story found? (need know it is short story from a big book – the Bible) Is it only celebrated in this country? How do Christians around the world celebrate Christmas? Epiphany – Spain – Kings	Operational Questions: What is part of the holy trinity? What parts of the bible tell us about the trinity and baptism? How do the texts from the bible mean to Christians? How do Christians show the trinity in worship/the way they live? How is the Trinity represented?	Operational Questions: How do Christians mark Easter events in their church communities? What are the means behind the texts about good Friday? What are is the meaning behind the entry into Jerusalem and the death and resurrection of Jesus? How do Christians show their beliefs about Palm Sunday/Maundy Thursday/Good Friday/Easter Sunday? What does the narrative of the Last Supper, Judas' betrayal and Peter's denial mean? Why is Holy Communion part of the celebration/worship? How does serving and celebrating, remembering and betrayal, trust and standing up for your beliefs make a difference to how pupils think and live?	Operational Questions: Who/What is a Muslim? Who was Muhammad and what did he do? What difference did the revelations make to the life of the prophet Muhammad and followers? What did he teach? What do Muslims do as part of their daily life? What impact do Muslims' beliefs have on the local and wider community? Perhaps develop some philosophical thinking here...	Operational Questions: What is a Muslim? What do they look like? Where to they worship? Who do they worship? What are the 5 pillars? What is Zakat? What is Ramadan? What is Id ul Fitr? (less about the prayer as being dealt with in Summer Term) How does it fit into their daily life – reality? (don't go into prayer too much)
Resources: RE today – Opening up respect Migration of the swallow - Where in the World Barnabas resource Visit each denomination within Fakenham Godly Play- The Ark and the Tent, The Temple and the Ark, Circle of the Holy Eucharist, The Books of the Bible	Resources: RE Today – Exploring religion around us Godly Play – The Holy Family, Advent I, II, III and IV Figures, The Mystery of Christmas, Epiphany Posada Advent Wreath Advent Calendar	Resources: Godly Play: The Holy Baptism Understanding Christianity Incarnation unit.	Resources: Godly Play: The Crosses, The Faces of Easter. Understanding Christianity- Salvation unit.	Resources: Opening up – Islam Living Religions – Islam Visit a mosque/Muslim visitor	Resources: Muslim visitor – contact KW RE Today – Opening up Islam, Exploring celebrations

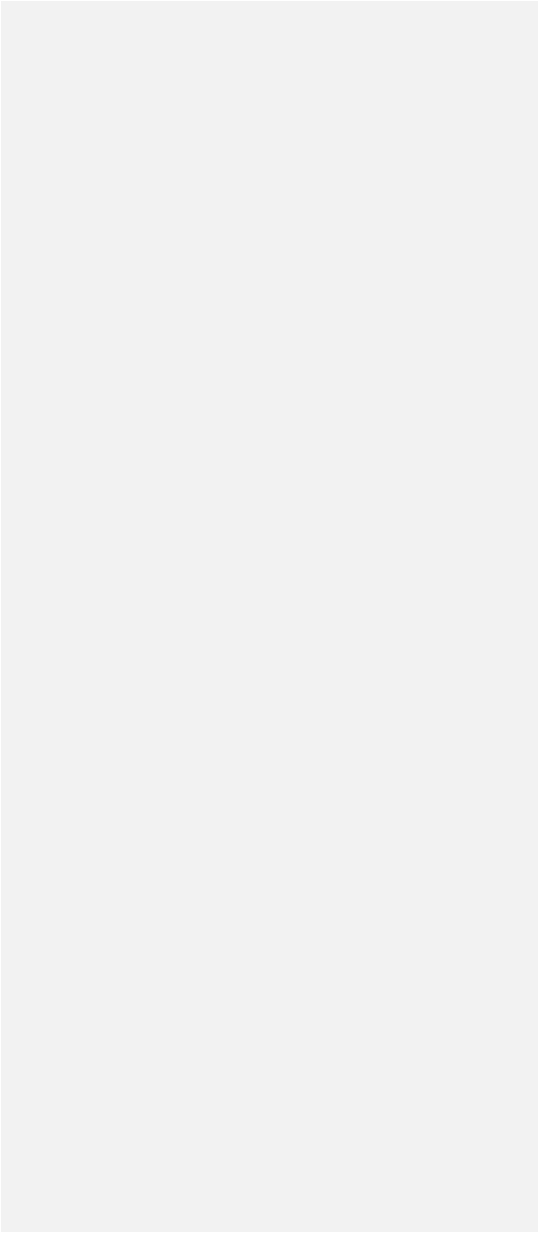
<p>Agreed Syllabus – Yr3 Enquiry 1: How do people express commitment to a religion / world view in different ways?</p> <p>Christian/ Sikh/ Hindu/ Jewish</p>	<p>Agreed Syllabus – Yr4 Enquiry 3: How do religious groups contribute to society and culture?</p> <p>Christian</p>	<p>Agreed Syllabus – Yr3 Enquiry 2: What is the Trinity?</p> <p>Christian</p>	<p>Agreed Syllabus – Yr4 Enquiry 1: Where do religious beliefs come from?</p> <p>Christian</p>	<p>Agreed Syllabus – Yr3 Enquiry 4: What do Muslims believe about God?</p> <p>Muslim</p>	<p>Agreed Syllabus – Yr3 Enquiry 5: What difference does being a Muslim make to daily life?</p> <p>Muslim</p>
S/H Science focus	S/H Science focus	Theology Focus	Theology Focus S/H Science	Theology Philosophy?	S/H sciences focus



Lower Key Stage 2 – Year B

<p>Big Question:</p> <p>What do Christians learn from the Creation story?</p>	<p>Big Question:</p> <p>What Kind of World did Jesus want?</p>	<p>Big Question:</p> <p>Why do people pray? Does prayer work? (Christianity and Islam)</p>	<p>Big Question: What is a pilgrim?</p>
<p>Concept:</p> <p>Creation, Fall</p>	<p>Concept:</p> <p>Gospel,</p>	<p>Concept:</p> <p>Kingdom of God</p>	<p>Concept:</p> <p>Pilgrimage, discipleship, Ibadah, submission, duty</p>
<p>Operational Questions:</p> <p>How does the story of Creation tell Christians about God? Who is the Creator? What do Christians do because they believe God is the Creator?</p> <p>How does the story of Creation affect how Christians live today? How does the story of Creation affect people who are not Christians?</p> <p>If God created the world, then who created God?</p>	<p>Operational Questions:</p> <p>How do the teachings of Jesus affect the way Christians live their daily lives? What did Jesus teach? What did Jesus do? Who followed, who listened? Did everyone believe him? Do people believe him now? How are his teachings reflected in the way Christians live their lives today? How Christians try to show love to all? How do bible stories show love?</p> <p>How do Christians show that are following Jesus?</p>	<p>Operational Questions:</p> <p>What is prayer? Why do people pray? How do people know prayer works? Is prayer about a relationship with God? What do we pray for? Do you have to go somewhere special to pray? What does it mean to them? How does it work for them? What does prayer look like in real life (Islam)? How do people pray? How are prayers answered? What does the Lord's Prayer mean...your kingdom come? Who do they talk to? How do they talk to them? Why do they talk to them? When do religious believers pray? Do all religious believers pray in the same way? Do all religious believers pray in the same places?</p>	<p>Operational Questions: Why do we go on journeys? What is the journey of life? Why do people go on pilgrimages....Walsingham? Does it have to be a religious place? Why is going on Hajj important to Muslims? Do you have to be religious to be a pilgrim or go on a pilgrimage? What is the importance of the River Ganges to Hindus?</p>
<p>Resources:</p> <p>Understanding Christianity- Creation unit.</p> <p>Godly play: Creation</p>	<p>Resources:</p> <p>Understanding Christianity- Gospe</p> <p>work of street pastors</p> <p>food banks</p> <p>Where in the world?</p> <p>Barnabas in schools,</p> <p>Beatitudes</p> <p>Godly Play – Parables (Great Pearl, Leaven, The Deep Well and The Mustard Seed) (can also use the others), Paul's Discovery, Jesus</p>	<p>Resources:</p> <p>24/7 prayer space</p> <p>RE Quest</p> <p>You tube – I pray video</p> <p>Create a prayer space outside (reflection area)</p> <p>Muslim visitor to talk about prayer</p> <p>Eds and Ips Pack</p> <p>Opening up creativity – RE Today</p> <p>www.stir-up.org.uk/documents/LKS2whypray.pdf</p>	<p>Resources:</p> <p>Pauline Lovelock – St Julian Shrine</p> <p>Visit – Walsingham</p> <p>Godly Play- The Faces of Easter IV, Exodus (Moses)</p>

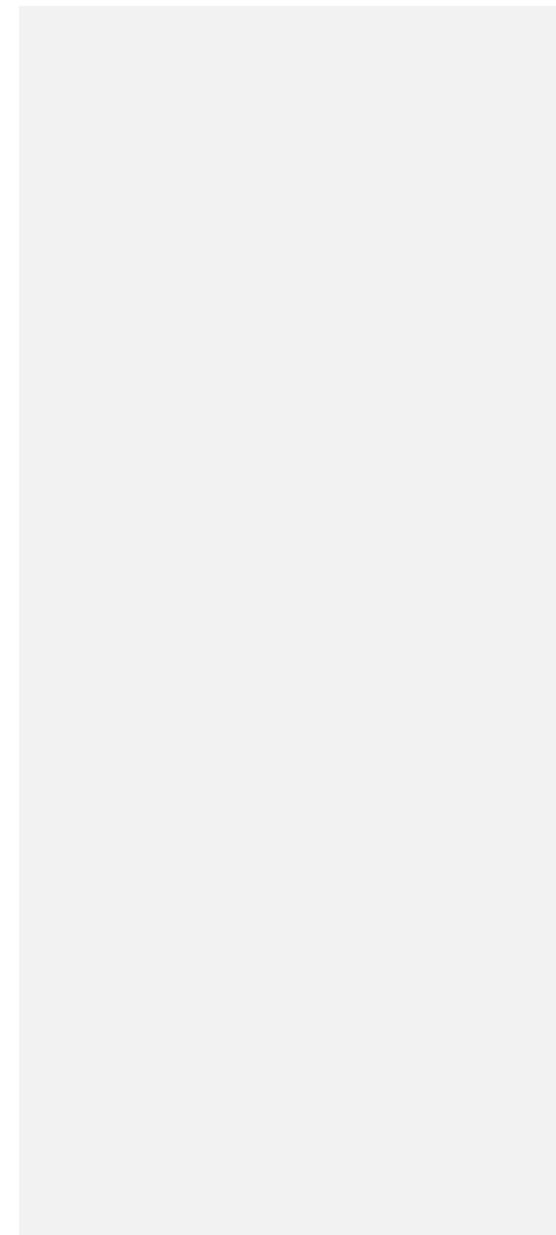
	and the Twelve, www.stirrup.org.uk/documents/LKS2Isitfair.pdf	Godly Play- The Synagogue and Upper Room	
Agreed Syllabus – Yr4 Enquiry 2: What do we mean by truth? Is seeing believing? Christian	Agreed Syllabus – Yr3 Enquiry 3: What is philosophy? How do people make moral decisions? Christian	Agreed Syllabus – Yr4 Enquiry 4: Why is there so much diversity of belief within Christianity?	Agreed Syllabus –Yr4 Enquiry 5: What does sacrifice mean? Humanist / Muslim/ Christian
Theology Opportunities for philosophy?	Philosophy	S/H Sciences	Philosophy



Upper Key Stage 2 – Year A

<p>Big Question: What do Hindus believe?</p>	<p>Big Question: How do Muslims express their faith?</p>	<p>Big Question: What did Jesus do to save human beings? [Y5] What difference does the Resurrection make for Christians? [Y6]</p>	<p>Big Question: What is religion?</p>
<p>Concept: Karma , Dharma, samsara, Ahimsa, puja, moksha</p> <p>Reincarnation</p>	<p>Concept: Five pillars if Islam and how they shape Muslim belief, the prophets</p>	<p>Concept: Salvation</p>	<p>Concept: belief</p>
<p>Operational Questions:</p> <p>Who do they believe in? Why do they believe in a God with many faces? How do Hindus understand the idea of God? What do they understand by ‘murti’? What is karma? What is samsara? What is moksha? What does it mean to follow dharma?</p>	<p>Operational Questions:</p> <p>Where do they worship? How do they worship? Do all Muslims worship in the same way?</p> <p>How do they worship? How does what they believe affect the way they live?</p> <p>How does it affect their daily lives? How do key figures influence Muslim life?</p> <p>What values are important to Muslims? E</p>	<p>Operational Questions: How is salvation linked to incarnation? Was Jesus’ death a sacrifice? what is the meaning behind Jesus’ death/resurrection? How do Christians celebrate Holy Communion? What is the last supper? How do Christians celebrate Easter Sunday/Good Friday? What would you sacrifice? How would sacrifice impact your life? What are the meanings behind the story? How did/does Jesus inspire the world today? How does resurrection and death make a difference in Christians’ lives? How does the belief in resurrection and life after death makes a difference to Christians?</p>	<p>Operational Question: What does religion mean to you? Do you need God for it to be a religion? What does it mean to follow a religion? What makes a religion? Where does the word religion come from and what does it mean? What does it mean to follow a religion? How do religions compare? How do different denominations within a religion compare? How do people around the world express their faith?</p>
<p>Resources:</p> <p>Opening up Hinduism – RE Today</p> <p>Visitor to talk to the children</p> <p>Stories from Hinduism – Rama and Sita etc</p> <p>Living Religions – Hinduism</p> <p>Religion through Art</p>	<p>Resources:</p>	<p>Resources:</p> <p>Understanding Christianity- Salvation unit.</p> <p>The bible the Big Story (the gate shut/gate open picture)</p> <p>Godly Play - Jesus and the Twelve, The faces of Easter(all), The Books of the Bible</p> <p>Teachings and life of Jesus – miracles, parables, beatitudes</p>	<p>Resources:</p> <p>Visit to each denomination within Christianity in Fakenham</p>
<p>Agreed Syllabus – Yr5 Enquiry 5: How do Hindu’s make sense of the</p>	<p>Agreed Syllabus – Yr6 Enquiry 5: How do beliefs shape the identity for</p>	<p>Agreed Syllabus – Yr5 Enquiry 4: What does the resurrection mean to Christians?</p>	<p>Agreed Syllabus – Yr6 Enquiry 1: How and why does religion bring peace and conflict?</p>

world? Hindu	Muslims? Muslim	Agreed Syllabus – Yr6 Enquiry 3: What does it mean to be human? Is being happy the greatest purpose of life? Christian /Humanist	
Theology	S/H Sciences focus Theology	Theology Philosophy	S/H Sciences focus Philosophy



Upper Key Stage 2 – Year B

Big Question: What is reconciliation?	Big Question: Was Jesus the Messiah?	Big Question: Who is God?	Big Question: Creation and science: conflicting or complementary?
Concept: reconciliation, atonement, Yom Kippur focus,	Concept: Incarnation	Concept: Trinity, Father, Son and Holy Spirit, God, Allah, Tawhid Focus on concept of 'God'	Concept: Creation
Operational Questions: What do Jews understand by reconciliation? Who have you forgiven? What does it mean to forgive somebody? What is forgiveness? How do Jews bring reconciliation to the world? How do Jews celebrate Yom Kippur? When does Yom Kippur happen? What is Yom Kipper? What is peace? How do religious believers share a message of peace around the world (charity work)? Link to the Holocaust How is reconciliation shown in other religions?	Operational Questions: How is incarnation and Messiah connected in biblical texts? How do Christians put their beliefs about incarnation into practice? What are the different ways in which Christians celebrate Christmas? How is idea that Jesus is the Messiah makes sense in the wider story of the Bible? How is Jesus the Messiah important to people today? What difference does Jesus the Messiah make in people's lives? Why was Jesus called the Prince of Peace? How did Jesus bring peace to the world? Does the world need a Messiah? If so how much?	Operational Questions: Who is special to you? What are the symbols of God? What do you know about God? What does God look like? What does the Bible say about God? Why is God important/special to religious believers? How do religious believers express ideas about God? Do all religions and beliefs view God in the same way? Philosophical arguments. Do the arguments people use to say that God exists make sense? Start looking at Islam and then Christians towards Easter.	Operational Question: What creations have you made and proud of? What are the different creation stories? Are they true? What is truth? How are Christian creation stories similar/different to other creation stories? Is science and faith compatible? Do Christians believe God is the creator? How does the creation story conflict with science? how does the creation story complement science? How are humans part of the creation story? What are you responsible for? What do you care about? Do creation stories have any lessons to teach us about how to live our lives today? How does this look in practice? Why do religious believers show care for the world/God's creation? How do religious believers express their beliefs about the world as God's creation?
Resources: Opening up Christianity/Judaism Exploring beliefs in Action Re Today Opening Up to Respect Statues of reconciliation. Godly Play- The Flood and The Ark??	Resources: Understanding Christianity- Incarnation unit.	Resources: Opening up Christianity Opening Up Islam Godly Play- The Holy Trinity, The Crosses, Holy Baptism Understanding Christianity- God unit.	Resources: Understanding Christianity- Creation unit. Godly play: Creation Creation Art Work Christian Aid

Visitor/visit- Synagogue/Jews			A Rocha Eco RE booklet (Diocese of Norwich) Exploring belief in Action Exploring Puzzling Questions Opening Up Hinduism
Agreed Syllabus – Yr6 Enquiry 3: What can we learn about the world / knowledge/ meaning of life from the great philosophers? Jewish/ Christian/ Buddhist	Agreed Syllabus – Yr7 Enquiry 4: What does it mean to say God became human? Christian	Agreed Syllabus – Yr5 Enquiry 1: Is believing in God reasonable? Humanist / World view	Agreed Syllabus – Yr6 Enquiry 4: Creation or science: conflicting or complimentary? Humanist / Christian
Philosophy- in terms of ethics S/H Sciences focus	Theology	Theology Philosophy	Theology Philosophy

N.B- The operational questions are a starting point for the teacher for the enquiry part of the planning cycle. The children may ask other 'little' questions linked to the big question. These will and can be used to direct the journey of your lessons and unit of work.

For one form entry Reception classes, children will be immersed in RE through their day to day learning and children's interests. With a focus on Christianity (the bible, church, Jesus etc) and celebrations festivals (Christmas, Diwali, Chinese New Year, Weddings, Christenings, etc) Godly play- any of the parables, the holy family, Faces of Easter, Holy Baptism, Creation, The Flood and the Ark. Understanding Christianity units can be used. Also the 'Growing Foundations' resources can be used to teach and support RE.

RE days (possible ideas): Saints, RE in art, Crosses.

RE Skills Progression & Development

Theology	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A. Where beliefs come from	Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview	Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief Recognise different types of writing from within one text	Show awareness of different sources of authority ² and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority	Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in which believers interpret sources of authority	Describe different sources of authority and how they link with beliefs. Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.	Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.
B. How beliefs change over time	N/A	N/A	Recognise that beliefs are influenced by events in the past and present	Identify events in history and society which have influenced some religious and non-religious worldviews	Describe how events in history and society have influenced some religious and non-religious worldviews	Explain how events in history and society have influenced some religious and non-religious worldviews
C. How beliefs relate to each other	Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.	Recognise that some beliefs connect together and begin to talk about these connections.	Identify some links between beliefs being studied within a religion or worldview. Show awareness of some of the similarities and differences between and within religions and worldviews.	Make clear links between different beliefs being studied within a religion or worldview. Identify some of the similarities and differences between and within religions and worldviews	Describe the connections between different beliefs being studied and link them to sources of authority Describe some of the key theological similarities and differences between and within religions and worldviews	Explain connections between different beliefs being studied and link them to sources of authority using theological terms Explain the key theological similarities and differences between and within religions and worldviews
D. How beliefs shape the way believers see the world and each other	Give an example of how _____ ³ use beliefs to guide their daily lives	Give different examples of how _____ beliefs influence daily life	Recognise ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others	Identify ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others	Describe ways in which beliefs shape the way _____ view the world in which they live and how they view others	Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others

² Sources of authority include sacred texts, creeds, statements of belief, tradition, principles or rules, conscience, rational thinking.

³ Where _____ is indicated, the teacher is invited to insert the adherent of a religion or worldview they are studying e.g. Muslims.

Philosophy	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A. The Nature of knowledge, meaning and existence	<p>Ask questions about the world around them and talk about these questions.</p> <p>Begin to make connections between using their senses and what they know about the world around them.</p>	<p>Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them</p> <p>Talk about what people mean when they say they 'know' something.</p>	<p>Recognise that there are many different religious and non-religious answers to questions people raise about the world around them</p> <p>Talk about the difference between knowing and believing.</p>	<p>Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence</p> <p>Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.</p>	<p>Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Explain some of the different ways in which philosophers understand abstract concepts.</p>	<p>Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence</p> <p>Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.</p>
B. How and whether things make sense	<p>Give a simple reason using the word 'because' when talking about religion and belief</p>	<p>Give a reason to say why someone might hold a particular belief using the word 'because'</p>	<p>Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.</p> <p>Use more than one reason to support their view.</p>	<p>Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief</p> <p>Give reasons for more than one point of view, providing pieces of evidence to support these views</p>	<p>Explain, using a range of reasons, whether a position or argument is coherent and logical.</p> <p>Link a range of different pieces of evidence together to form a coherent argument</p>	<p>Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion.</p> <p>Use well-chosen pieces of evidence to support and counter a particular argument</p>
C. Issues of right and wrong, good and bad	<p>Using religious and belief stories to talk about how beliefs impact on how people behave</p>	<p>Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.</p>	<p>Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.</p> <p>Recognise some of the similarities and differences between these ideas.</p>	<p>Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.</p>	<p>Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.</p>	<p>Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.</p>

Human/Social Sciences	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A. The diverse nature of religion	Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews	Recognise the names of different religions, religious beliefs and worldviews and use them correctly.	Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	Explain the different ways in which the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it. Show awareness that talking about religion and belief can be complex.	Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it. Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.
B. Diverse ways in which people practice and express beliefs	Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area	Identify evidence of religion and belief especially in the local area.	Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.	Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews.	Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.	Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.
C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa	Recognise that beliefs can have an impact on a believer's daily life, their family or local community.	Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.	Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.	Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.	Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

Science

Science

EYFS /Key Stage One

Working Scientifically:

During years 1 and 2, pupils 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.

Year A Program of Study

Plants	Animals, including humans	Everyday Materials	Animals, including humans
<ul style="list-style-type: none"> ▪ Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ▪ Identify and describe the basic structure of a variety of common flowering plants, including trees. 	<ul style="list-style-type: none"> ▪ Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ▪ Identify and name a variety of common animals that are carnivores, herbivores and omnivores ▪ Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) ▪ Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<ul style="list-style-type: none"> ▪ Distinguish between an object and the material from which it is made ▪ Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock ▪ Describe the simple physical properties of a variety of everyday materials ▪ Compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<ul style="list-style-type: none"> ▪ Notice that animals, including humans, have offspring which grow into adults ▪ Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ▪ Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Science

EYFS/ Key Stage One

Working Scientifically:

During years 1 and 2, pupils 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.

Year B Program of Study

Living things and their habitats	Plants	Seasonal Changes	My Body
<ul style="list-style-type: none">▪ Explore and compare the differences between things that are living, dead, and things that have never been alive▪ Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other▪ Identify and name a variety of plants and animals in their habitats, including micro-habitats▪ 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.	<ul style="list-style-type: none">▪ Observe and describe how seeds and bulbs grow into mature plants▪ Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	<ul style="list-style-type: none">▪ Observe changes across the four seasons▪ Observe and describe weather associated with the seasons and how day length varies.	<ul style="list-style-type: none">▪ Body parts and functions▪ How to keep healthy▪ Personal care and hygiene▪ Differences▪ Growing and changing

Science

Lower Key Stage Two

Working Scientifically:

During years 3 and 4, pupils 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.

Year A Program of Study

Plants	Animals, including humans	States of matter	Sound	Electricity
<ul style="list-style-type: none"> ▪ Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ▪ Explore the requirements of plants for life and growth (air, light, water, nutrients from the soil, and room to grow) and how they vary from plant to plant. ▪ Investigate the way in which water is transported within plants ▪ Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<ul style="list-style-type: none"> ▪ Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat ▪ Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<ul style="list-style-type: none"> ▪ Compare and group materials together, according to whether they are solids, liquids or gases ▪ Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) ▪ Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<ul style="list-style-type: none"> ▪ Identify how sounds are made, associating some of them with something vibrating ▪ Recognise that vibrations from sounds travel through a medium to the ear ▪ Find patterns between the pitch of a sound and features of the object that produced it ▪ Find patterns between the volume of a sound and the strength of the vibrations that produced it ▪ Recognise that sounds get fainter as the distance from the sound source increases. 	<ul style="list-style-type: none"> ▪ Identify common appliances that run on electricity ▪ Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ▪ Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery ▪ Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit ▪ Recognise some common conductors and insulators, and associate metals with being good conductors.

Science

Lower Key Stage Two

Working Scientifically:

During years 3 and 4, pupils 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.

Year B Program of Study

Living things and their habitats	Animals, including humans	Rocks	Light	Forces and Magnets
<ul style="list-style-type: none"> ▪ Recognise that living things can be grouped in a variety of ways ▪ Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment ▪ Recognise that environments can change and that this can sometimes pose dangers to living things. 	<ul style="list-style-type: none"> ▪ Describe the simple functions of the basic parts of the digestive system in humans ▪ Identify the different types of teeth in humans and their simple functions ▪ Construct and interpret a variety of food chains, identifying producers, predators and prey. 	<ul style="list-style-type: none"> ▪ Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ▪ Describe in simple terms how fossils are formed when things that have lived are trapped within rock ▪ Recognise that soils are made from rocks and organic matter.. 	<ul style="list-style-type: none"> ▪ Recognise that they need light in order to see things and that dark is the absence of light ▪ Notice that light is reflected from surfaces ▪ Recognise that light from the sun can be dangerous and that there are ways to protect their eyes ▪ Recognise that shadows are formed when the light from a light source is blocked by a solid object ▪ Find patterns in the way that the size of shadows change. 	<ul style="list-style-type: none"> ▪ Compare how things move on different surfaces ▪ Notice that some forces need contact between two objects, but magnetic forces can act at a distance ▪ Observe how magnets attract or repel each other and attract some materials and not others ▪ Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials ▪ Describe magnets as having two poles ▪ Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Science

Upper Key Stage Two

Working Scientifically:

During years 5 and 6, pupils 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.

Year A Program of Study

Animals, including humans	Properties and changes of materials	Earth and Space	Forces
<ul style="list-style-type: none"> ▪ Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ▪ Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ▪ Describe the ways in which nutrients and water are transported within animals, including humans. ▪ Describe the changes as humans develop to old age. 	<ul style="list-style-type: none"> ▪ Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets ▪ Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ▪ Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ▪ Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic ▪ Demonstrate that dissolving, mixing and changes of state are reversible changes ▪ Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	<ul style="list-style-type: none"> ▪ Describe the movement of the Earth, and other planets, relative to the Sun in the solar system ▪ Describe the movement of the Moon relative to the Earth ▪ Describe the Sun, Earth and Moon as approximately spherical bodies ▪ Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<ul style="list-style-type: none"> ▪ Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object ▪ Identify the effects of air resistance, water resistance and friction, that act between moving surfaces ▪ Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Science

Upper Key Stage Two

Working Scientifically:

During years 5 and 6, pupils 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.

Year B Program of Study

Living things and their habitats	Evolution and inheritance	Light	Electricity
<ul style="list-style-type: none"> ▪ 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 ▪ Give reasons for classifying plants and animals based on specific characteristics. ▪ Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ▪ Describe the life process of reproduction in some plants and animals. 	<ul style="list-style-type: none"> ▪ Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago ▪ Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ▪ Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<ul style="list-style-type: none"> ▪ Recognise that light appears to travel in straight lines ▪ Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye ▪ Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes ▪ Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<ul style="list-style-type: none"> ▪ Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ▪ Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches ▪ Use recognised symbols when representing a simple circuit in a diagram.

Science Skill Progression & Development

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

Evaluating		Pupils should be taught to: <ul style="list-style-type: none"> use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions 	Pupils should be taught to: <ul style="list-style-type: none"> use test results to make predictions to set up further comparative and fair tests
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		Year 1	Year 2	Year 3
Plants	NC Statements	Pupils should be taught to: <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees 	Pupils should be taught to: <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy 	Pupils should be taught to: <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
	Guidance	<i>Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat.</i> <i>Where possible, they should observe the growth of flowers and vegetables that they have planted. They should become familiar with common names of flowers.</i>	<i>Pupils should use the local environment throughout the year to observe how plants grow.</i> <i>Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as the processes of reproduction and growth in plants.</i>	<i>Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do.</i> <i>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.</i> <i>Pupils 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.</i>

	Working Scientifically	<p><i>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.</i></p> <p><i>Pupils might keep records of how plants have changed over time</i></p>	<p><i>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.</i></p>	<p><i>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.</i></p>	
		Year 1		Year 2	
Animals Including Humans	NC Statements	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 		<ul style="list-style-type: none"> • Pupils should be taught to: • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	
	Guidance	<p><i>Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat.</i></p> <p><i>They should understand how to take care of animals taken from their local environment and the need to return them safely after study.</i></p> <p><i>Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.</i></p> <p><i>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</i></p>		<p><i>Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans.</i></p> <p><i>They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</i></p> <p><i>The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep.</i></p> <p><i>Growing into adults can include reference to baby, toddler, child, teenager, adult.</i></p>	

Working Scientifically	<p><i>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.</i></p>	<p><i>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.</i></p>
	Year 3	Year 4
	<p>NC Statements</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey
Guidance	<p><i>Pupils 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.</i></p>	<p><i>Pupils should be introduced to the main body parts associated with the digestive system, for example: mouth, tongue, teeth, oesophagus, stomach, and small and large intestine, and explore questions that help them to understand their special functions.</i></p>

Working Scientifically	<p><i>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. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy, and design meals based on what they find out.</i></p>	<p><i>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.</i></p>
	Year 5	Year 6
	<p>NC Statements</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans
<p>Guidance</p> <p><i>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</i></p>	<p><i>Pupils 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.</i></p> <p><i>Pupils 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.</i></p>	

	Working Scientifically	<p><i>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.</i></p>	<p><i>Exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</i></p>
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		Year 1	Year 2
Use of Everyday Materials	NC Statements	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
	Guidance	<p><i>Pupils 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).</i></p> <p><i>Pupils should observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled.</i></p>	<p><i>Pupils 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).</i></p> <p><i>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.</i></p> <p><i>Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.</i></p>
	Working Scientifically	<p><i>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?'</i></p>	<p><i>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.</i></p>

Pupils should be taught to:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including microhabitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

Pupils should be taught to:

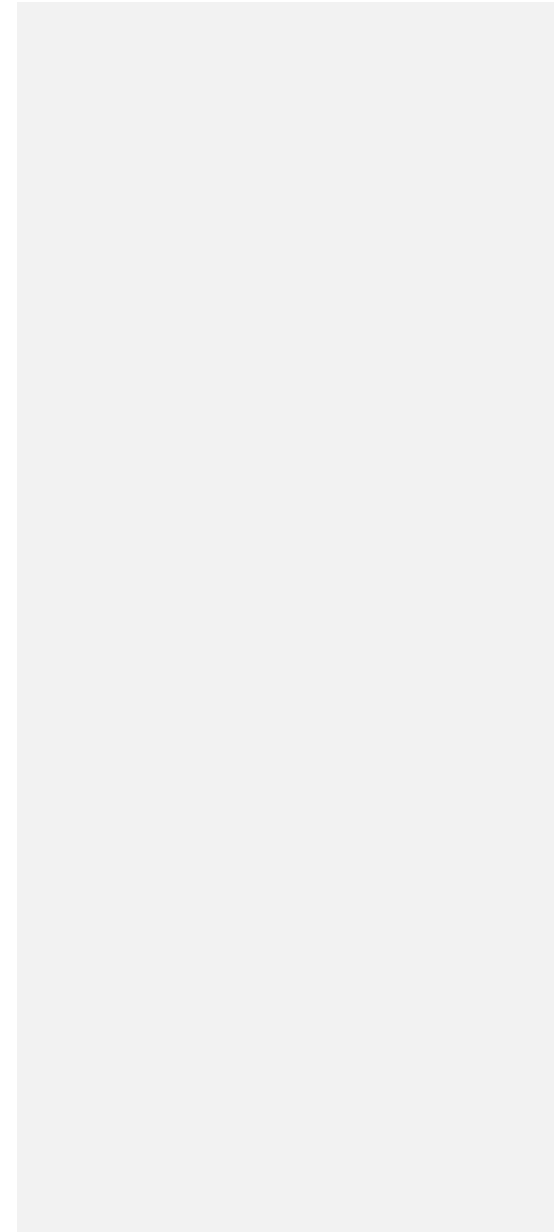
- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things

	Guidance	<p><i>Pupils 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.</i></p> <p><i>Pupils should be introduced to the terms ‘habitat’ (a natural environment or home of a variety of plants and animals) and ‘microhabitat’ (a very small habitat, for example for woodlice under stones, logs or leaf litter).</i></p> <p><i>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.</i></p> <p><i>Pupils 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.</i></p>	<p><i>Pupils 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.</i></p> <p><i>They should identify how the habitat changes throughout the year. Pupils should explore possible ways of grouping a wide selection of living things that include animals, flowering plants and non-flowering plants.</i></p> <p><i>Pupils could begin to put vertebrate animals into groups.</i></p> <p><i>Pupils 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.</i></p>
	Working Scientifically	<p><i>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.</i></p> <p><i>They could describe the conditions in different habitats and microhabitats (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.</i></p>	<p><i>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.</i></p>
		Year 5	Year 6
Living Things and their Habitats	NC Statements	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 give reasons for classifying plants and animals based on specific characteristics.

	Guidance	<p><i>Pupils should study and raise questions about their local environment throughout the year.</i></p> <p><i>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.</i></p> <p><i>They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.</i></p> <p><i>Pupils should find out about different types of reproduction.</i></p>	<p><i>Pupils should build on their learning about grouping living things in year 4 by looking at the classification system in more detail.</i></p> <p><i>They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. 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).</i></p> <p><i>They should discuss reasons why living things are placed in one group and not another. Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.</i></p>
	Working Scientifically	<p><i>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, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences.</i></p> <p><i>They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs.</i></p> <p><i>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.</i></p>	<p><i>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.</i></p>

		Year 4	Year 6
Electricity	NC Statements	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram
	Guidance	<p><i>Pupils 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. Pupils should draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage; these will be introduced in year 6.</i></p>	<p><i>Building on their work in year 4, pupils 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.</i></p>

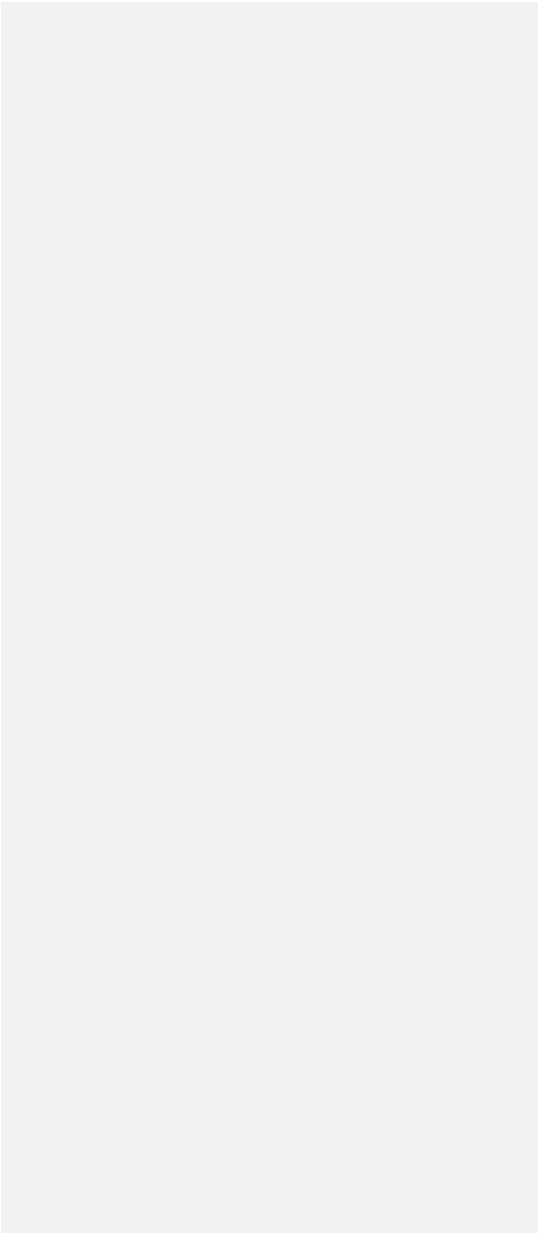
	Working Scientifically	<i>Observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.</i>	<i>Systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.</i>
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NC Statements	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect
Guidance	<p><i>Pupils 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).</i></p>	<p><i>Pupils 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. They should experience forces that make things begin to move, get faster or slow down. Pupils 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. Pupils should explore the effects of levers, pulleys and simple machines on movement.</i></p> <p><i>Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.</i></p>
Working Scientifically	<p><i>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 to their questions;</i></p> <p><i>Exploring the strengths of different magnets and finding a fair way to compare them;</i></p> <p><i>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.</i></p>	<p><i>Exploring falling paper cones or cupcake 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.</i></p>
	Year 3	Year 6

Light	NC Statements	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light <ul style="list-style-type: none"> notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object <ul style="list-style-type: none"> find patterns in the way that the size of shadows change 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that light appears to travel in straight lines <ul style="list-style-type: none"> use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
	Guidance	<p><i>Pupils 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. They should think about why it is important to protect their eyes from bright lights. They should look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change.</i></p>	<p><i>Pupils 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.</i></p>
	Working Scientifically	<p><i>Looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.</i></p>	<p><i>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. 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).</i></p>

		Year 5
Earth and Space	NC Statements	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• describe the movement of the Earth and other planets relative to the sun in the solar system• describe the movement of the moon relative to the Earth• describe the sun, Earth and moon as approximately spherical bodies• use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky



	Guidance	<p><i>Pupils should be introduced to a model of the sun and Earth that enables them to explain day and night. Pupils should learn that the sun is a star at the centre of our solar system and that it has 8 planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006). They should understand that a moon is a celestial body that orbits a planet (Earth has 1 moon; Jupiter has 4 large moons and numerous smaller ones).</i></p> <p><i>Pupils 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.</i></p>
	Working Scientifically	<p><i>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</i></p>
Evolution & Inheritance		<p>Year 6</p>
	NC Statements	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

	Guidance	<p><i>Building on what they learned about fossils in the topic on rocks in year 3, pupils should find out more about how living things on earth have changed over time. 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.</i></p> <p><i>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.</i></p>
	Working Scientifically	<p><i>Pupils 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. 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.</i></p> <p><i>They might analyse the advantages and disadvantages of specific adaptations, such as being on 2 feet rather than 4, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.</i></p>

Year 1		
Seasonal Changes	NC Statements	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • observe changes across the 4 seasons • observe and describe weather associated with the seasons and how day length varies
	Guidance	<i>Pupils should observe and talk about changes in the weather and the seasons.</i>
	Working Scientifically	<i>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.</i>
R O		Year 3

NC Statements	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter
Guidance	<p><i>Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment.</i></p>
Working Scientifically	<p><i>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. Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. Pupils 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.</i></p>

English – Reading

	Year 1 Statutory POS	Year 1 Non-statutory guidance and overviews	Year 2 Statutory POS	Year 2 Non-statutory guidance and overviews	Year 3-4 Statutory POS	Year 3-4 Non-statutory guidance and overviews	Year 5-6 Statutory POS	Year 5-6 Non-statutory guidance and overviews
	Pupils should be taught to: <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: 				Pupils should be taught to: <ul style="list-style-type: none"> develop positive attitudes to reading and understanding of what they read by: 		Pupils should be taught to: <ul style="list-style-type: none"> maintain positive attitudes to reading and understanding of what they read by: 	
Listen to and discuss texts Read for Pleasure	listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences	At the same time [as having practise reading books consistent with their developing phonic knowledge] [pupils] will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary. Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.	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	[Teachers] should make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books.	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves.	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age appropriate interest level with accuracy and at a reasonable speaking pace. [Pupils] should be reading widely and frequently, outside as well as in school, for pleasure and information. Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.
Key stories, traditional tales, fairy stories, myths and legends, stories from other cultures and from our literary heritage. Oral retelling	becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases		becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales		increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally recognising simple recurring literary language in stories and poetry		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	[Pupils] should be able to summarise and present a familiar story in their own words.
Poetry and playscripts Reciting by heart	learning to appreciate rhymes and poems, and to recite some by		continuing to build up a repertoire of poems learnt by heart,		preparing poems and play scripts to read aloud and to perform,	Reading, re-reading, and rehearsing poems and plays for	learning a wider range of poetry by heart	[Pupils] should be able to prepare readings, with appropriate

Performing	heart		appreciating these and reciting some, with appropriate intonation to make the meaning clear		showing understanding through intonation, tone, volume and action	presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words.	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	intonation to show their understanding
Developing vocabulary Interest in language	discussing word meanings, linking new meanings to those already known	<p>[] pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum.</p> <p>Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.</p> <p>Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. []</p> <p>The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension.</p> <p>Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.</p>	discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases	<p>[pupils] should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.</p> <p>The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words.</p> <p>Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.</p>	using dictionaries to check the meaning of words that they have read discussing words and phrases that capture the reader's interest and imagination	pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.		<p>pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.</p> <p>[Pupils] should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.</p> <p>During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing.</p> <p>Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.</p> <p>Reading – word reading: When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.</p>
Genres		By listening frequently to stories, poems and nonfiction that they cannot yet read for themselves, pupils			reading books that are structured in different ways and reading for a range of purposes	They should also learn the conventions of different types of writing (for example, the greeting in letters,	reading books that are structured in different ways and reading for a range of purposes	They should continue to learn the conventions of different types of writing, such as the

		begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in nonfiction.			recognising some different forms of poetry [for example, free verse, narrative poetry]	a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).		use of the first person in writing diaries and autobiographies.
Themes					identifying themes and conventions in a wide range of books	Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.	identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books recommending books that they have read to their peers, giving reasons for their choices	Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. Pupils should be shown how to compare characters, settings, themes and other aspects of what they read
	Pupils should be taught to:				Pupils should be taught to:		Pupils should be taught to:	
	<ul style="list-style-type: none"> understand both the books they can already read accurately and fluently and those they listen to by: 				<ul style="list-style-type: none"> understand what they read, in books they can read independently, by: 		<ul style="list-style-type: none"> understand what they read by: 	
Engaging with meaning and thinking about text.	drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading		drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading	Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context		checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	
Structure and organisation. Summarising and deduction	discussing the significance of the title and events		discussing the sequence of events in books and how items of information are related being introduced to non-fiction books that are structured in different ways	Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to	identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning		summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning	[Pupils] should be able to summarise and present a familiar story in their own words.

				pupils may help them to understand what skilled readers do.				
Inference, prediction and enquiry	making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far	However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference.	making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far		drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence asking questions to improve their understanding of a text predicting what might happen from details stated and implied		drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence asking questions to improve their understanding predicting what might happen from details stated and implied	
Pupils should be taught to:								
Role-play and drama		Role-play can help pupils to identify with and explore characters and to try out the language they have listened to		Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.		Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.		
Rules for discussion Explanation	Participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them	Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others	participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.	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.	Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.	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 explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their	Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.

						views.	
Non-fiction Library services Selecting books		Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information.			retrieve and record information from nonfiction	<p>In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.</p> <p>Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this.</p>	<p>retrieve, record and present information from non-fiction distinguish between statements of fact and opinion</p> <p>In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.</p> <p>The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review.</p> <p>Teachers should consider making use of any library services and expertise to support this.</p>
Figurative language						<p>They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use ageappropriate, academic vocabulary.</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect</p>

English – Writing

Key Stage 1	Words		Sentences	Texts	
Year	Transcription		Grammar and Punctuation	Composition	
1	Phonics		<p><i>In SPaG activities and during independent writing activities demonstrate the ability to:</i></p> <ul style="list-style-type: none"> Joins clauses using the conjunction and Separate words in sentences using finger spaces Capital letters for names of people, places, days of the week and the personal pronoun I Demarc sentences using . ! ? 	<p><i>Through speaking and listening activities:</i></p> <ul style="list-style-type: none"> Compose a sentence orally before writing it <p><i>Through planning activities:</i></p> <ul style="list-style-type: none"> Say out loud what they are going to write. <p><i>Through writing and evaluating independent writing:</i></p> <ul style="list-style-type: none"> Sequence sentences to form short narratives or recounts Re-read what they have written to check that it makes sense. <p><i>Through performing and presenting the texts they write:</i></p> <ul style="list-style-type: none"> Read aloud their writing clearly enough to be heard by their peers and the teacher. 	
	L & S	<p><i>In Phonic Assessments</i></p> <p><i>Independent writing</i></p>			<p>These are The Manor School's expectations and exceed the expectations set by the New National Curriculum.</p> <p><i>During independent writing activities demonstrate an ability to:</i></p> <ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly. In cursive script with appropriate flicks on and off: <ul style="list-style-type: none"> - the long ladder family <i>ú j ú t u y</i> - the one armed robot family <i>r b n h m k p</i> - the curly caterpillar family <i>a c d e f g o q s</i> - the zig-zag monster family <i>z x v w</i> Capital letters Digits 0-9
	3	<p>Phonetic attempts at CVC words made using: ai ee igh oa oo/oo oi er(u) er or ow ar air ear Divides words into syllables in order to segment them.</p> <p>Phonetic attempts at CVC words made using: ai ee igh oa oo/oo oi er(u) er or ow ar air ear Divides words into syllables in order to segment them.</p>			
	4	<p>Phonetic attempts at CVCC/CCVC to CCCVCC words made. Divides such words into syllables in order to segment.</p> <p>Phonetic attempts at CVCC/CCVC to CCCVCC words made. Divides such words into syllables in order to segment.</p>			
	5	<p>Phonetic attempts at words made taking into account the rules for: a-e ay e-e ee ea ie y i-e igh ie o-e ow oe u-e ue ew ore aw au ir ur ou oy ea ear are (air) ph wh Divides such words into syllables in order to segment.</p> <p>Phonetic attempts at words made taking into account the rules for: a-e ay e-e ee ea ie y i-e igh ie o-e ow oe u-e ue ew ore aw au ir ur ou oy ea ear are (air) ph wh Divides such words into syllables in order to segment.</p>			
		<p><i>In SPaG activities demonstrate an understanding of the terms:</i></p> <ul style="list-style-type: none"> Letter Capital letter Word Singular Plural Sentence Punctuation Full stop Question mark Exclamation mark 			

	Additional	<p>tch -ve (for v at the end) k for /k/ phoneme before e, i or y Divides such words into syllables in order to segment.</p>	<p>tch -ve (for v at the end) k for /k/ phoneme before e, i or y Divides such words into syllables in order to segment.</p>			
	<p>High Frequency Words <i>Pupils know and use:</i></p> <ul style="list-style-type: none"> Days of the week Year 1 Spelling List (incl. Tricky Words). 					
	<p>Spelling Patterns <i>Through independent writing activities demonstrate an ability to use:</i></p> <ul style="list-style-type: none"> Use the prefix -un <i>unhappy, undo, unload,</i> s and -es suffixes for plurals and on verbs in the singular third person. <i>cats, thanks, catches</i> Adding suffixes where there is no change to the root word -ing, -ed, -er and -est <i>jumping/jumped/jumper fresher/freshest</i> Write simple sentences dictated by the teacher. 					

Key Stage 1	Words		Sentences	Texts
Year	Transcription		Grammar and Punctuation	Composition
2	<p>Phonics</p> <p>L & S</p> <p>Phonics Assessment</p> <p>Applied</p> <p>Additional</p> <p>Phonetic attempts at words made taking into account the rules for:</p> <p>/j/ - g dge ge /s/ - as c /n/ - gn kn /r/ - wr /l/ - le el /igh/ - y /or/ - a before l or ll /ar/ - or after w /u/ - o e.g. mother /ee/ - ey at the end /o/ - a after w + qu /zh/ - s e.g. treasure</p> <p>Phonetic attempts at words made taking into account the rules for:</p> <p>/j/ - g dge ge /s/ - as c /n/ - gn kn /r/ - wr /l/ - le el /igh/ - y /or/ - a before l or ll /ar/ - or after w /u/ - o e.g. mother /ee/ - ey at the end /o/ - a after w + qu /zh/ - s e.g. treasure</p> <p>High Frequency Words Pupils know and use:</p> <ul style="list-style-type: none"> Year 2 Spelling List <p>Spelling Patterns Through independent writing activities demonstrate an ability to use:</p> <ul style="list-style-type: none"> <u>Suffixes</u> Adding suffixes to create words which add detail –ment, -ness, -ful, -less, -ly. Knocks off e before adding –ing, ed, er, est, y <i>Hiking, hiked, hiker, nicest, shiny</i> 	<p>These are The Manor School's expectations and exceed the expectations set by the New National Curriculum.</p> <p>During independent writing activities demonstrate an ability to:</p> <ul style="list-style-type: none"> Form lower case letters of the correct size relative to one another. Start using some of the diagonal and horizontal joins: Diagonal join to ascender: <i>at, all, th, ch</i> Diagonal join no ascender: <i>in, im, cr, tr, dr, lp, mp, ee, ai, ay, ime, ine</i> Diagonal join no ascender to an anti-clockwise letter: <i>id, ig, nd, ld, ng</i> Horizontal join no ascender: <i>op, oy, one, ome</i> Horizontal join no ascender to an anti-clockwise letter: <i>oa, og, wa, wo, ol, ot, wh, oh, of, if</i> Horizontal join from r: <i>ere, are</i> Break letters: <i>j, g, x, y, z, b, f, p, q, r, s</i> Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spaces between words that reflect the size of the letters. 	<p>In SPaG activities and during independent writing activities demonstrate the ability to:</p> <ul style="list-style-type: none"> Change word order to write sentences as statements, questions, exclamations and commands expand noun phrases to describe and specify <i>the blue butterfly</i> write in the present (<i>I walk, I am walking</i>) and past tense (<i>I walked, I was walking</i>) use conjunctions to co-ordinate (<i>or, and, but</i>) and subordinate (<i>when, if, that, because</i>) Demark sentences using . A ! ? , (in lists) and ' (contradiction and possession). <p>In SPaG activities demonstrate an understanding of the terms:</p>	<p>Through speaking and listening activities:</p> <ul style="list-style-type: none"> Say out loud what they are going to write, sentence by sentence <p>Through planning activities:</p> <ul style="list-style-type: none"> Record key ideas Record key vocabulary Encapsulate what they want to say sentence by sentence <p>Through writing and evaluating independent writing, some of which is extended, show an ability to:</p> <ul style="list-style-type: none"> Write narratives (fictional stories and recounts) Write about real events Write poetry Write for different purposes Re-read their writing to check that it makes sense including the correct use of tense, spelling and punctuation. <p>Through performing and presenting the texts they write:</p> <ul style="list-style-type: none"> Read aloud what they have written using intonation to make meanings clear.

	<ul style="list-style-type: none"> • Knocks off y before adding -ed, -er, -est <i>Copied, copier, happiest</i> • Keeps y before adding ing <i>Copying, replying</i> • Doubles the end consonant to avoid making a split vowel digraph when adding -ing, -ed, -er, -est, y to 1 syllable words <i>Dropping, dropped, dropper, saddest, runny (but not for x – mixing, mixed, mixer, mixes)</i> • <u>Plurals/adding es/s to verbs</u> • change y to i before adding es <i>Fly/flies, try/tries, baby/babies (except donkeys, monkeys)</i> • Uses apostrophe for possession for singular nouns: <i>Ravi's, the girl's, the child's</i> • <u>Common homophones:</u> <i>there/their/they're, here/hear, quite/quiet, one/won, to/too/two.</i> • <u>Punctuation:</u> • Spell contracted forms: <i>can't, don't, hasn't, couldn't, it's, I'll</i> • Write simple sentences dictated by the teachers using words and punctuation from Year 1 and 2 expectations. 		<ul style="list-style-type: none"> • Noun • Noun phrase • Statement • Question • Exclamation • Command • Compound sentence • Adjective • Verb • Present and past tense • Apostrophe • comma 	
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Lower Key Stage 2	Words		Sentences	Texts
Year	Transcription Year 3 and 4	Handwriting Year 3 and 4	Grammar and Punctuation Specific to Year 3	Composition Year 3 and 4
3	<p>Phonics <i>At the point of application:</i></p> <ul style="list-style-type: none"> • /k/ and /sh/ phonemes made by ch • /s/ phoneme made by sc • /zh/ made by -sure, -ture and -tcher • /ai/ phoneme made by ai, eigh or ey <p>High Frequency Words <i>Pupils know and use:</i></p> <ul style="list-style-type: none"> • Year 3 Spelling List <p>Spelling Patterns <i>Through independent writing activities demonstrate an ability to use:</i></p> <ul style="list-style-type: none"> • <u>Prefixes</u> • Unchanging prefixes – un, dis, mis, re, sub. • Unchanging prefixes - inter, super, anti, auto • Changing prefixes – in (meaning not) including in, il, im and ir • <u>Suffixes</u> • Double the consonant before adding –ing, er, en, ed and to not double the consonant when adding suffixes to an unstressed syllable <i>Forgetting, forgotten, beginning BUT gardening, limited</i> • Suffix ation (knocks off e to add ation as appropriate). • Suffix sion 	<p>These are The Manor School's expectations and exceed the expectations set by the New National Curriculum. <i>During independent writing activities demonstrate an ability to:</i></p> <ul style="list-style-type: none"> • 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. Diagonal join to ascender: <i>at, all, th, ch</i> Diagonal join no ascender: <i>in, im, cr, tr, dr, lp, mp, ee, ai, ay, ime, ine</i> Diagonal join no ascender to an anti-clockwise letter: <i>id, ig, nd, ld, ng</i> Horizontal join no ascender: <i>op, oy, one, ome</i> Horizontal join no ascender to an anti-clockwise letter: <i>oa, og, wa, wo, ol, ot, wh, oh, of, if</i> Horizontal join from r: <i>ere, are</i> Break letters: <i>j, g, x, y, z, b, f, p, q, r, v</i> B and p diagonal join no ascender: <i>bi, bu, pi, pu</i> B and p diagonal join to an ascender: <i>bi, ph</i> B and p diagonal join to an anti-clockwise letter: <i>ba, bo, pa, po</i> • Increase the legibility, consistency and quality of their handwriting by ensuring that 	<p><i>In SPaG activities and during independent writing activities demonstrate the ability to:</i></p> <ul style="list-style-type: none"> • Form nouns using a wide range of prefixes (see Transcription) • Determiner: Use a for a single word beginning with a consonant and an for a single word beginning with a vowel. • Develop an understanding of word families, exploring relationships. <i>solve, solution, solver, dissolve, insoluble.</i> • Express time, place and cause using conjunctions (<i>when, before, after, while, so, because</i>), adverbs (<i>then, next, soon, therefore</i>) prepositions (<i>before, after, during, in, because of</i>) • Uses paragraphs to group related material • Use the present perfect (<i>He has gone</i>) instead of simple past (<i>He went</i>) forms of verbs. • Use inverted commas to punctuate speech. <p><i>In SPaG activities demonstrate an understanding of the terms:</i></p> <ul style="list-style-type: none"> • Preposition • Conjunction • Word family • Prefix 	<p><i>Through speaking and listening activities:</i></p> <ul style="list-style-type: none"> • Composing and rehearsing sentences orally (including dialogue) • Is developing a rich and varied vocabulary (Year 3 and 4 spelling list) • Speaks in a wider-range of sentence structures (including those learnt in SPaG). <p><i>Through planning activities:</i></p> <ul style="list-style-type: none"> • Discuss the structure, vocabulary and grammar of texts which they are going to write • Organise paragraphs around themes <p><i>Through extended pieces of writing:</i></p> <ul style="list-style-type: none"> • In narratives, create characters, settings and plot • In non-fiction use organisational devices such as headings and sub-headings <p><i>Through evaluating their own and others writing:</i></p> <ul style="list-style-type: none"> • Assess the effectiveness of writing, suggesting improvements. • In evaluation, suggest changes to grammar and vocabulary e.g. pronouns • Proof-red spelling and punctuation errors.

	<ul style="list-style-type: none"> • Suffixes tion sion, ssion, cian applying the various rules. • Suffix ly (knocks off e and changes y to i before adding ly. Writes ally not ly before ic). <i>sadly, happily, gently, basically</i> • Suffix ous (either added unchanged, our changed or before ous, knocks off e and changes y to i before adding ous). • Year 3 and 4 Homophones <i>accept/except, affect/effect, ball/bawl, berry/bury</i> • Punctuation: • Uses apostrophe for possession for plural nouns: <i>Girls', boys', babies, children's, men's, mice's</i> 	<p>the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<ul style="list-style-type: none"> • Clause • Subordinate clause • Direct speech • Consonant • Consonant letter vowel • Vowel letter • Inverted commas 	<p><i>Through performing and presenting the texts they write:</i></p> <ul style="list-style-type: none"> • Read their own writing, controlling intonation, tone and volume so that the meaning is clear.
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Upper Key Stage 2	Words		Sentences	Texts
Year	Transcription Year 3 and 4	Handwriting Year 3 and 4	Grammar and Punctuation Specific to Year 4	Composition Year 3 and 4
4	<p>Phonics At the point of application:</p> <ul style="list-style-type: none"> /k/ and /sh/ phonemes made by ch /s/ phoneme made by sc /zh/ made by -sure, -ture and -tcher /ai/ phoneme made by ai, eigh or ey <p>High Frequency Words Pupils know and use:</p> <ul style="list-style-type: none"> Year 4 Spelling List <p>Spelling Patterns Through independent writing activities demonstrate an ability to use:</p> <ul style="list-style-type: none"> <u>Prefixes</u> Unchanging prefixes – un, dis, mis, re, sub. Unchanging prefixes - inter, super, anti, auto Changing prefixes – in (meaning not) including in, il, im and ir 	<p>These are The Manor School's expectations and exceed the expectations set by the New National Curriculum.</p> <p>During independent writing activities demonstrate an ability to:</p> <ul style="list-style-type: none"> 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. <p>Diagonal join to ascender: <i>at, all, th, ch</i> Diagonal join no ascender: <i>in, im, cr, tr, dr, lp, mp, ee, ai, ay, ime, ine</i> Diagonal join no ascender to an anti-clockwise letter: <i>id, ig, nd, ld, ng</i> Horizontal join no ascender: <i>op, oy, one, ome</i> Horizontal join no ascender to an anti-clockwise letter: <i>oa, og, wa, wo, ol, ot, wh, oh, of, if</i> Horizontal join from r: <i>ere, are</i> Break letters: <i>j, g, x, y, z, b, f, p, q, r, s</i> B and p diagonal join no ascender: <i>bi, bu, pi, pu</i></p>	<p>In SPaG activities and during independent writing demonstrate the ability to:</p> <ul style="list-style-type: none"> Distinguish between plural and possessive –s Recognises Standard English verb inflections instead of local forms e.g. <i>we were</i> instead of <i>we was</i>, <i>I did</i> instead of <i>I done</i> Expanded noun phrases <i>the strict maths teacher with curly hair</i> Fronted adverbials, using commas to mark off these clauses <i>Later that day, Meanwhile,</i> Use paragraphs to organise ideas around a theme Choose nouns and pronouns appropriately to aid cohesion and avoid repetition. Indicate direct speech using inverted commas, commas and other punctuation: . ! ? Use apostrophes to mark plural possession <i>The girls' name</i> (distinguished from <i>The girl's name</i>). 	<p>Through speaking and listening activities:</p> <ul style="list-style-type: none"> Composing and rehearsing sentences orally (including dialogue) Is developing a rich and varied vocabulary (Year 3 and 4 spelling list) Speaks in a wider-range of sentence structures (including those learnt in SPaG). <p>Through planning activities:</p> <ul style="list-style-type: none"> Discuss the structure, vocabulary and grammar of texts which they are going to write Organise paragraphs around themes <p>Through extended pieces of writing:</p> <ul style="list-style-type: none"> In narratives, create characters, settings and plot In non-fiction use organisational devices such as headings and sub-headings <p>Through evaluating their own and others writing:</p>

	<ul style="list-style-type: none"> • <u>Suffixes</u> • Double the consonant before adding –ing, er, en, ed and to not double the consonant when adding suffixes to an unstressed syllable <i>Forgetting, forgotten, beginning BUT gardening, limited</i> • Suffix ation (knocks off e to add ation as appropriate). • Suffix sion • Suffixes tion sion, ssion, cian applying the various rules. • Suffix ly (knocks of e and changes y to i before adding ly. Writes ally not ly before ic). <i>sadly, happily, gently, basically</i> • Suffix ous (either added unchanged, our changed or before ous, knocks off e and changes y to i before adding ous). • <u>Year 3 and 4 Homophones</u> <i>accept/except, affect/effect, ball/bawl, berry/bury</i> • <u>Punctuation:</u> • Uses apostrophe for possession for plural nouns: <i>Girls', boys', babies, children's, men's, mice's</i> 	<p>B and p diagonal join to an ascender: <i>bt, ph</i> B and p diagonal join to an anti-clockwise letter: <i>bas, bo, pas, po-</i></p> <ul style="list-style-type: none"> • Increase the legibility, consistency and quality of their handwriting by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	<p><i>In SPaG activities demonstrate an understanding of the terms:</i></p> <ul style="list-style-type: none"> • Determiner • Pronoun • Possessive pronoun • Adverbial 	<ul style="list-style-type: none"> • Assess the effectiveness of writing, suggesting improvements. • In evaluation, suggest changes to grammar and vocabulary e.g. pronouns • Proof-red spelling and punctuation errors. <p><i>Through performing and presenting the texts they write:</i></p> <ul style="list-style-type: none"> • Read their own writing, controlling intonation, tone and volume so that the meaning is clear.
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Upper Key Stage 2		Words		Sentences	Texts
Year	Transcription Year 5 and 6	Handwriting Year 5 and 6	Grammar and Punctuation Specific to Year 5	Composition Year 5 and 6	
5	<p>High Frequency Words <i>Pupils know and use:</i></p> <ul style="list-style-type: none"> Years 5 Spelling List <p>Spelling Patterns <i>Through independent writing activities demonstrate an ability to use:</i></p> <ul style="list-style-type: none"> Spelling rules i before e except after c <i>deceive, conceive</i> uses ough correctly, <i>bought, thought, rough, tough, through borough, plough, bough</i> Recognises silent letters in words and spells them correctly <i>Doubt, island, lamb, solemn, thistle, knight</i> Prefixes Adds – (hyphen) to join a prefix to the root word, especially when adjoining 2 vowels <i>co-ordinate, re-enter</i> Suffixes Adding cious to root words which end in ce (knock off e) and adding tious to root words which end in tion (knock off tion). <i>vicious, gracious, fictitious, infectious.</i> cial ending after a vowel and tial after a consonant <i>official, special, artificial, partial, confidential, essential</i> Adds ant, ance/ancy (replacing ation) or ent, ence/ency after soft c, g and qu. 	<p>These are The Manor School's expectations and exceed the expectations set by the New National Curriculum. <i>During independent writing activities demonstrate an ability to:</i></p> <ul style="list-style-type: none"> write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task. 	<p><i>In SPaG activities and during independent writing demonstrate the ability to:</i></p> <ul style="list-style-type: none"> Converts nouns and adjectives into verbs using suffixes <i>frustrate, tesify, characterise</i> Add verb prefixes (see Transcription) Relative clauses used to refer back to a noun. These start with who, which, where, when, whose, that. <i>Tom broke the game, which annoyed Ali, The prize I won was a book.</i> Adverbs and Modal Verbs to indicate degrees of possibility <i>I might be able to find it. I can't be expected to write this, surely!</i> Builds cohesion within a paragraph: <i>Firstly, This, After that, Then</i> Builds links across paragraphs using adverbials for time (<i>Later</i>), place (<i>Nearby</i>), number (<i>Secondly</i>) or though tense choice (<i>He had</i>) Commas used to mark clauses and so clarify meaning and avoid ambiguity. Indicate parenthesis using (, - and , <p><i>In SPaG activities demonstrate an understanding of the terms:</i></p>	<p><i>Through speaking and listening activities:</i></p> <p><i>Through planning activities:</i></p> <ul style="list-style-type: none"> Identify audience and purpose for writing, selecting the appropriate form. In narrative, consider how authors have developed characters and settings. Note and develop ideas, drawing and reading and research. <p><i>Through extended pieces of writing:</i></p> <ul style="list-style-type: none"> Change and enhance meaning of a text by applying skills from grammar and punctuation (see Grammar and Punctuation). In narratives, describe setting, character and atmosphere. In narratives, integrate dialogue to convey character and action. Build cohesion within and across paragraphs (see Grammar and Punctuation). Use further presentational devices to structure texts and guide reader (headings, sub-headings, bullet points and underlining). <p><i>Through evaluating their own and others writing:</i></p> <ul style="list-style-type: none"> Précis longer passages Assess writing, suggesting improvements. 	

	<p><i>observant, observance, hesitancy, innocent, innocence, decency</i></p> <ul style="list-style-type: none"> • Add able/ably (replacing ation) and ible/ibly. <i>adorable, adorably, applicable/applicably, changeable, noticeable, dependable, comfortable, possibly, horribly.</i> • When adding -ing and -ed, double r if -fer is stressed and doesn't double r when fer is unstressed. <i>referring, referred, reference, referee.</i> • <u>Year 5 and 6 Homophones and other words often confused</u> • ce for nouns and se for verbs <i>Advice/advise, device/devise</i> 		<ul style="list-style-type: none"> • Modal verb • Relative pronoun • Relative clause • Parenthesis • Bracket • Dash • Cohesion • Ambiguity 	<ul style="list-style-type: none"> • In evaluation, suggest changes to vocabulary, grammar and punctuation in order to enhance the effect and clarify meaning. • Ensure the consistent and correct use of tense throughout a piece of writing. • Ensure noun-verb agreement when using singular and plural forms, distinguishing between written and spoken speech. • Proof-read for spelling and punctuation errors. <p><i>Through performing and presenting the texts they write:</i></p> <ul style="list-style-type: none"> • Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.
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Upper Key Stage 2	Words		Sentences	Texts
Year	<i>Transcription</i> Year 5 and 6	<i>Handwriting</i> Year 5 and 6	<i>Grammar and Punctuation</i> Specific to Year 6	<i>Composition</i> Year 5 and 6
6	<p>High Frequency Words <i>Pupils know and use:</i></p> <ul style="list-style-type: none"> Years 6 Spelling List <p>Spelling Patterns <i>Through independent writing activities demonstrate an ability to use:</i></p> <ul style="list-style-type: none"> Spelling rules i before e except after c <i>deceive, conceive</i> uses ough correctly, <i>bought, thought, rough, tough, through borough, plough, bough</i> Recognises silent letters in words and spells them correctly <i>Doubt, island, lamb, solemn, thistle, knight</i> Prefixes Adds – (hyphen) to join a prefix to the root word, especially when adjoining 2 vowels <i>co-ordinate, re-enter</i> Suffixes Adding cious to root words which end in ce (knock off e) and adding tious to root words which end in tion (knock off tion). <i>vicious, gracious, fictitious, infectious.</i> cial ending after a vowel and tial after a consonant <i>official, special, artificial, partial, confidential, essential</i> Adds ant, ance/ancy (replacing ation) or ent, ence/ency after soft c, g and qu. 	<p>These are The Manor School's expectations and exceed the expectations set by the New National Curriculum. During independent writing activities demonstrate an ability to:</p> <ul style="list-style-type: none"> write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task. 	<p><i>In SPaG activities and during independent writing demonstrate the ability to:</i></p> <ul style="list-style-type: none"> Distinguish between informal and formal speech in terms of vocabulary: <i>Find out/discover</i> <i>Ask/request</i> <i>Go in/enter</i> Distinguish between informal and formal speech in terms of structure: <i>Tag questions in informal: He's your friend, isn't he?</i> Use of the subjunctive in very formal writing e.g. <i>If I were, if they were...</i> Synonyms: big, large Antonyms: big, little Use the Passive Voice: <i>The window in the greenhouse is broken.</i> Use a wide range of cohesive devices: repetition of words and phrases, ellipsis and grammatical links e.g. <i>Adverbials On the other hand, in contrast, As a consequence</i> Use a wide range of presentational and layout devices e.g. <i>Headings, sub-headings, columns, bullet points and tables.</i> Mark independent clauses using ; :- introduce lists using a : 	<p><i>Through speaking and listening activities:</i></p> <p><i>Through planning activities:</i></p> <ul style="list-style-type: none"> Identify audience and purpose for writing, selecting the appropriate form. In narrative, consider how authors have developed characters and settings. Note and develop ideas, drawing and reading and research. <p><i>Through extended pieces of writing:</i></p> <ul style="list-style-type: none"> Change and enhance meaning of a text by applying skills from grammar and punctuation (see Grammar and Punctuation). In narratives, describe setting, character and atmosphere. In narratives, integrate dialogue to convey character and action. Build cohesion within and across paragraphs (see Grammar and Punctuation). Use further presentational devices to structure texts and guide reader (headings, sub-headings, bullet points and underlining). <p><i>Through evaluating their own and others writing:</i></p> <ul style="list-style-type: none"> Précis longer passages

	<p><i>observant, observance, hesitancy, innocent, innocence, decency</i></p> <ul style="list-style-type: none"> • Add able/ably and ible/ibly. <i>adorable, adorably, applicable/applicably, changeable, noticeable, dependable, comfortable, possibly, horribly.</i> • When adding -ing and -ed, double r if -fer is stressed and doesn't double r when fer is unstressed. <i>referring, referred, reference, referee.</i> • <u>Year 5 and 6 Homophones and other words often confused</u> • ce for nouns and se for verbs <i>Advice/advice, device/devise</i> 		<ul style="list-style-type: none"> • Separate clauses in a list using ; • Use of bullet points • Avoid ambiguity using hyphens <i>man eating shark/ man-eating shark</i> <p><i>In SPaG activities demonstrate an understanding of the terms:</i></p> <ul style="list-style-type: none"> • Subject • Object • Active • Passive • Synonym • Antonym • Ellipsis • Hyphen • Colon • Semi-Colon • Bullet points 	<ul style="list-style-type: none"> • Assess writing, suggesting improvements. • In evaluation, suggest changes to vocabulary, grammar and punctuation in order to enhance the effect and clarify meaning. • Ensure the consistent and correct use of tense throughout a piece of writing. • Ensure noun-verb agreement when using singular and plural forms, distinguishing between written and spoken speech. • Proof-read for spelling and punctuation errors. <p><i>Through performing and presenting the texts they write:</i></p> <ul style="list-style-type: none"> • Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.
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Writing – Genre Progressions

Instructions

Year 1 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas grouped in sentences in time sequence. Written in the imperative e.g. sift the flour. Use of numbers or bullet points to signal order.	Simple connectives are used to construct simple sentences e.g. and, but, then, so. Imperative verbs start sentences e.g. spread, slice, cut. Sentences do not include pronouns and are written impersonally	1, 2, 3, 4, 5 First Next After Cut Move Fold Stir Colour Paint	Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'.	Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions.
Year 2 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
A goal is outlined – a statement about what is to be achieved. Written in sequenced steps to achieve the goal. Diagrams and illustrations are used to make the process clearer.	Imperative verbs are used to begin sentences. Use simple adverbs e.g. slowly, quickly. Use simple noun phrases e.g. long stick.	First of all To start with Firstly Lastly Finally Carefully Gently Slowly Softly	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.
Year 3 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation

<p>A set of ingredients and equipment needed are outlined clearly. Organised into clear points denoted by time.</p>	<p>Simple sentences with extra description. Some complex sentences using when, if, as etc. Adverbials e.g. When the glue dries, attach the paperclip.</p>	<p>Afterwards After that To begin with Begin by Secondly The next step is to With a slow movement With a quick pull Try to</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns. Introduce inverted commas.</p>
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Year 4 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>A set of ingredients and equipment needed are outlined clearly. Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter. Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.</p>	<p>Variation in sentence structures e.g. While the pastry cooks... As the sauce thickens... Include adverbs to show how often e.g. additionally, frequently, rarely.</p>	<p>Continue by... Carry on... Do this until... Stop when... When you have done this... Try not to.. Avoid..</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials</p>	<p>Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech</p>

Year 5 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Consolidate work from previous learning. Can write accurate instructions for complicated</p>	<p>Sentence length varied e.g short/long. Wide range of subordinate connectives e.g. whilst, until,</p>	<p>Don't forget to.. Be careful of... Don't worry about... Concentrate on... At this point...</p>	<p>Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p>	<p>Consolidate all previous learning. Brackets Dashes Colons Semi colons</p>

processes.
Can write imaginative instructions using flair and humour.

despite.

Adjectives
Choose appropriate adjectives
Connectives/conjunctions
Use a wide range of connectives.
Tense
Change tense according to features of the genre.
Adverbs
Know what an adverbial phrase is.
Fronted adverbials
Comma after fronted adverbials.
Adverbials of time, place and number.

Year 6 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Consolidate work from previous learning.	Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally. Sentence length and type varied according to purpose. Fronted adverbials use to clarify writers position e.g. If the temperature gets too high... Complex noun phrases used to add detail e.g. The golden pastry can be decorated with smaller pastry petals. Prepositional phrases used cleverly e.g. In the event of overcooking...	Whilst that is... Focus on... Try to make sure that... When you do, don't.. I would suggest... Many people at this stage...	Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials.	Use a wide range of punctuation throughout the writing

Recount – experiences, diary, police reports, sports reports

Year 1 Text Structure	Sentence	Useful Vocabulary	Word Classes
Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants e.g. I, we	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	First Next After Finally The best part was The worst part was I liked I didn't like	Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.

Connectives/conjunctions
 Join words and sentences using and/then.
 Tense
 Simple past tense 'ed'.

Year 2 Text Structure	Sentence	Useful Vocabulary	Word Classes
Brief introduction and conclusion. Written in the past tense e.g. I went... I saw... Main ideas organized in groups. Ideas organized in chronological order using connectives that signal time.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large tiger.	Afterwards After that When Suddenly Just then Next Much later I found it interesting when I found it boring when I didn't expect	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.

Year 3 Text Structure	Sentence	Useful Vocabulary	Word Classes
Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar.	Last week During our school trip Soon Meanwhile To begin with I was pleased that I didn't expect that It was difficult to	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs

Introduce/revise adverbs.
Express time and cause; then, next, soon.

Year 4 Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organized correctly around key events.</p> <p>Elaboration is used to reveal the writer's emotions and responses.</p>	<p>Variation in sentence structures e.g. While we watched the sea-lion show...</p> <p>Use embedded/relative clauses e.g. Penguins, which are very agile,</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>Sentences build from a general idea to more specific.</p> <p>Use emotive language to show personal response e.g. fabulous, showcase inspired me to....</p>	<p>Later on...</p> <p>Before long..</p> <p>At that very moment..</p> <p>At precisely...</p> <p>When this was complete...</p> <p>I was gripped by..</p> <p>I felt overwhelmed when..</p> <p>I was personally affected by...</p> <p>This has changed how I feel about...</p>	<p>Noun</p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs</p> <p>Standard English forms for verbs.</p> <p>Adjectives</p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p>Tense</p> <p>Correct use of past and present tense.</p> <p>Adverbs</p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials</p>

Year 5 Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Developed introduction and conclusion including elaborated personal response.</p> <p>Description of events are detailed and engaging.</p> <p>The information is organized chronologically with clear signals to the reader about time, place and personal response.</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p>	<p>As it happened</p> <p>As a result of</p> <p>Consequently</p> <p>Subsequently</p> <p>Unlike the rest of the group, I felt...</p> <p>In a flash..</p> <p>Presently</p> <p>Meanwhile</p> <p>In conclusion</p> <p>The experience overall..</p>	<p>Noun</p> <p>Locate and identify expanded noun phrases.</p> <p>Verbs</p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives</p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p>Tense</p>

Purpose of the recount an experience revealing the writer's perspective.

Change tense according to features of the genre.
 Adverbs
 Know what an adverbial phrase is.
 Fronted adverbials
 Comma after fronted adverbials.
 Adverbials of time, place and number

Year 6 Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>The report is well constructed and answers the readers questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritized according to importance and a frame of response set up for the reply.</p>	<p>Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials use to clarify writers position e.g. As a consequence of their actions...</p> <p>Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.</p> <p>Prepositional phrases used cleverly. e.g. In the event of a fire...</p>	<p>They are unusually They are rarely They are never.. They are very... Generally</p> <p>Be careful if you Frequently they... I will attempt to... This article will frame... It can be difficult to... Each paragraph... More than half Less then half...</p>	<p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p> <p>Tense Change tense according to features of the genre.</p> <p>Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>

Non-Chronological Reports

Year 1 Text Structure	Sentence	Useful Vocabulary	Word Classes
Ideas grouped together for similarity. Attempts at third person writing. e.g. The man was run over. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	___ are... ___ is... They are... The different... This is a ___ There are ___ These can be grouped ___	Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'.

Year 2 Text Structure	Sentence	Useful Vocabulary	Word Classes
Brief introduction and conclusion. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... Main ideas organized in groups.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large tiger.	They like to They can It can Like many I am going to There are two sorts of They live in The ___ have but the ___ have ___	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.

Year 3 Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Clear introduction. Organised into paragraphs shaped around a key topic sentence. Use of sub-headings.</p>	<p>Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When the caterpillar makes a cocoon...</p>	<p>The following report They don't It doesn't Sometimes Often Most</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon</p>

Year 4 Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organized correctly into key ideas. Sub-headings are used to organize information. E.g. Qualities, body parts, behaviour.</p>	<p>Variation in sentence structures e.g. While the eggs hatch female penguins ... Use embedded/relative clauses e.g. Penguins, which are very agile, ... Include adverbs to show how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use technical vocabulary to show the reader the writer's expertise.</p>	<p>This report will The following Information Usually Normally Even though Despite the fact As a rule</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials</p>

Year 5 Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Developed introduction and conclusion using all the layout features.</p> <p>Description of the phenomenon is technical and accurate.</p> <p>Generalized sentences are used to categorise and sort information for the reader</p> <p>Purpose of the report is to inform the reader and to describe the way things are.</p> <p>Formal and technical language used throughout to engage the reader.</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement.</p> <p>e.g. The eggs were removed from the beach.</p> <p>Wide range of subordinate connectives</p> <p>e.g. whilst, until, despite.</p>	<p>The purpose of this report/article is to..</p> <p>The information presented will...</p> <p>Some experts believe...</p> <p>This article is designed to</p> <p>Many specialists consider</p> <p>Firstly I will...</p> <p>It can be difficult</p> <p>___ will enable you to understand.</p> <p>Unlike</p> <p>Despite</p> <p>Although</p> <p>Like many</p>	<p>Noun</p> <p>Locate and identify expanded noun phrases.</p> <p>Verbs</p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives</p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p>Tense</p> <p>Change tense according to features of the genre.</p> <p>Adverbs</p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials.</p> <p>Adverbials of</p>

Year 6 Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>	<p>Verb forms are controlled and precise</p> <p>e.g. It would be regrettable if the wild life funds come to an end.</p> <p>Modifiers are used to intensify or qualify</p> <p>e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials use to clarify writers position</p> <p>e.g. As a consequence of their actions...</p> <p>Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.</p> <p>Prepositional phrases used cleverly.</p> <p>e.g. In the event of a fire...</p>	<p>They are unusually</p> <p>They are rarely</p> <p>They are never..</p> <p>They are very...</p> <p>Generally</p> <p>Be careful if you</p> <p>Frequently they...</p> <p>I will attempt to...</p> <p>This article will frame...</p> <p>It can be difficult to...</p> <p>Each paragraph...</p> <p>More than half</p> <p>Less then half...</p>	<p>Noun</p> <p>Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs</p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives</p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p>Tense</p> <p>Change tense according to features of the genre.</p> <p>Adverbs</p> <p>Link ideas across a text using cohesive devices such as adverbials.</p>

Letters

Year 1 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas grouped in sentences in time sequence.	Sentences using simple pronouns and connectives.	Dear From I like I went I saw It was My favourite They were There was Next Then First After And, but, so, when	Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'.	Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions.

Year 2 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion. Written in the past tense. Main ideas organized in groups. Using sequencing techniques – time related words.	Subject/verb sentences e.g. I think... We want... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple noun phrases e.g. red shoes	And, then, but, so, when. Dear Mr/Mrs.. Dear Sir/Madam.. Yours Sincerely Yours faithfully Later Afterwards After that Eventually I would like to... We felt...	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.

Year 3 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
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<p>Clear introduction. Points about the visit/issue Organised into paragraphs denoted by time/place. Topic sentences. Some letter layout features included.</p>	<p>Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel.</p>	<p>While, if, as, when. I would like to inform you that... It has come to my attention that... Thank you for... I hope that...</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns. Introduce inverted commas.</p>
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Year 4 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
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<p>Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organized correctly into key ideas. All letter layout features included.</p>	<p>Variation in sentence structures e.g. While we were at the park... As we arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... Include adverbs to show how often e.g. additionally, frequently, rarely.</p>	<p>As I stated earlier... Referring to... This is an unfortunate... It is with regret... I would be grateful if... It is with regret that... I look forward to hearing from you in due course. Use modal verbs to hint future action or possibilities e.g. should, would, could.</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>
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Year 5 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
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<p>Developed introduction and conclusion using all the letter layout features.</p> <p>Paragraphs developed with prioritized information.</p> <p>Purpose of letter clear and transparent for reader.</p> <p>Formal language used throughout to engage the reader.</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement.</p> <p>e.g. the café chairs were broken.</p> <p>Wide range of subordinate connectives</p> <p>e.g. whilst, until, despite.</p> <p>Complex sentences that use well known economic expression.</p> <p>e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p>	<p>I appreciate...</p> <p>Whilst we were waiting...</p> <p>Your concern...</p> <p>Until this is resolved...</p> <p>Despite speaking to the duty manager...</p> <p>This is a disgrace...</p> <p>Unfortunately...</p> <p>Many other people also...</p> <p>I am delighted to inform you that...</p>	<p>Noun</p> <p>Locate and identify expanded noun phrases.</p> <p>Verbs</p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives</p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p>Tense</p> <p>Change tense according to features of the genre.</p> <p>Adverbs</p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials.</p> <p>Adverbials of time, place and number.</p>	<p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi colons</p>
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Year 6 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
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<p>Letter well constructed that answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritized according to importance and a frame of response set up for the reply.</p>	<p>Verb forms are controlled and precise</p> <p>e.g. It would be helpful if you could let me know as this will enable us to take further action.</p> <p>Modifiers are used to intensify or qualify</p> <p>e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writers position</p> <p>e.g. As a consequence of your actions...</p> <p>Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous.</p> <p>Prepositional phrases used cleverly.</p> <p>e.g. In the event of a fire...</p>	<p>Please do not hesitate to contact me...</p> <p>An early response would be greatly appreciated...</p> <p>Please accept my...</p> <p>I wish to express...</p> <p>The impact of...</p> <p>Despite continued efforts...</p> <p>Subsequently...</p>	<p>Noun</p> <p>Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs</p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives</p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p>Tense</p> <p>Change tense according to features of the genre.</p> <p>Adverbs</p> <p>Link ideas across a text using cohesive devices such as adverbials.</p>	<p>Use a wide range of punctuation throughout the writing</p>
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Persuasion - Purpose: advert, leaflet, argument

Year 1 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas are grouped together for similarity. Writes in first person.	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	It was Brilliant Best Exciting The most Super Fantastic Great It will Now you can Try	Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'	Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions.

Year 2 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion. Written In the present tense. Main ideas organised in groups.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple noun phrases e.g. red shoes Uses rhetorical questions. Uses ambitious adjectives to grab the reader's attention.	The biggest The greatest The longest The tallest I think that I believe that Extraordinary Remarkable	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.

Year 3 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
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<p>Clear introduction. Points about subject/issue Organised into paragraphs Sub-heading used to organize texts.</p>	<p>Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel. Start sentences with verbs e.g. imagine, consider, enjoy.</p>	<p>Surely Obviously Clearly Don't you think... Firstly Secondly Thirdly My own view is My last point is My final point is Imagine Consider Enjoy</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns. Introduce inverted commas.</p>
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Year 4 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
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<p>Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences</p>	<p>Variation in sentence structures e.g. While we were at the park... As we arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... Include adverbs to show how often e.g. additionally, frequently, rarely. More complicated rhetorical questions e.g. haven't you always longed for a...?</p>	<p>I believe that It seems to me that It is clear that Is it any wonder that Furthermore As I see it Tremendous Implore you to consider Extremely significant Inevitably Finally In conclusion In summary The evidence presented... Have you ever thought about...? Do you think that..? Fed up with...?</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>
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Year 5 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>View point is transparent for reader.</p> <p>Emotive language used throughout to engage the reader.</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement.</p> <p>e.g. the café chairs were broken.</p> <p>Wide range of subordinate connectives</p> <p>e.g. whilst, until, despite.</p> <p>Complex sentences that use well known economic expression.</p> <p>e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p> <p>Persuasive statements are used to change the readers opinion. E.g. you will never need to...</p>	<p>It strikes me that</p> <p>There is no doubt that</p> <p>I am convinced that</p> <p>It appears</p> <p>In my opinion</p> <p>Surely only a fool would consider</p> <p>In addition</p> <p>Furthermore</p> <p>Moreover</p> <p>My evidence to support this is</p> <p>On balance..</p> <p>Just think how...</p> <p>Now you can...</p> <p>For the rest of your life...</p> <p>Unbelievable</p> <p>Outrageous</p> <p>Incredible</p>	<p>Noun</p> <p>Locate and identify expanded noun phrases.</p> <p>Verbs</p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives</p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p>Tense</p> <p>Change tense according to features of the genre.</p> <p>Adverbs</p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials.</p> <p>Adverbials of time, place and number.</p>	<p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi colons</p>

Year 6 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Arguments are well constructed that answer the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p>	<p>Verb forms are controlled and precise</p> <p>e.g. It will be a global crisis if people do not take a stand against...</p> <p>Modifiers are used to intensify or qualify</p> <p>e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position</p> <p>e.g. As a consequence of your actions...</p> <p>Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths...</p> <p>Prepositional phrases used cleverly.</p> <p>e.g. In the event of a blackout...</p>	<p>It appears that...</p> <p>There can be no doubt that..</p> <p>It is critical..</p> <p>Fundamentally...</p> <p>How can anyone believe this to be true?</p> <p>Does anyone really believe that?</p> <p>As everyone knows</p> <p>I cite, for example...</p> <p>I would draw your attention to...</p> <p>I would refer to...</p> <p>On the basis of the evidence presented...</p> <p>Phenomenal</p> <p>Unique</p> <p>Unmissable</p> <p>You will be...</p> <p>Don't..</p> <p>Take a moment to...</p> <p>Isn't it time to...?</p> <p>Worried about...</p>	<p>Noun</p> <p>Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs</p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives</p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p>Tense</p> <p>Change tense according to features of the genre.</p> <p>Adverbs</p> <p>Link ideas across a text using cohesive devices such as adverbials.</p>	<p>Use a wide range of punctuation throughout the writing.</p>

Biography

Year 1 Text Structure	Sentence	Useful Vocabulary	Word Classes
Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants e.g. I, we	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	First Next After Finally When he/she was born... When he/she was five years old... An interesting thing about... A fact about... He/she will be remembered for...	Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'.
Year 2 Text Structure	Sentence	Useful Vocabulary	Word Classes
Brief introduction and conclusion. Written in the past tense e.g. He went... She travelled Main ideas organised in groups. Ideas organised in chronological order using connectives that signal time.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large crowd	As a child... As a teenager... At a young age... Many years later... One of the interesting things about...was... In my view... His/Her life was... I believe... He/She was He/She became...	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.
Year 3 Text Structure	Sentence	Useful Vocabulary	Word Classes

Clear introduction.
Organised into paragraphs shaped around key events.
A closing statement to summarise the overall impact.

Simple sentences with extra description.
Some complex sentences using when, if, as etc.
Tense consistent e.g. modal verbs can/will
Adverbials
e.g. When she arrived at the scene, the doctors told her exactly what happened.

During his/her early life...
Soon afterwards...
Sometimes he...
Strangely...
One of the most remarkable facts about...
His/her greatest achievement was...

Noun
Form nouns using prefixes.
Nouns and pronouns used to avoid repetition.
Verbs
Present perfect forms of verbs instead of 'the'
Adjectives
Choose appropriate adjectives.
Connectives/conjunctions
Express time and cause (when, so, before, after, while, because)
Tense
Correct and consistent use of past and present tense.
Adverbs
Introduce/revise adverbs.
Express time and cause; then, next, soon.

Year 4 Text Structure	Sentence	Useful Vocabulary	Word Classes
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Clear introduction and conclusion.
Links between sentences help to navigate the reader from one idea to the next.
Paragraphs organised correctly around key events.
Elaboration is used to reveal the writer's emotions and responses.

Variation in sentence structures e.g. While we watched the sea-lion show...
Use embedded/relative clauses
e.g. Penguins, which are very agile,
Include adverbs to show how often e.g. additionally, frequently, rarely.
Sentences build from a general idea to more specific.
Use emotive language to show personal response
e.g. fabulous, showcase inspired me to....

In his /her early years...
By the time he/she had...
In his/ her final years...
What is clear is that...
Even though he/she was not popular at the time,
Although feeling ran high in the community,
In many ways it wasn't until...
He/She might have been...
His/Her one regret was that...

Noun
Nouns and pronouns used for clarity and cohesion.
Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.
Verbs
Standard English forms for verbs.
Adjectives
Choose appropriate adjectives
Connectives/conjunctions
Use a wide range of connectives.
Tense
Correct use of past and present tense.
Adverbs
Know what an adverbial phrase is.
Fronted adverbials
Comma after fronted adverbials.

Year 5 Text Structure	Sentence	Useful Vocabulary	Word Classes
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Developed introduction and conclusion including elaborated personal response.
 Description of events are detailed and engaging.
 The information is organised chronologically with clear signals to the reader about time, place and personal response.
 Purpose of the recount an experience revealing the writer's perspective.

Sentence length varied e.g short/long.
 Active and passive voice used deliberately to heighten engagement.
 e.g. Giraffes left the enclosure.
 Wide range of subordinate connectives
 e.g. whilst, until, despite.

In (insert year) at the age of.....he/she...
 The time came for...
 In his/her later years...
 Once he/she had...
 Nobody is sure why...
 In spite of...
 His/Her lasting legacy is that...

Noun
 Locate and identify expanded noun phrases.
 Verbs
 Use modal verbs.
 Prefixes for verbs; dis, de, mis, over, ise, ify.
 Convert adjectives in verbs using suffixes; ate, ise, ify.
 Adjectives
 Choose appropriate adjectives
 Connectives/conjunctions
 Use a wide range of connectives.
 Tense
 Change tense according to features of the genre.
 Adverbs
 Know what an adverbial phrase is.
 Fronted adverbials
 Comma after fronted adverbials.
 Adverbials of time, place and number.

Year 6 Text Structure	Sentence	Useful Vocabulary	Word Classes
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The report is well constructed and answers the reader's questions.
 The writer understands the impact and thinks about the response.
 Information is prioritised according to importance and a frame of response set up for the reply.

Verb forms are controlled and precise
 e.g. It would be regrettable if the wild life funds come to an end.
 Modifiers are used to intensify or qualify
 e.g. insignificant amount, exceptionally
 Sentence length and type varied according to purpose.
 Fronted adverbials use to clarify writer's position
 e.g. As a consequence of their actions...
 Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.
 Prepositional phrases used cleverly.
 e.g. In the event of a fire...

They are unusually
 They are rarely
 They are never..
 They are very...
 Generally
 Be careful if you
 Frequently they...
 I will attempt to...
 This article will frame...
 It can be difficult to...
 Each paragraph...
 More than
 Half
 Less than half...

Noun
 Expanded noun phrases to convey complicated information concisely.
 Verbs
 Use modal verbs.
 Prefixes for verbs; dis, de, mis, over, ise, ify.
 Convert adjectives in verbs using suffixes; ate, ise, ify.
 Adjectives
 Choose appropriate adjectives
 Connectives/conjunctions
 Use a wide range of connectives.
 Tense
 Change tense according to features of the genre.
 Adverbs
 Link ideas across a text using cohesive devices such as adverbials.

Persuasion - Purpose: advert, leaflet, argument

Year 1 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas are grouped together for similarity. Writes in first person.	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	It was Brilliant Best Exciting The most Super Fantastic Great It will Now you can Try	Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'	Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions.
Year 2 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion. Written In the present tense. Main ideas organised in groups.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple noun phrases e.g. red shoes Uses rhetorical questions. Uses ambitious adjectives to grab the reader's attention.	The biggest The greatest The longest The tallest I think that I believe that Extraordinary Remarkable	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists

Year 3 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Clear introduction. Points about subject/issue Organised into paragraphs Sub-heading used to organize texts.</p>	<p>Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel. Start sentences with verbs e.g. imagine, consider, enjoy.</p>	<p>Surely Obviously Clearly Don't you think... Firstly Secondly Thirdly My own view is My last point is My final point is Imagine Consider Enjoy</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns. Introduce inverted commas.</p>

Year 4 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences</p>	<p>Variation in sentence structures e.g. While we were at the park... As we arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... Include adverbs to show how often e.g. additionally, frequently, rarely. More complicated rhetorical questions e.g. haven't you always longed for a...?</p>	<p>I believe that It seems to me that It is clear that Is it any wonder that Furthermore As I see it Tremendous Implore you to consider Extremely significant Inevitably Finally In conclusion In summary The evidence presented... Have you ever thought about...? Do you think that..? Fed up with...?</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>

Year 5 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. View point is transparent for reader. Emotive language used throughout to engage the reader.</p>	<p>Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. Persuasive statement are used to change the readers opinion. E.g. you will never need to...</p>	<p>It strikes me that There is no doubt that I am convinced that It appears In my opinion Surely only a fool would consider In addition Furthermore Moreover My evidence to support this is On balance.. Just think how... Now you can... For the rest of your life... Unbelievable Outrageous Incredible</p>	<p>Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning. Brackets Dashes Colons Semi colons</p>

Year 6 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view.</p>	<p>Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against... Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose.</p>	<p>It appears that... There can be no doubt that.. It is critical.. Fundamentally... How can anyone believe this to be true? Does anyone really believe that? As everyone knows I cite, for example... I would draw your</p>	<p>Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense</p>	<p>Use a wide range of punctuation throughout the writing.</p>

<p>Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions...</p> <p>Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths...</p> <p>Prepositional phrases used cleverly. e.g. In the event of a blackout...</p>	<p>attention to... I would refer to... On the basis of the evidence presented...</p> <p>Phenomenal Unique Unmissable You will be... Don't.. Take a moment to... Isn't it time to...? Worried about...</p>	<p>Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>
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Balanced Argument – Purpose: Speech, Essay, Letter.

Year 1 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas are grouped together for similarity. Writes in first person.	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	but because some people like... some people feel... some people believe... other people like... other people feel... other people believe...	Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'.	Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation

Year 2 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion. Written with an impersonal style Main ideas organised in groups.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, last week Use simple noun phrases e.g. angry mum Uses rhetorical questions. Uses ambitious adjectives to grab the reader's attention.	I am going to... In fact... It seems... To sum this up... The opposite view of this is... Not everyone agrees with this...	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas

Year 3 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction. Points about subject/issue Organised into paragraphs Sub-heading used to organise texts.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs could/might Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel. Start sentences with verbs e.g. imagine, consider, enjoy.	I will begin by... Maybe... Firstly... Many people are concerned that... I wonder... Sometimes It could be argued that... Therefore... My overall feeling/opinion is... An example of this is... It is clear that...	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.

Year 4 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Subheading</p> <p>Topic sentences</p>	<p>Variation in sentence structures e.g. While we were at the park... As we arrived...</p> <p>Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The angry mob, who had broken the barricade...</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p> <p>More complicated rhetorical questions e.g. Have you ever considered the impact of...?</p>	<p>This piece of writing will...</p> <p>...feel convinced...</p> <p>I intend to...</p> <p>On the other hand...</p> <p>In addition...</p> <p>It is surprising that...</p> <p>On balance...</p> <p>Finally I would like to add...</p> <p>My next point concerns...</p> <p>Furthermore</p> <p>Having looked at both sides, I think...because...</p> <p>Having considered the arguments for and against...</p> <p>Whilst...</p>	<p>Noun</p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs</p> <p>Standard English forms for verbs.</p> <p>Adjectives</p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p>Tense</p> <p>Correct use of past and present tense.</p> <p>Adverbs</p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials.</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech.</p>

Year 5 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>Both view points are transparent for reader.</p> <p>Emotive language used throughout to engage the reader.</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was</p>	<p>It strikes me that...</p> <p>My intention is to...</p> <p>To do this I will...</p> <p>As I see it...</p> <p>It appears to me...</p> <p>Naturally...</p> <p>It is precisely because....</p> <p>Subsequently...</p> <p>Doubtless...</p> <p>Nevertheless...</p> <p>In stark contrast...</p> <p>Contrary to this position...</p> <p>It would seem logical...</p> <p>Let us consider the impact...</p> <p>In conclusion...</p> <p>The evidence</p>	<p>Noun</p> <p>Locate and identify expanded noun phrases.</p> <p>Verbs</p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives</p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p>Tense</p> <p>Change tense according to features of the genre.</p> <p>Adverbs</p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials.</p>	<p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi colons</p>

nothing short of a miracle.
 Persuasive statements are used to change the reader's opinion. E.g. you will never need to...

presented leads me to conclude...
 Adverbials of time, place and number.

Year 6 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view.</p>	<p>Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against... Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions... Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths... Prepositional phrases used cleverly. e.g. In the event of a blackout...</p>	<p>I will present... Following that I will... One argument for this is that... ...fundamentally flawed... ...an easy answer that avoids... I would counter this view... It seems plausible to... Moreover... In point of fact... The evidence I would use to support this is... It surprises me that... It is my conviction... Finally I would like to add... Even though there has been a long history of activists...</p>	<p>Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>	<p>Use a wide range of punctuation throughout the writing.</p>

Newspaper

Year 1 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Ideas grouped in sentences in time sequence. Attempts at third person writing. e.g. The man was run over. Beginning describes what happened	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	On Monday... The accident... People felt... Happened Angry Upset First Next After When Then So But It was...	Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'.	Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions.

Year 2 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion. Written in the past tense. Main ideas organised in groups. Using sequencing techniques – time related words. A photo with a caption.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple noun phrases e.g. red shoes	It was a terrible... The scene was... Many passers by... Some children were... Shocking Awful Amazing Incredible Afterwards	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for

Year 3 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Clear introduction. Points about the visit/issue Organised into paragraphs denoted by time/place. Topic sentences. Some newspaper layout features included. A bold eye-catching headline.</p>	<p>Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. As the police arrived, the crowd scattered.</p>	<p>While, if, as, when. Witnesses felt... He reported that... He also claimed that... She went on to state that... He continued by.. Hours later Unfortunately Fortunately</p>	<p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns. Introduce inverted commas.</p>
Year 4 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Clear introduction and conclusion. Links between key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader. Paragraphs organised correctly into key ideas. All newspaper layout features included. Bold eye-catching headline which includes alliteration.</p>	<p>Variation in sentence structures e.g. While the witness was distracted... As the police arrived... Use embedded/relative clauses e.g. Mrs Holt, who was very angry... The tiger, that was pacing... Include adverbs to show how often e.g. additionally, frequently, rarely.</p>	<p>John Smith (64), a retired community officer said... Within minutes... The school confirmed that... She claimed that.. He continued by informing us that... Police were...</p>	<p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>

Year 5 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and conclusion using all the newspaper's layout features. Paragraphs developed with prioritised information into columns. Subheadings are used as an organisational device. Formal language used throughout to engage the reader. Quotations are succinct/emotive.	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.	Until this is resolved... Unfortunately... Chaos ensued... Many panicked when... He disputed... She refused to accept that... The parents agreed that... Witnesses... Pupils emphasized... They spoke to... In addition to this...	Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.	Consolidate all previous learning. Brackets Dashes Colons Semi colons

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Newspapers well constructed that answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply. Headlines include puns.	Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of the accident...	The impact of... Despite continued efforts... Subsequently... The appointed spokesman... In addition... Mrs Hedges emphasized... Tragic... Crisis situation Epic proportions... Many parents refused to accept... The horror... Politicians also spoke of how...	Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials.	Use a wide range of punctuation throughout the writing.

Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous.
 Prepositional phrases used cleverly.
 e.g. In the event of a fire...

Story

Year 1 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Beginning or end of narrative signalled e.g. one day Ideas grouped together for similarity. Attempts at third person writing. e.g. The wolf was hiding. Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is...	Simple sentences, starting with a pronoun and a verb e.g. He went home Simple connectives are used to construct simple sentences e.g. and, but, then, so.	Year 1 ambitious vocabulary used Range of size adjectives used e.g. big, small Range of colour adjectives used e.g. red, blue Range of emotion words used e.g. sad, angry, cross Pronouns: I, she, he, they. Conjunctions: and, but, then, or, this Prepositions: up, down, in, into, out, to, onto Time connectives: first, then, next Once upon a time, one day, happily ever after	Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'.	Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions.

Year 2 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Sentences organised chronologically indicated by time related words e.g. finally</p> <p>Divisions in narrative may be marked by sections/paragraphs</p> <p>Connections between sentences make reference to characters e.g. Peter and Jane/ they</p> <p>Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting</p>	<p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Simple connectives and, but, then, so, when link clauses</p> <p>Speech-like expressions in dialogue e.g. Chill out!</p> <p>Use simple adverbs e.g. quickly, slowly.</p> <p>Use simple noun phrases e.g. massive field</p>	<p>Year 2 ambitious vocabulary used</p> <p>Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise</p> <p>Conjunctions: who, because</p> <p>Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully</p>	<p>Noun</p> <p>Form nouns using suffixes and compounding.</p> <p>Expanded noun phrases for description.</p> <p>Add 'es' to nouns.</p> <p>Verbs</p> <p>Progressive form of verbs in the past and present tense.</p> <p>Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives</p> <p>Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions</p> <p>Subordination – when, if, that, because</p> <p>Coordination – or, and, but.</p> <p>Tense</p> <p>Correct and consistent use of past and present tense.</p> <p>Adverbs</p> <p>'ly' added to adjective to form adverb.</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions.</p> <p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p>
Year 3 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Time and place are referenced to guide the reader through the text e.g. in the morning</p> <p>Organised into paragraphs e.g. When she arrived at the bear's house..</p> <p>Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using because, which, where etc.</p> <p>Tense consistent e.g. typically past tense for narration, present tense in dialogue</p> <p>Dialogue is realistic and conversational in style e.g. Well, I suppose...</p> <p>Verbs used are specific for action e.g. rushed, shoved, pushed</p>	<p>Year 3 ambitious vocabulary used</p> <p>Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as</p> <p>Adverbs: very, rather, slightly</p>	<p>Noun</p> <p>Form nouns using prefixes.</p> <p>Nouns and pronouns used to avoid repetition.</p> <p>Verbs</p> <p>Present perfect forms of verbs instead of 'the'</p> <p>Adjectives</p> <p>Choose appropriate adjectives.</p> <p>Connectives/conjunctions</p> <p>Express time and cause (when, so, before, after, while, because)</p> <p>Tense</p> <p>Correct and consistent use of past and present tense.</p> <p>Adverbs</p> <p>Introduce/revise adverbs.</p> <p>Express time and cause; then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>

Adverbials
 e.g. When she reached home...
 Expanded noun phrases e.g. two horrible hours

Year 4 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Link between opening and resolution</p> <p>Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood</p> <p>angry mother, disheartened Jack</p> <p>Paragraphs organised correctly to build up to key event</p> <p>Repetition avoided through using different sentence structures and ellipsis</p>	<p>Variation in sentence structures e.g. while, although, until</p> <p>Use embedded/relative clauses</p> <p>e.g. Marcus, who grinned slyly at the teacher,....</p> <p>Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously</p> <p>Tense changes appropriate; verbs may refer to continuous action e.g. will be thinking</p>	<p>Year 4 ambitious vocabulary used</p> <p>Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually</p>	<p>Noun</p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs</p> <p>Standard English forms for verbs.</p> <p>Adjectives</p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p>Tense</p> <p>Correct use of past and present tense.</p> <p>Adverbs</p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials.</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech</p>
Year 5 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Sequence of plot may be disrupted for effect e.g. flashback</p> <p>Opening and resolution shape the story</p> <p>Structural features of narrative are included e.g. repetition for effect</p> <p>Paragraphs varied in length and structure.</p> <p>Pronouns used to hide the doer of the action e.g. it crept into the woods</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement.</p> <p>e.g. the ring was removed from the drawer</p> <p>Wide range of subordinate connectives</p> <p>e.g. whilst, until, despite.</p> <p>Embedded</p>	<p>Year 5 ambitious vocabulary used</p>	<p>Noun</p> <p>Locate and identify expanded noun phrases.</p> <p>Verbs</p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives</p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p>Tense</p> <p>Change tense according to features of the genre.</p>	<p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi colons</p>

subordinate clauses are used for economy or emphasis
 Figurative language used to build description (sometimes clichéd)
 e.g. the crowd charged like bulls
 Repetition is used for effect e.g. the boys ran and ran until they could run no more.

Adverbs
 Know what an adverbial phrase is.
 Fronted adverbials
 Comma after fronted adverbials.
 Adverbials of time, place and number.

Year 6 Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>The story is well constructed and raises intrigue. Dialogue is used to move the action on who heighten empathy for central character Deliberate ambiguity is set up in the mind of the reader until later in the text</p>	<p>Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of his selfish actions... Figurative language used to build up description e.g. everyone charged like a deer pack under threat Complex noun phrases used to add detail e.g. The distinctive sapphire</p>	<p>Year 6 ambitious vocabulary used.</p>	<p>Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>	<p>Use a wide range of punctuation throughout the writing.</p>

ring is slowly removed
from her slender
hand.

Prepositional phrases
used cleverly.

e.g. In the messy
scramble for the bag.