



September 2023

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Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery and Early Pathway A	All about me	Healthy Eating Festivals, Colour and Celebrations	People who help us and Chinese New Year	Once upon a time Plants and flowers	Changes	The world around us
Reception and Early Pathway A	All about me	Healthy living Celebrations	People who help us and Chinese New Year	Once upon a time Plants and Flowers	Changes	The world around us
Year 1 and Early Pathway B	To infinity and beyond	Wonderful weather	Toys in the attic	Rhythm and Rhyme	Amazing Animals	Wider world
Year 2 and Early Pathway C	Under the sea	London's burning	Home and Away		Victorians times	
Year 3 and Key Stage 2 Pathway A	We will rock you		It's a magical world		Fantastic animals	
Year 4 and Key Stage 2 Pathway B	Invaders and settlers		Ships Ahoy!		Passport to Europe	
Year 5 and Key Stage 2 Pathway C	Earth and Beyond	Africa!	Awesome Egyptians!		Passport to South America	
Year 6 and Key Stage 2 Pathway D	Britain needs you!		Z is for Zeus		Passport to North America	

Medium Term Planning by Year Group

Early Years Foundation Stage

		Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Theme	All about me	Healthy Eating	Celebrations and colour	People who help us and Chinese New Year	Once upon a time	Changes	The world around us
	<u>Text</u>	Kissing Hand By Audrey Penn Senses Books By Katie Dicker Boris's Body By Pac Macmillian Here's a Poem By Jane Yolen You Choose By Pippa Goodhart	Biscuit Bear By Mini Grey Handa's Surprise By Eileen Browne I will Not Ever Never Eat a Tomato By Lauren Child	The Jolly Christmas Postman by Allan Ahlberg and Janet Ahlberg Non-Fiction books	Here to Help Series By Hannah Phillips, James Nixon and Rachel Blount Festivals Around the World Chinese New Year By Grace Jones	Goldilocks' & The Three Bears Little Red Riding Hood Jack and the Beanstalk Enormous turnip Three little pigs	The Duck and the truck By Jex Alborough Squash and a squeeze By Julia Donaldson Everyone Shouted Pull By Claire Llewellyn Oscar and the cricket Mix it by Henre Tullet	Billy's Bucket By Kes Gray Mister Seahorse By Eric Carle Sharing a Shell By Julia Donaldson Owl Babies By Martin Waddell Ahhh Spider By Lydia Monks

								Non-fiction books - Seasons	The Bad Tempered Ladybird By Eric Carle Hungry Caterpillar By Eric Carle Yucky Worms By Vivian French
EAD	Art	Self Portraits		Rangoli Patterns	Chinese Fans and Creating a Superhero	Castle in the Sky - Jack and the Beanstalk	Light and Colour Changing Butterfly	Our Earth Creating	
	DT	Firework Rockets			Dragon Puppet		Junk Modelling Minibeasts		
	Music	Me!		My stories	Everyone!	Big Bear Funk!	Our World!	Reflect, Rewind and Replay	
UW	Humanities	Ourselves: Where we live		Diwali, Guy Fawkes, Remembrance	Chinese new year/people who help us-people in our community	Once upon a time-going on a bear hunt-environments Habitats	The world around us-under the sea	The world around us-minibeasts, creatures of the world, different cultures	

		RE	F2 - Which people are special and why? (Transitioning and All About Me)		F4 - Which times are special and why? (Celebrations - Christmas)	F6 - What is special about our world? (People who help us leading into Plants and Flowers)	F1 - Which stories are special and why? (Once upon a time)	F5 - Where do we belong?	F3 - Which places are special and why? (Link to our theme - The world)	F2 - Which people are special and why? (Transitioning and All About Me)
		Science			Healthy Eating		Floating and sinking	Plants and flowers	Changes	Environments and animals around the world
	Literacy	Phonics			Phase 1				Phase 2	
	Physical development	PE	Self-Care		Locomotion walking	Gymnastic Moving	Dance ourselves		Ball skills	Games for understanding
		Maths			See Maths overview					
	PSED/ CL	RSHE			See overview					
		PSED								

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Recepti on	Theme	All about me	Healthy eating	Celebrations	People who help us	Once upon a time Plants	Changes	The world around us	
	<u>Text</u>	We are all different Jakes First Day Bedtime for Monsters Here's a little poem By Jane Yole	Biscuit Bear By Mini Grey Happy Birthday Maisie I Will Not Ever Eat a Tomato	Supertato Series Evil Pea People Who Help us Series CNY Celebrations Book Handas Surprise Gigantic Turnip	Goldilocks and the Three Bears Little Red Riding Hood We're Going on a Bear Hunt Michael Rosen Jack and the Beanstalk The Gruffalo Series	The Snow Whale by Caroline Pitcher The Duck and the truck By Jex Alborogh Squash and a squeeze By Julia Donaldson Enormous turnip Little blue and Little Yellow By Leo Lionni Mix it up by Henri Tullet Hungry Caterpillar	Anna Hibiscus Series Billys Bucket Surprising Shark Plunge into the Pirate Pool Ahhh Spider! What the Ladybird Heard series Yucky Worms Non Fiction		
	EAD	<u>Art</u>	Creating Where We Live		Rangoli Stencil Designing	Chinese New Year of the Ox Box	Design a Vehicle for People Who Help Us	Changes in Seasons - Trees and Leaves	Flags of the World
		<u>DT</u>	Diwali Candle Holders			Chinese lanterns		Jewelry from around the world	
			Me!	My stories		Everyone!	Big Bear Funk!	Our World!	Reflect, Rewind

		Music							and Replay
Literacy	Phonics	Phase 2	Phase 3		Phase 3 and Phase 4		Phase 4	Phase 5	
UW	RE	F2 - Which people are special and why? (Transitioning and All About Me)	F4 - Which times are special and why? (Celebrations - Christmas)	F6 - What is special about our world? (People who help us leading into Plants and Flowers)	F1 - Which stories are special and why? (Once upon a time)	F5 - Where do we belong?	F3 - Which places are special and why? (Link to our theme - The world)		
	Science	Seasons - Autumn	Cooking - Mixture changes Healthy lifestyle		Floating and sinking (RNLR) Seasons - Winter	Seasons - Spring	Plants and flowers	Animals around the world - Land animals Seasons - Summer	
	Humanities	Ourselves: Where we live	Diwali, Guy Fawkes, Remembrance		Chinese New Year/people who help us- people in our community	Once upon a time- going on a bear hunt- environments Habitats	Changes	The world around us- minibeasts, creatures of the world, different cultures	
	Maths		See Maths overview						
	PE	Locomotion walking/jumping	Ball skills		Gymnastics High and Low	Dance Nursery Rhymes	Ball skills	Games for understanding	
PSED/CL	RSHE	See overview							
	PSED								

	A1	A2	Sp1	Sp2	S1	s2
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Theme	All about me including settling in	N – Healthy Eating R – Healthy living	Festivals, Celebrations and colour	People who help us	Chinese New Year	Once upon a time	Plants and flowers	Changes	The world around us
Communication and language – Listening, Attention and understanding									
Nursery	Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name? (develop this skill)	Can find it difficult to pay attention to more than one thing at a time. (develop this skill) Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.	Enjoy listening to longer stories and can remember much of what happens Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”	Can the child answer simple ‘why’ questions?	Consolidate learning				
Reception	Engage in story times Understand how to listen carefully and why listening is important	Learn rhymes, poems and sounds Listen carefully to rhymes and songs, paying attention to how they sound Learn new vocabulary Use new vocabulary through the day	Engage in non-fictions books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Engage in non-fictions books Use new vocabulary through the day Listen to and talk about stories to build familiarity and understanding	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (ELG) Listen attentively and respond to what they hear with relevant questions, comment and actions when being read to and during whole class discussions and small group interactions (ELG) Make comments about what they have heard and ask questions to clarify their understanding (ELG)				
Communication and language – Speaking									
Nursery	Can start a conversation with an adult or a friend and continue it for many turns	Sing a large repertoire of songs Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	Use longer sentences of four to six words Around the age of 4, is the child using sentences of four to six words - “I want to play with the	Know many rhymes, be able to talk about familiar books, and be able to tell a long story Use talk to organise themselves and their play “	Develop their communication, but may continue to have problems with irregular tenses and		Can the child use sentences joined up with words like ‘because’, ‘or’ ‘and’ ? For example, “I		

		Use new vocabulary in different contexts	cars” or “What’s that thing called?”	Let’s go on a bus.... you sit there ... I’ll be the driver!	<p>plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swan’. May have problems saying :- some sounds r , j, th, ch, and sh - multisyllabic words such as ‘pteradactyl’ , ‘planetarium’ or ‘hippopotamus’</p> <p>Is the child using the future and past tense: “I am going to the park” and “I went to the shop” ?</p>	like ice cream because it makes my tongue shiver”
Reception	Develop social phrase	<p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Describe events in some detail</p>	<p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Connect one idea or actions to another using a range of connectives</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen</p>	<p>Use new vocabulary in different contexts</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p>	<p>Express their ideas and feelings about their experience using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (ELG)</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG)</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (ELG)</p>	

Personal, social and emotional development- Self- Regulation					
Nursery	<p>Develop their sense of responsibility and membership of a community.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Increasingly follow rules, understanding why they are important.</p>	<p>Do not always need an adult to remind them of a rule</p>	<p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p>	<p>Observation checkpoint -</p> <p>Can the child settle to some activities for a while?</p> <p>Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties.</p>
Reception	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Manage their own needs.</p>		<p>Express their feelings and consider the feelings of others.</p>	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas and actions. (ELG)</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (ELG)</p> <p>Show an understanding of their own feeling and those of others, and begin to regulate their behaviour accordingly (ELG)</p>	
Personal, social and emotional development- Managing self					

Nursery					Show more confidence in new social situations.
Reception	See themselves as a valuable individual.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (ELG)		Show resilience and perseverance in the face of challenge.	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (ELG)</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly. (ELG)</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (ELG)</p>
Personal, social and emotional development- Building relationships					
Nursery	<p>Observation checkpoint – Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’? Become more outgoing with unfamiliar people, in the safe context of their setting.</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Begin to understand how others might be feeling.</p>			<p>Around the age of 4, does the child play alongside others or do they always want to play alone?</p> <p>Does the child take part in pretend play (for example, being ‘mummy’ or ‘daddy’?)</p> <p>Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?</p> <p>Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to</p>

					stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties.
Reception	Build constructive and respectful relationships		Express their feelings and consider the feelings of others. Think about the perspectives of others		Form positive attachments to adults and friendships with peers (ELG) Show sensitivity to their own and to others' needs (ELG) Work and play cooperatively and take turns with others (ELG)
Physical development – Gross Motor skills					
Nursery	Observation checkpoint – Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.	Go up steps and stairs, or climb up apparatus, using alternate feet. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Start taking part in some group activities which they make up for themselves, or in teams. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

	needs, so all children feel confident to move and take part in physical play.				Develop their small motor skills so that they can use a range of tool competently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives forks and spoons.
Reception	Revise and refine the fundamental movement skills they have already acquired: walking and jumping	Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, climbing Progress towards a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, coordination and agility Demonstrate strength, balance and coordination when playing (ELG)	Observation checkpoint Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Revise and refine the fundamental movement skills they have already acquired: running, hopping, skipping Develop the foundations of a handwriting style which is fast, accurate and efficient.
	(Links to Letter-Join sessions) Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop the skills they need to manage the school day successfully: • lining up and queuing		Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG) Negotiate space and obstacles safely, with consideration for themselves and other (ELG)		

	<ul style="list-style-type: none"> • mealtimes • personal hygiene 				
Physical development – Fine motor skills					
Nursery	Start to eat independently and learn how to use a knife and fork.	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing.	Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Use one-handed tools and equipment, for example, making snips in paper with scissors.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. (Link to Forest School sessions – getting changed in school before and after the sessions)
Reception	Develop the foundations of a handwriting style which is fast, accurate and efficient. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.		Hold a pencil effectively in preparation for fluent writing – using tripod grip in almost all cases (ELG)		Begin to show accuracy and care when drawing (ELG) Use a range of small tools, including scissors, paint brushes and cutlery (ELG)
Literacy – Comprehension					
Nursery	Engage in extended conversations about stories, learning new vocabulary				
Reception	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment	Anticipate - where appropriate - key events in stories (ELG)		Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)	
Literacy – Writing					
Nursery	write some letters correctly	Write some or all their name			Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top

			of the page; write 'm' for mummy.
Reception	Form lower-case and capital letters correctly	<p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense</p>	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p> <p>Write recognisable letters, most of which are correctly formed (ELG)</p> <p>Write simple phrases and sentences that can be read by others (ELG)</p>
Literacy – Word reading			
Nursery	<p>Develop their phonological awareness, so that they can; spot and suggest rhymes</p> <p>Develop their phonological awareness, so that they can: count or clap syllables in a word</p> <p>Develop their phonological awareness, so that they can; recognise words with the same initial sound, such as money and mother.</p>	<p>Understand the five key concepts about print</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read english text from left to ring and from top to bottom - the name of the different parts of a book - page sequencing 	Consolidate learning
Reception	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read a few common exception words matched to the school's phonics programme.</p>	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)

			Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Read words consistent with their phonics knowledge by sound-blending (ELG) Say a sound for each letter in the alphabet and at least 10 digraphs (ELG)
Mathematics – Number				
Nursery	<p>Recite numbers past 5 Show 'finger numbers' up to 5 Say one number for each item in order; 1,2,3,4,5 Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</p>	<p>Say one number for each item in order; 1,2,3,4,5 Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</p> <p>fast recognition of up to 3 objects, without having to count them individually (subitising) Compare quantities using language; 'more than' and 'fewer than' Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) Link numerals and amounts; for example showing the right number of objects to match the numerals, up to 5.</p>	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5</p>	Review and Reteach
Reception	<p>Count beyond ten Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value Compare number Understand the 'one more than/one less than' relationship between consecutive numbers Explore the composition of numbers to 10 Subitise</p>	<p>Automatically recall number bonds for numbers 0-10 Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts (ELG)</p>	<p>Subitise (recognise quantities without counting) up to 5 (ELG)</p> <p>Have a deep understanding of number to 10, including the composition of each number (ELG)</p>	
Mathematics – Numerical patterns				

<p>Nursery</p>		<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language; 'sides', 'corners'; 'straight', 'flat', 'round'</p> <p>Select shapes appropriately; flat surfaces for building, a triangular prism for a roof etc</p>	<p>Combine shapes to make new ones - an arch, a bigger triangle etc.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then' ...</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc</p> <p>Extend and create ABAB patterns - stick, leaf, stick, leaf Notice and correct an error in a repeating pattern.</p> <p>Understand position through words along - for example, "The bag is under the table" - with no pointing</p> <p>Describe a familiar route</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'</p>	<p>Review and reteach</p>
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Reception	Continue, copy and create repeating patterns			<p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG)</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG)</p> <p>Verbally count beyond 20, recognising the pattern of the counting system (ELG)</p>	<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Compare length, weight and capacity</p>
Understanding of the world – Past and Present					
Nursery	Begin to make sense of their own life-story and family's history.				
Reception	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG)</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG)</p> <p>Talk about lives of the people around them and their roles in society (ELG)</p>	

		Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG)		Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG)	
Understanding of the world – People, culture and communities					
Nursery	Continue to develop positive attitudes about the differences between people.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Continue to develop positive attitudes about the differences between people.	Show interest in different occupations.		Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of	Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Know some similarities and differences between different religious and cultural communities in this			Draw information from a simple map. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Describe their immediate environment using knowledge from observations. Discussions,

	<p>their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>country, drawing on their experiences and what has been read in class (ELG)</p>			<p>stories, non-fiction text and maps (ELG)</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps (ELG)</p>	
Understanding of the world – The natural world						
Nursery	<p>Seasons Autumn - Talk about what they see, using a wide vocabulary</p>		<p>Seasons Winter - Talk about what they see, using a wide vocabulary</p> <p>RNLR - Floating and sinking</p> <p>Talk about what they see, using a wide vocabulary</p>	<p>Season Spring - Talk about what they see, using a wide vocabulary</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Science - Changes</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Explore and talk about different forces they can feel.</p>	<p>Season Summer - Talk about what they see, using a wide vocabulary</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to</p>

					Talk about the differences between materials and changes they notice.	respect and care for the natural environment and all living things.
Reception	<p>Seasons - Autumn</p> <p>Explore the natural world around them. Describe what they see, hear and feel whilst outside</p> <p>Understand the effect of changing seasons on the natural world around them. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matters (ELG)</p>		<p>Seasons - Winter</p> <p>Explore the natural world around them. Describe what they see, hear and feel whilst outside</p> <p>Understand the effect of changing seasons on the natural world around them. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matters (ELG)</p> <p>RNLR - Floating and sinking</p>	<p>Seasons - Spring</p> <p>Explore the natural world around them. Describe what they see, hear and feel whilst outside</p> <p>Understand the effect of changing seasons on the natural world around them. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matters (ELG)</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG)</p>		<p>Seasons - Summer</p> <p>Explore the natural world around them. Describe what they see, hear and feel whilst outside</p> <p>Understand the effect of changing seasons on the natural world around them. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matters (ELG)</p> <p>Recognise some environments that are different to the</p>

			<p>Explore the natural world around them. Describe what they see, hear and feel whilst outside Talk about what they see, using a wide vocabulary</p>		<p>one in which they live</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG)</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (ELG)</p>
	<p>Links to Forest School</p> <p>Explore the natural world around them. Describe what they see, hear and feel whilst outside Talk about what they see, using a wide vocabulary Understand the effect of changing seasons on the natural world around them. Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG) Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (ELG) Understand some important processes and changes in the natural world around them, including the seasons and changing states of matters (ELG)</p>				

Expressive arts and design – Creating with materials

Nursery	<p>Explore colour and colour mixing</p> <p>Join different materials and explore different textures</p> <p>Develop their own ideas and then decide which materials to use to express them</p>	<p>Use drawing to represent ideas like movement or loud noises</p> <p>Draw increasing complexity and detail, such as representing a face with a circle and including details</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make</p>
Reception	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Make use of props and materials when role playing characters in narratives and stories (ELG)</p>	<p>Create collaboratively sharing ideas, resources and skills.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)</p> <p>Share their creations, explaining the process they have used (ELG)</p>

Expressive arts and design – Being imaginative and expressive

Nursery	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Show different emotions in their drawings – happiness, sadness, fear etc.</p> <p>Respond to what they have heard,</p>	<p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up, and down, down and up) of familiar songs.</p>	<p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Listen with increased attention to sounds</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc</p> <p>Make imaginative and complex 'small world' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Create their own songs, or improvise a song around one they know.</p>
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	expressing their thoughts and feelings.				
Reception	Listen attentively, move to and talk about music, expressing their feelings and responses.	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Perform songs, rhymes, poems and stories with others, and when appropriate - try to move in time with music (ELG)</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Develop storylines in their pretend play.</p>	<p>Develop storylines in their pretend play.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher (ELG)</p> <p>Sing a range of well-known nursery rhymes and sounds. (ELG)</p>	

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Key Stage One

Year 1	Theme	To infinity and beyond	Wonderful weather	Toys in the attic	Rhythm and rhyme	Amazing animals	Wider World
	Text	The Man on the Moon	Tidy	Traction Man	The Puffin Book of Fantastic First Poems	One Day on our Blue Planet in the African Savannah	The Lonely Beast
	Art	The work of Peter Max		The life and work of LS Lowry		Work of Vincent Van Gogh	
	Computing	Coding - programming a toy Parts of a computer and word processor Online safety		Coding - scratch Sketchio Online safety		Coding Google slides Online safety	
	DT	Making a Beegu		Lever toy		Fruit Salad	
	Humanities	Elizabeth I and Christopher Columbus. The Space Race: Neil Armstrong and Tim Peake	The four seasons: Autumn	Toys past and present	Weather The Four Seasons- spring Where do I live? (The UK)	1. Seas and Coasts 2. Seasides past and present	
	Music	Hey You!	Round and Round	In the Groove	Rhythm in the way we walk and Banana Rap	Use Your Imagination	Reflect, Rewind and Replay
	PE	Locomotion Running Gymnastics Wide, Narrow and Curled	Ball Skills Hands 1 Gymnastics Body Parts	Ball Skills Hands 1 Gymnastics Body Parts*	Ball Skills Feet Dance Growing	Ball Skills Hands 2 Dance The Zoo	Locomotion Jumping Games For Understanding
	Phonics	Review Phase 3 & 4	Phase 5				
	RE	1.2 - Who is a Muslim and what do they believe?	1.1 - Who is a Christian and what do they believe in?	1.6 How and Why do we celebrate sacred times (Easter)		1.5 - What makes some places sacred? Christians, Muslims and/or Jewish people	
	Science	Plants	Seasons - Autumn	Properties of materials	Seasons- Spring	Animals including humans	1st half Seasons - Summer 2nd Plants
	RSHE	Different Friends Link to text: Ten	Key text: Max the Champion	Growing and Changing	Key text: My Grandpa is	Families and Care	Key text: My World, Your World

	Little Pirates		Amazing	
PSHE	Health and wellbeing		Relationships	Living in the wider world
Maths	<p>See Maths overview Maths</p> <p>Number and place value; numbers to 10</p> <p>Calculations; addition and subtraction Geometry - Position and direction</p> <p>Number and place value; numbers to 20</p> <p>Calculations; addition and subtraction within 20 Continue calculation</p> <p>Geometry - properties of shape; shapes and patterns</p> <p>Measurement: Length and Height Number and place value; numbers to 40</p> <p>Calculations; Addition and subtraction</p> <p>Calculations; Multiplication Calculations; division</p> <p>Fractions</p> <p>Number and place value; numbers to 100</p> <p>Measurement; time</p> <p>Measurement; Money Measurement; Volume and capacity</p> <p>Measurement; Mass</p> <p>Geometry - Position and direction; shape</p>			

Year 2	Theme	Under the sea	London's burning	Home and Away		Victorian times	
	<u>Text</u>	<u>The Snail and the Whale.</u>	<u>VLAD and the Great Fire of London.</u>	<u>Lila and the secret of rain.</u>	<u>If You Were Me and Lived in Norway.</u>	<u>You wouldn't want to be a Victorian school child.</u>	<u>Queen Victoria's Bathing Machine</u>
	<u>Art</u>	<u>Seascape painting by Andrew Giddens</u>	<u>Landscapes of the Great fire</u>	<u>African hunts</u>		<u>William Morris - Victorian Wallpaper Patterns</u>	
	<u>Computing</u>	Coding - creating a programme Identifying uses for technology Online safety		<u>Coding - debugging Files and software Online safety</u>		<u>Coding Apps Online safety</u>	
	<u>DT</u>	<u>Habitat box Diorama</u>		<u>African patterns</u>		Cooking -Victorian sponges	
	<u>Humanities</u>	<u>Maps and the local environment</u>	<u>Remembrance Day and Edith Cavell.</u> <u>The Great Fire of London</u>	<u>Comparison of the UK with a non-European country (Kenya)</u>	<u>Around the World: The 7 continents</u>	<u>Victorians in Erith: Victorian life and Sir William Anderson</u>	<u>Significant People: Florence Nightingale and Mary Seacole</u>
	<u>Music</u>	<u>Friendship Song</u>	<u>Ho Ho Ho</u>	<u>Zootime</u>	<u>I wanna play in a band</u>	<u>Reflect, Rewind and Replay</u>	<u>Hands, feet, heart</u>
	<u>PE</u>	<u>Locomotion Dodging Gymnastics Dodging</u>	<u>Ball Skills Hands 1 Gymnastic Pathways*</u>	<u>Ball Skills Hands 1 Gymnastic Pathways*</u>	<u>Ball Skills Feet Dance Water</u>	<u>Ball Skills Hands 2 Dance Explorers</u>	<u>Locomotion Jumping Games For Understanding</u>
	<u>Phonics</u>	<u>Review Phase 5</u>	<u>Phase 6</u>				
	<u>RE</u>	<u>1.4 - What can we learn from sacred books (Samuel Pepys burying books)</u>		<u>1.3 - Who is Jewish and what do they believe?</u>	<u>1.7 What does it mean to belong to a faith community? (Compare to tribes in Kenya)</u>	<u>1.8 How should we care for others and the world and why does it matter? (materials, recycling, ecology.)</u>	
	<u>Science</u>	<u>Living things and their habitats</u>	<u>Plants including bulbs</u>	<u>Everyday materials</u>		<u>Revisit Plants</u>	<u>Animals including humans</u>

	<u>RSHE</u>	<u>Male and Female Animals</u>	<u>Key text: The Great Big Book of Families</u>	<u>Differences</u>	<u>Key text: Just Because</u>	<u>Key text: The First Slodge</u>	<u>Naming Body Parts</u>
	<u>PSHE</u>	<u>Health and wellbeing</u>		<u>Relationships</u>		<u>Living in the wider world</u>	
	<u>Maths</u>	<u>See Maths overview</u>					

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Key Stage Two

Year 3	Theme	We will rock you		It's a magical world		Fantastic animals	
	Text	The pebble in my pocket	UG: Boy Genius of the Stone Age	The Frog Prince And The Frog Prince continued	Leon and the Place Between	Fantastic Mr Fox	Krindlekrax
	Art	Prehistoric Cave Art Paintings and cave printing on clay		Mythical Animals		Roman mosaics	
	Computing	Coding Search engines Online safety		Coding Networks Online safety		Coding Using a computer Online safety	
	DT	Salad		Circus toy		Krindlekrax puppets	
	Humanities	The Stone Age	Plate Tectonics	The United Kingdom	Contrasting Locality: Thamesmead and the Lake District	Romans Abroad	Romans in Britain
	MFL	Core Vocabulary & Phonetics	I'm Learning French	Little Red Riding Hood	Musical Instruments	Animals	Ancient Britain
	Music	Let your spirits fly	Glockenspiel Stage 1	Three Little Birds	Reflect, Rewind and Replay	Bringing us Together	The Dragon Song
	PE	Invasion Netball Athletics Running	Invasion Football Gymnastics Sym & Asym	Invasion Tag Rugby Dance Animals	Invasion Basketball Dance Weather	OAA Net & Wall	Striking and Fielding Rounders Athletics Throwing
	RE	L2.5 Why are festivals important to religious communities? Christians, Hindus and/or Muslims and/or Jewish		L2.1 What do different people believe about God? Christians, Hindus and/ or Muslims.	L2.4 Why do people pray?	L2.7 What does it mean to be a Christian in Britain?	L2.8 What does it mean to be a Hindu in Britain today?
	Science	Rocks and Soils	Light	Forces and magnets	Plants	Animals including humans	
	RSHE	Body Differences	Key text: This Is Our House	Personal Space	Key text: The Hueys in the New Jumper	Help and Support	Key text: Dogs Don't Do Ballet
	PSHE	Health and wellbeing		Relationships		Living in the wider world	
	Maths	See Maths overview					

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Year 4	Theme	Invaders and settlers		Ships Ahoy!		Passport to Europe	
	Text	Iron Man	Beowulf	Odd and the Frost giants		The Lion, the Witch and the Wardrobe.	
Art	Iron Man Sculpture - Anthony Gormley		Viking Longboat Collage - Hayley Retstall Artwork		European Landmarks - Andy Warhol Stylee are		
Computing	Algorithms Software Online safety		Coding Cameras and sensors Online safety		Coding Digital devices Online safety		
DT	Anglo-Saxon bread		Viking long boat		Alarm systems		
Humanities	Anglo-Saxons	Village Settlers	Vikings	Vikings	Europe	Rivers	
MFL	Presenting Myself	Family	The Vikings or Habitats	The Vikings Part 2 or At the Cafe	Classroom	Goldilocks	
Music	Mamma Mia!	Glockenspiel Stage 2	Stop!	Lean on me	Blackbird	Reflect, Rewind and Replay	
PE	Invasion Netball	Invasion football	Invasion Basketball	Invasion tag rugby	Net and wall Tennis	Striking and fielding rounders	
	Athletics throwing	Gymnastics bridges	Dance Cats	Dance Space	OAA Problem solving	Athletics Running	
RE	L2.2 Why is the Bible so important for Christians today?		L2.6 Why do some people think that life is like a journey and what significant experiences mark this	L2.9 What can we learn from religions about deciding what is right and wrong	L2.3 Why is Jesus inspiring to some people?		
Science	Animals including humans	Living things and their habitats	Sound		Electricity	States of Matter	
RSHE	Changes	Key text: The Flower	What is Puberty?	Key text: King and King	Healthy Relationships	Red: A Crayon's Story	
PSHE	Health and wellbeing		Relationships		Living in the wider world		
Maths	See Maths overview						

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Year 5	Theme	Earth and Beyond	Africa!	Awesome Egyptians		Passport to South America	
	Text	Cosmic	Journey to Jo'burg	Ma'ats Feather		Journey to the River Sea	
	Art	The Work of Roger Deane and Citiescapes		Art of Ancient Egypt - Papyrus making and Carved clay scarab beetles		Henri Rosseau - Rainforest art paper layering	
	Computing	Writing programmes Online safety		Coding Software Online safety		Algorithms Searching online Online safety	
	DT	Space diorama		Sarcophagus - Woodwork		Pao de queijo	
	Humanities	Tectonics (Deserts)	Ancient Benin	Ancient Egypt		South America and Brazil	South America Coasts
	MFL	The Planets part 1	Do You Have A Pet?	The Weather	Clothes	Habitats	The Olympics
	Music	Livin' on a prayer	Drumming	Make you feel my love	The Fresh Prince of Bel Air	Dancing in the street	Reflect, Rewind and Replay
	PE	Invasion: Netball Swimming	Gymnastics Counter B and T Swimming	Dance Greatest Showman Swimming	OAA Problem Solving	Cricket: Striking and Fielding Swimming	Athletics Swimming
	RE	U2.1 Why do some people think God exists? Christians and non-religious (e.g. Humanists) (Y5)	U2.2 - What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) (Y5)	U2.6 What does it mean to be a Muslim in Britain		U2.4 If God is everywhere, why go to a place of worship? Christians, Hindus and/or Jewish people (Y5)	
Science	Earth and space	Forces	Properties and changes of materials		Living things and their habitats	Animals including human	
PSHE	Health and wellbeing		Relationships		Living in the wider world		
RSHE	Talking About Puberty	Key text: Where the Poppies Now Grow	The Reproductive System	Key text: How to Heal a Broken Wing	Puberty - Help and Support	Key text: And Tango Makes Three	
Maths	See Maths overview						

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Year 6	Theme	Britain needs you!		Z is for Zeus		Passport to North America	
	<u>Text</u>	<u>Goodnight Mr Tom</u>		<u>The Adventures of Odysseus</u>		<u>Twist of Gold</u>	
	<u>Art</u>	The life and work of John and Paul Nash		Work and ideas of Ancient Greek artists		North America collages made from torn paper and street art	
	Computing	Coding hardware Computers and net searching Online safety		Coding Presenting data online Online safety		Coding Networks Online safety	
	<u>DT</u>	<u>Rationing food</u>		<u>Labyrinth</u>		<u>Useful products</u>	
	<u>Humanities</u>	<u>WWII</u>	<u>Local History and Geography Study</u>	<u>Ancient Greeks</u>		<u>North America</u>	<u>Natural resources, Trade and economics</u>
	<u>MFL</u>	<u>World War II At School</u>	<u>At School</u>	<u>The Weekend</u>	<u>Verbs and grammar - Olympic games</u>	<u>Healthy Lifestyles</u>	<u>The Planets part2</u>
	<u>Music</u>	<u>Happy</u>	<u>Classroom Jazz 2</u>	<u>A new year carol</u>	<u>You've got a friend</u>	<u>New unit</u>	<u>Reflect, Rewind and Replay</u>
	<u>PE</u>	<u>Invasion: Football HRE</u>	<u>Gym: Matching and Mirroring</u> <u>Invasion: Hockey</u>	<u>Invasion: Basketball</u> <u>Dance Carnival</u>	<u>Invasion: Tag Rugby</u> <u>Problem Solving</u> <u>Tactics and Communication</u>	<u>Striking and Fielding: Rounders</u> <u>OAA Orienteering</u>	<u>Striking and Fielding: Cricket</u> <u>Athletics</u>
	<u>RE</u>	<u>U2.7 What matters most to Christians and Humanists? (Y6) (want to keep here teach twice if possible)</u>	<u>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists) (Y6)</u>	<u>U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? Christians, Hindus and/or Muslims (Y6)</u>		<u>U2.3 What do religions say to us when life gets hard? Christians, Hindus and non-religious (e.g. Humanists) (Y6)</u>	
	<u>Science</u>	<u>Animals including humans</u>	<u>Electricity</u>	<u>Light</u>	<u>Living things and their habitats</u>	<u>Evolution & inheritance</u>	
	<u>PSHE</u>	<u>Health and wellbeing</u>		<u>Relationships</u>		<u>Living in the wider world</u>	
	<u>RSHE</u>	<u>Puberty and</u>	<u>Key text: My</u>	<u>Communication in</u>	<u>Key text: The</u>	<u>Families,</u>	<u>Key text: The</u>

	Reproduction	Princess Boy	Relationships	Whisperer	Conception and Pregnancy	Island
Maths	See Maths overview					

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Learning by subject

Phonics Overview - Phases - Reception

Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	<ul style="list-style-type: none"> words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) 	we me be

*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp ff	are sure pure
Week 5	longer words	

Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	

Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words	
Week 4	root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	
Week 5	Phase 4 words ending in: -s /s/, -s /z/, -es longer words	

Overview - Phases – Year 1

Year 1 overview

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Autumn 1

	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Week 2	air er /z/ s –es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	their people oh your
Week 2	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	Mr Mrs Ms ask*
Week 3	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	could would should our
Week 4	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	house mouse water want
Week 5	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1

	Phase 5 graphemes	New tricky words
Week 1	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	any many again
Week 2	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	who whole where two
Week 3	/l/ le al apple metal /s/ c ice /v/ ve give	school call different
Week 4	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	thought through friend work
Week 5	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	

Spring 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	once laugh
Week 2	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	because eye
Week 3	/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there	
Week 4	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	
Week 5	/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze	

*The tricky words 'half' and 'father' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Summer 1

	Review Phase 5 GPCs for phonics screening check	No new tricky words
Week 1	ay play a-e shake ea each e he	
Week 2	ie pie i-e time o go o-e home	
Week 3	ue blue rescue ew chew new u-e rude cute aw claw	
Week 4	ea head ir bird ou cloud oy toy	
Week 5	i tiger a paper ow snow u unicorn	
Week 6	ph phone wh wheel ie shield g giant	

Summer 2

	Phase 5 graphemes	New tricky words
Week 1	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	busy beautiful pretty hour
Week 2	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /l/ ge large	move improve parents shoe
Week 3	/sh/ ti ssi si ci potion mission mansion delicious	
Week 4	/or/ augh our oar ore daughter pour oar more review	
Week 5	review	

Termly coverage

Autumn 1				
What will be taught?	Nursery	Reception	Year 1	Year 2
	<p align="center"><u>Phase 1</u></p> <p align="center">General Sound Discrimination GSD</p> <p>Aspect 1- GSD Environmental Sounds</p> <p>Aspect 2- GSD Instrumental Sounds</p>	<p align="center"><u>Phase 2</u></p> <p align="center">19 Phonemes s a t p i n m d g o c k c k e u r h b f l</p> <p align="center"><u>Tricky words (Read)</u> Is I the</p> <p align="center">VC/ CVC words 2 syllable words</p>	<p align="center"><u>Review</u></p> <p align="center"><u>Phase 3</u> j v w x y z/zz qu ch sh th ng ai ee igh oa oo/oo ar or ur oi ear air ure er ow</p> <p align="center">Complex cvc words Letters names 2 syllable words</p> <p align="center"><u>Phase 4</u></p> <p align="center"><u>Reading and spelling</u> CVC/CVCC/CCVC words with adjacent consonants</p> <p align="center">CVC/CVCC/CCVC words with phase 2 and 3 graphemes</p> <p align="center"><u>Phase 5</u> ay ou oy ea</p> <p align="center"><u>Tricky Words</u> the put pull full push to into I no go of he she we me be was you they all are</p>	<p align="center"><u>Review</u></p> <p align="center"><u>Phase 5</u> ay ou oy ea ir ie ue u o i a e a_e i_e o_e u_e e_e ew ie aw</p> <p align="center"><u>Digraphs and alternative pronunciation of known phonemes</u></p> <p align="center"><u>See:</u> Year 1 Spring 1 Year 1 Spring 2 Year 1 Summer 2</p> <p align="center"><u>Tricky Words</u></p> <p align="center"><u>See:</u> Year 1 Spring 1 Year 1 Spring 2 Year 1 Summer 2</p> <p align="center">Read and spell fully decodable high frequency words on 100 list</p>

			my by sure pure said have like so do some come love were there little one when out what says here today	
What was the previous learning?	N/A	-Introduction to orally segmenting and blending. - Listening, attention and Speaking when practicing phonemes.	- Segmenting and blending complex CVC words using phase 2 and 3 phonemes - Segment and blend adjacent consonants CVC, CVCC, CCVC words - Read and spell Phase 2 3 and 4 high frequency words.	- Segmenting and blending words containing Phase 5 phonemes - Segment and blend words with alternative pronunciations of phonemes taught. - Read and spell Phase 2 3, 4 and 5 high frequency words.
Links across the curriculum	Links to EYFS Curriculum - Expressive arts and design- Creating with materials - Communication and Language: Listening, attention and understanding - Communication and language: Speaking	- Links to writing for different purposes through free flow activities. (Indoor and outdoor.) - Name writing and high frequency word writing. - Spellings tests - 1:1 reading with ISA/CT - Focus words on displays	- Links to writing for different purposes in English.) - Decoding in Guided Reading. - High frequency word writing. - Spellings tests - 1:1 reading with ISA/CT Focus words on displays	- Links to writing for different purposes in English.) - Decoding in Guided Reading. - High frequency word writing. - Spellings tests - 1:1 reading with ISA/CT Focus words on displays
Expected outcomes/ evidence	To have a phonological awareness of sounds.	To segment and blend words containing phase 2 phonemes and tricky words.	To segment and blend words containing phase 2 and 3 phonemes, also phase 4 adjacent consonants and polysyllabic words	To segment and blend words containing phase 2 and 3 phonemes, also phase 4 adjacent consonants and polysyllabic words and phase 5 diagraphs, and split diagraphs.

Autumn 2

	Nursery	Reception	Year 1	Year 2
What will be taught?	<p>Phase 1</p> <p>General Sound Discrimination GSD</p> <p>Aspect 1- GSD Environmental Sounds</p> <p>Aspect 2- GSD Instrumental Sounds</p>	<p>Phase 2</p> <p>ff ll ss j v w y z zz qu ch sh th ng nk</p> <p>Tricky words (Read)</p> <p>put pull full as and has his her go no to into she push he of we me be</p> <p>VC/ CVC words 2 syllable words</p> <p>-</p>	<p>Phase 5</p> <p>ir ie ue u o i a e a_e i_e o_e u_e e_e_e ew ie aw</p> <p>Tricky Words</p> <p>their people oh your Mr Mrs Ms ask could would should our house mouse water want</p> <p>Read and spell fully decodable high frequency words on 100 list</p>	<p>Phase 6- Spelling</p> <p>Past Tense- Regular and irregular verbs</p> <p>Adding suffixes</p> <p>ed ing s/es er est ful ly y ment ness</p> <p>Spelling longer words</p> <p>Read and spell irregular high frequency words on further 200 list.</p>
What was the previous learning?	N/A	<ul style="list-style-type: none"> -Introduction to orally segmenting and blending. - Listening, attention and Speaking when practicing 	<ul style="list-style-type: none"> - Segmenting and blending words containing Phase 5 phonemes - Segment and blend words with 	<ul style="list-style-type: none"> - Segmenting and blending words containing Phase 5 phonemes - Segment and blend words

		phonemes.	alternative pronunciations of phonemes taught. - Read and spell Phase 2 3, 4 and 5 high frequency words.	with alternative pronunciations of phonemes taught. Read and spell Phase 2 3, 4 and 5 high frequency words.
Links across the curriculum	<p>Links to EYFS curriculum</p> <ul style="list-style-type: none"> - Expressive arts and design- Creating with materials - Communication and Language: Listening, Attention and understanding - Communication and language: Speaking <p><i>B Squared English Word Reading</i></p>	<ul style="list-style-type: none"> - Links to writing for different purposes through free flow activities. (Indoor and outdoor.) - Name writing and high frequency word writing. - Spellings tests - 1:1 reading with ISA/CT - Focus words on displays 	<ul style="list-style-type: none"> - Links to writing for different purposes in English.) - Decoding in Guided Reading. - High frequency word writing. - Spellings tests - 1:1 reading with ISA/CT Focus words on displays 	<ul style="list-style-type: none"> - Links to writing for different purposes in English.) - Decoding in Guided Reading. - High frequency word writing. - Spellings tests - 1:1 reading with ISA/CT Focus words on displays
Expected outcomes/ evidence	To have a phonological awareness of sounds.	To segment and blend words containing phase 2 phonemes and tricky words.	To segment and blend words containing phase 5 phonemes and know alternative pronunciations of previous phonemes taught.	To read and spell words containing spelling rules, suffixes and prefixes from phase 6, also to read and spell year 2 common exception words.

Spring 1

What will be taught?	Nursery	Reception	Year 1	Year 2
	<p><u>Phase 1</u></p> <p>General Sound Discrimination GSD</p> <p>Aspect 3- GSD Body Percussion</p> <p>Aspect 4- Rhythm and rhyme</p>	<p><u>Phase 3</u></p> <p>ai ee igh oa oo/oo ar or ur oi ear air ure er ow</p> <p>Complex cvc words Words with double letters Letters names 2 syllable words</p> <p><u>Tricky Words</u> was you they my by all are sure pure</p>	<p><u>Phase 5</u></p> <p><u>Digraphs and alternative pronunciation of known phonemes</u></p> <p>/ee/ y /e/ ea /w/ wh /oa/ oe ou toe /igh/ y /oa/ ow /j/ g /f/ ph /l/ le al /s/ c /v/ ve /u/ o_e o ou /z/ se /s/ se /ee/ ey /oo/ ui ou</p> <p><u>Tricky Words</u></p> <p>any many again who whole where two school call different thought through friend work</p> <p>Read and spell fully decodable high</p>	<p><u>Phase 6- Spelling</u></p> <p><u>Past Tense- Regular and irregular verbs</u></p> <p><u>Adding suffixes</u> ed ing s/es er est ful ly y ment ness</p> <p><u>Spelling longer words</u></p> <p><u>Read and spell irregular high frequency words on further 200 list.</u></p>

			frequency words on 100 list	
What was the previous learning?	<p>Aspect 1- GSD Environmental Sounds</p> <p>Aspect 2- GSD Instrumental Sounds</p>	<ul style="list-style-type: none"> - Segmenting and blending CVC words using phase 2 phonemes - Read and spell Phase 2 high frequency words. 	<ul style="list-style-type: none"> - Segmenting and blending words containing Phase 5 phonemes - Segment and blend words with alternative pronunciations of phonemes taught. - Read and spell Phase 2 3, 4 and 5 high frequency words. 	<ul style="list-style-type: none"> - Segmenting and blending words containing Phase 5 phonemes - Segment and blend words with alternative pronunciations of phonemes taught. Read and spell Phase 2 3, 4 and 5 high frequency words.
Links across the curriculum	<p>Links to EYFS Curriculum</p> <ul style="list-style-type: none"> - Expressive arts and design- Creating with materials - Communication and Language: Listening, attention and understanding - Communication and language: Speaking <p><i>B Squared English Word Reading</i></p>	<ul style="list-style-type: none"> - Links to writing for different purposes through free flow activities. (Indoor and outdoor.) - Name writing and high frequency word writing. - Spellings tests - 1:1 reading with ISA/CT - Focus words on displays <p><i>B Squared English Word Reading</i></p>	<ul style="list-style-type: none"> - Links to writing for different purposes in English.) - Decoding in Guided Reading. - High frequency word writing. - Spellings tests - 1:1 reading with ISA/CT Focus words on displays <p><i>B Squared English Word Reading</i></p>	<ul style="list-style-type: none"> - Links to writing for different purposes in English.) - Decoding in Guided Reading. - High frequency word writing. - Spellings tests - 1:1 reading with ISA/CT Focus words on displays <p><i>B Squared English Word Reading</i></p>
Expected outcomes/ evidence	To have a phonological awareness of sounds.	To segment and blend words containing phase 2 and 3 phonemes and tricky words.	To segment and blend words containing phase 5 phonemes and know alternative pronunciations of previous phonemes taught.	To read and spell words containing spelling rules, suffixes and prefixes from phase 6, also to read and spell year 2 common exception words.

Spring 2

What will be taught?	Nursery	Reception	Year 1	Year 2
	<p><u>Phase 1</u></p> <p>General Sound Discrimination GSD</p> <p>Aspect 5- Alliteration</p> <p>Aspect 6- Voice Sounds</p>	<p><u>Phase 3</u></p> <p><u>Review Phase 3</u></p> <p>Longer words including those with double letters</p> <p>Words with -s /z/ in the middle</p> <p>Words with -es /z/ at the end</p> <p>Words with -s /s/ and /z/ at the end</p> <p><u>Tricky words</u></p> <p>Review all taught so far</p>	<p><u>Phase 5</u></p> <p><u>Diagraphs and alternative pronunciation of known phonemes</u></p> <p>/ur/ or</p> <p>/oo/ u oul</p> <p>/air/ are</p> <p>/or/ au aur oor al</p> <p>/ch/ tch ture</p> <p>/ar/ al a</p> <p>/or/ a</p> <p>/o/ a</p> <p>/air/ ear ere</p> <p>/ur/ ear</p> <p>/r/ wr</p> <p>/s/ st sc</p> <p>/c/ ch</p> <p>/sh/ ch</p> <p>/z/ ze</p> <p><u>Tricky Words</u></p> <p>once laugh because eye</p> <p>Read and spell fully decodable high frequency words on 100 list</p>	<p><u>Phase 6- Spelling</u></p> <p><u>Past Tense- Regular and irregular verbs</u></p> <p><u>Adding suffixes</u></p> <p>ed</p> <p>ing</p> <p>s/es</p> <p>er</p> <p>est</p> <p>ful</p> <p>ly</p> <p>y</p> <p>ment</p> <p>ness</p> <p><u>Spelling longer words</u></p> <p><u>Read and spell irregular high frequency words on further 200 list.</u></p>

What was the previous learning?	<p>Aspect 3- GSD Body Percussion</p> <p>Aspect 4- Rhythm and rhyme</p>	<ul style="list-style-type: none"> - Segmenting and blending words containing Phase 2 phonemes. - Read and spell Phase 2 high frequency words. 	<ul style="list-style-type: none"> - Segmenting and blending words containing Phase 5 phonemes - Segment and blend words with alternative pronunciations of phonemes taught. - Read and spell Phase 2 3, 4 and 5 high frequency words. 	<ul style="list-style-type: none"> - Segmenting and blending words containing Phase 5 phonemes - Segment and blend words with alternative pronunciations of phonemes taught. Read and spell Phase 2 3, 4 and 5 high frequency words.
Links across the curriculum	<p>Links to Development Matters EYFS document</p> <ul style="list-style-type: none"> - Expressive arts and design- Exploring and using media and materials - Communication and Language: Listening and attention - Communication and language: Speaking <p><i>B Squared English Word Reading</i></p>	<ul style="list-style-type: none"> - Links to writing for different purposes through free flow activities. (Indoor and outdoor.) - Name writing and high frequency word writing. - Spellings tests - 1:1 reading with ISA/CT - Focus words on displays <p><i>B Squared English Word Reading</i></p>	<ul style="list-style-type: none"> - Links to writing for different purposes in English.) - Decoding in Guided Reading. - High frequency word writing. - Spellings tests - 1:1 reading with ISA/CT Focus words on displays <p><i>B Squared English Word Reading</i></p>	<ul style="list-style-type: none"> - Links to writing for different purposes in English.) - Decoding in Guided Reading. - High frequency word writing. - Spellings tests - 1:1 reading with ISA/CT Focus words on displays <p><i>B Squared English Word Reading</i></p>
Expected outcomes/evidence	To have a phonological awareness of sounds.	To segment and blend words containing phase 2 and 3 phonemes and tricky words.	To segment and blend words containing phase 5 phonemes and know alternative pronunciations of previous phonemes	To read and spell words containing spelling rules, suffixes and prefixes from phase 6, also to read and

			taught.	spell year 2 common exception words.
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Summer 1

What will be taught?	Nursery	Reception	Year 1	Year 2
	<p style="text-align: center;"><u>Phase 2</u> 19 Phonemes s a t p i n m d g o c k c k e u r h b f l</p> <p style="text-align: center;"><u>Tricky words (Read)</u> Is I the</p> <p style="text-align: center;">VC/ CVC words 2 syllable words</p>	<p style="text-align: center;"><u>Phase 4</u></p> <p style="text-align: center;"><u>Reading and spelling</u> CVC/CVCC/CCVC words with adjacent consonants</p> <p style="text-align: center;">CVC/CVCC/CCVC words with phase 2 and 3 graphemes</p> <p style="text-align: center;">Longer words and compound words</p> <p style="text-align: center;">Words ending in suffixes: -ing -ed /t/ -ed /id/ /ed/ -est</p> <p style="text-align: center;"><u>Tricky Words</u></p> <p style="text-align: center;">said so have like some come love do were here little says there when what one out today</p>	<p style="text-align: center;"><u>Phonics Screening Check Review</u></p> <p style="text-align: center;"><u>No new GPCs or tricky words</u></p>	<p style="text-align: center;"><u>Phase 6- Spelling</u></p> <p style="text-align: center;"><u>Past Tense- Regular and irregular verbs</u></p> <p style="text-align: center;"><u>Adding suffixes</u> ed ing s/es er est ful ly y ment ness</p> <p style="text-align: center;"><u>Spelling longer words</u></p> <p style="text-align: center;"><u>Read and spell irregular high frequency words on further 200 list.</u></p>

<p>What was the previous learning?</p>	<p><u>Phase 1</u></p> <p>Aspect 1- GSD Environmental Sounds</p> <p>Aspect 2- GSD Instrumental Sounds</p> <p>Aspect 3- GSD Body Percussion</p> <p>Aspect 4- Rhythm and rhyme</p> <p>Aspect 7- Oral blending and segmenting.</p>	<ul style="list-style-type: none"> - Segmenting and blending words containing Phase 2 and 3 phonemes and diagraphs. - Read and spell Phase 2 and 3 high frequency words. 	<ul style="list-style-type: none"> - Segmenting and blending words containing Phase 5 phonemes - Segment and blend words with alternative pronunciations of phonemes taught. - Read and spell Phase 2 3, 4 and 5 high frequency words. 	<ul style="list-style-type: none"> - Segmenting and blending words containing Phase 5 phonemes - Segment and blend words with alternative pronunciations of phonemes taught. Read and spell Phase 2 3, 4 and 5 high frequency words.
<p>Links across the curriculum</p>	<p>Links to EYFS Curriculum</p> <ul style="list-style-type: none"> - Expressive arts and design- Creating with materials - Communication and Language: Listening, attention and understanding - Communication and language: Speaking 	<ul style="list-style-type: none"> - Links to writing for different purposes through free flow activities. (Indoor and outdoor.) - Name writing and high frequency word writing. - Spellings tests - 1:1 reading with ISA/CT - Focus words on displays <p><i>B Squared English</i></p>	<ul style="list-style-type: none"> - Links to writing for different purposes in English.) - Decoding in Guided Reading. - High frequency word writing. - Spellings tests - 1:1 reading with ISA/CT Focus words on displays <p><i>B Squared English Word Reading</i></p>	<ul style="list-style-type: none"> - Links to writing for different purposes in English.) - Decoding in Guided Reading. - High frequency word writing. - Spellings tests - 1:1 reading with ISA/CT Focus words on displays <p><i>B Squared English Word Reading</i></p>

	<i>B Squared English Word Reading</i>	<i>Word Reading</i>		
Expected outcomes /evidence	To have a phonological awareness of sounds. To segment and blend words containing phase 2 phonemes.	To segment and blend words containing phase 2 and 3 phonemes, also phase 4 adjacent consonants and polysyllabic words.	To segment and blend words containing phase 5 phonemes and know alternative pronunciations of previous phonemes taught.	To read and spell words containing spelling rules, suffixes and prefixes from phase 6, also to read and spell year 2 common exception words.

Summer 2				
What will be taught?	Nursery	Reception	Year 1	Year 2
	<p><u>Phase 2</u> ff ll ss j v w y z zz qu ch sh th ng nk</p> <p><u>Tricky words (Read)</u> put pull full as and has his her go no to into she push he of we me be</p> <p>VC/ CVC words 2 syllable words</p>	<p><u>Phase 4</u></p> <p>Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC</p> <p>Words ending in suffixes: -ing -ed /t/ -ed /id /ed/ -est</p>	<p><u>Phase 5</u></p> <p><u>Digraphs and alternative pronunciation of known phonemes</u></p> <p>/ai/ eigh aigh ey ea /n/ kn gn /m/ mb /ear/ ere eer /zh/ su si /j/ dge /i/ y /j/ ge /sh/ ti ssi si ci</p>	<p><u>Phase 6- Spelling</u></p> <p><u>Past Tense- Regular and irregular verbs</u></p> <p><u>Adding suffixes</u> ed ing s/es er est ful ly y</p>

		<p>Longer words and compound words</p> <p><u>Tricky Words</u></p> <p>Review all taught so far</p>	<p>/or/ augh our oar ore</p> <p><u>Tricky Words</u></p> <p>Busy beautiful pretty hour move improve parents shoe</p> <p>Read and spell fully decodable high frequency words on 100 list</p>	<p>ment ness</p> <p><u>Spelling longer words</u></p> <p><u>Read and spell irregular high frequency words on further 200 list.</u></p>
What was the previous learning?	<p><u>Phase 1</u></p> <p>Aspect 1- GSD Environmental Sounds</p> <p>Aspect 2- GSD Instrumental Sounds</p> <p>Aspect 3- GSD Body Percussion</p> <p>Aspect 4- Rhythm and rhyme</p> <p>Aspect 7- Oral blending and segmenting.</p>	<ul style="list-style-type: none"> - Segmenting and blending words containing Phase 5 phonemes - Segment and blend words with alternative pronunciations of phonemes taught. - Read and spell Phase 2 3 and 4 high frequency words. 	<ul style="list-style-type: none"> - Segmenting and blending words containing Phase 5 phonemes - Segment and blend words with alternative pronunciations of phonemes taught. - Read and spell Phase 2 3, 4 and 5 high frequency words. 	<ul style="list-style-type: none"> - Segmenting and blending words containing Phase 5 phonemes - Segment and blend words with alternative pronunciations of phonemes taught. Read and spell Phase 2 3, 4 and 5 high frequency words.
Links across the curriculum	<p>Links to EYFS Curriculum</p> <ul style="list-style-type: none"> - Expressive arts and design- Creating with 	<ul style="list-style-type: none"> - Links to writing for different purposes through free flow activities. (Indoor and outdoor.) 	<ul style="list-style-type: none"> - Links to writing for different purposes in English.) - Decoding in Guided Reading. - High frequency word writing. 	<ul style="list-style-type: none"> - Links to writing for different purposes in English.) - Decoding in Guided Reading. - High frequency word writing.

	<p>materials</p> <ul style="list-style-type: none"> - Communication and Language: Listening, attention and understanding - Communication and language: Speaking <p><i>B Squared English Word Reading</i></p>	<ul style="list-style-type: none"> - Name writing and high frequency word writing. - Spellings tests - 1:1 reading with ISA/CT - Focus words on displays <p><i>B Squared English Word Reading</i></p>	<ul style="list-style-type: none"> - Spellings tests - 1:1 reading with ISA/CT <p>Focus words on displays</p> <p><i>B Squared English Word Reading</i></p>	<ul style="list-style-type: none"> - Spellings tests - 1:1 reading with ISA/CT <p>Focus words on displays</p> <p><i>B Squared English Word Reading</i></p>
Expected outcomes/evidence	<p>To have a phonological awareness of sounds.</p> <p>To segment and blend words containing phase 2 phonemes.</p>	<p>Introduction to segment and blend words containing phase 5 phonemes as well as begin to read phase 5 high frequency words.</p>	<p>To segment and blend words containing phase 5 phonemes and know alternative pronunciations of previous phonemes taught.</p>	<p>To read and spell words containing spelling rules, suffixes and prefixes from phase 6, also to read and spell year 2 common exception words.</p>

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Reading

Overview` - core texts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Kissing Hand By Audrey Penn	Biscuit Bear By Mini Grey	Here to Help Series	Goldilocks' & The Three Bears	The Duck and the truck	Billy's Bucket By Kes Gray

	<p>Senses Books By Katie Dicker</p> <p>Boris's Body By Pac Macmillian</p> <p>Here's a Poem By Jane Yolen</p> <p>You Choose By Pippa Goodhart</p>	<p>Handa's Surprise By Eileen Browne</p> <p>I will Not Ever Never Eat a Tomato By Lauren Child</p> <p>The Jolly Christmas Postman by Allan Ahlberg and Janet Ahlberg</p> <p>Non-Fiction books</p>	<p>By Hannah Phillips, James Nixon and Rachel Blount</p> <p>Festivals Around the World Chinese New Year By Grace Jones</p>	<p>Little Red Riding Hood</p> <p>Jack and the Beanstalk</p> <p>Enormous turnip</p> <p>Three little pigs</p>	<p>By Jex Alborough</p> <p>Squash and a squeeze By Julia Donaldson</p> <p>Everyone Shouted Pull By Claire Llwellyn</p> <p>Oscar and the cricket</p> <p>Mix it by Henre Tullet</p> <p>Non-fiction books - Seasons</p>	<p>Mister Seahorse By Eric Carle</p> <p>Sharing a Shell By Julia Donaldson</p> <p>Owl Babies By Martin Waddell</p> <p>Ahhh Spider By Lydia Monks</p> <p>The Bad Tempered Ladybird By Eric Carle</p> <p>Hungry Caterpillar By Eric Carle</p> <p>Yucky Worms By Vivian French</p>
Reception	<p>We are all different</p> <p>Jakes First Day</p> <p>Bedtime for Monsters By Ed Verre</p> <p>Here's a little poem By Jane Yole</p>	<p>Biscuit Bear By Mini Grey</p> <p>Happy Birthday Maisie By Lucy Cousins</p> <p>I Will Not Ever Eat a Tomato By Laura Child</p>	<p>Supertato Series By Sue Hendra and Paul Linnet</p> <p>Evil Pea By Sue Hendra and Paul Linnet</p> <p>People Who Help us Series</p>	<p>Goldilocks and the Three Bears</p> <p>Little Red Riding Hood</p> <p>We're Going on a Bear Hunt By Michael Rosen</p>	<p>The Snow Whale by Caroline Pitcher</p> <p>The Duck and the truck By Jex Alborough</p> <p>Squash and a squeeze By Julia Donaldson</p>	<p>Anna Hibiscus Series</p> <p>Billys Bucket</p> <p>Surprising Shark</p> <p>Plunge into the Pirate Pool</p> <p>Ahhh Spider!</p>

			<p>By Amanda Askew and Andrew Crowson</p> <p><u>CNY Celebrations Book</u></p> <p><u>Handas Surprise</u> By Eileen Browne</p> <p><u>Gigantic Turnip</u></p>	<p><u>Jack and the Beanstalk</u></p> <p><u>The Gruffalo Series</u> By Julie Donaldson</p>	<p><u>Enormous turnip</u></p> <p><u>Little blue and Little Yellow</u> By Leo Lionni</p> <p><u>Mix it up by Henri Tullet</u></p> <p><u>Hungry Caterpillar</u></p>	<p><u>What the Ladybird Heard series</u></p> <p><u>Yucky Worms</u></p> <p><u>Non Fiction</u></p>
Year 1	<p><u>The Man on the Moon.</u> By Simon Bartram</p>	<p><u>Tidy.</u> By Emily Gravett</p>	<p><u>Traction Man</u> By Mini Grey</p>	<p><u>The Puffin Book of Fantastic First Poems.</u> By June Crebbin</p>	<p><u>One Day on our Blue Planet in the African Savanna</u> By Ella Bailey</p>	<p><u>The Lonely Beast.</u> By Chris Judge</p>
Year 2	<p><u>The Snail and the Whale.</u> By Julia Donaldson</p>	<p><u>VLAD and the great fire of London</u> By Kate Cunningham</p>	<p><u>Lila and the secret of rain.</u> By David Conway</p>	<p><u>If You Were Me and Lived in Norway.</u> By Carole P Roman</p>	<p><u>You wouldn't want to be a Victorian school child.</u> By John Malam</p>	<p><u>Queen Victoria's Bathing Machine</u> By Gloria Whelan</p>
Year 3	<p><u>Pebble in my pocket</u> By Meredith Hooper</p>	<p><u>UG: Boy Genius of the Stone Age</u> By Raymond Briggs</p>	<p><u>The Frog Prince</u> By the Brothers Grimm (Retold By Susanna Davidson.)</p> <p><u>The Frog Prince continued.</u> By Jon Scieszka</p>	<p><u>Leon and the Place Between.</u> By Angela McAllister</p>	<p><u>Fantastic Mr Fox</u> BY Roald Dahl</p>	<p><u>Krindlekrax</u> By Philip Ridley</p>
Year 4	<p><u>Iron Man</u> By Ted Hughes</p>	<p><u>Beowulf</u> By Michael Morpurgo</p>	<p><u>Odd and the Frost giants</u> By Neil Gaiman (Spring 2 - additional)</p>		<p><u>The Lion, the witch and wardrobe</u> C.S.Lewis (Summer 2 - coverage continued)</p>	

Year 5	Cosmic By Frank Cottrell Boyce	Journey to Jo'burg By Beverly Naidoo	Ma'ats Feather By Juliet Desailly (Spring 2 - coverage continued)	Journey to the River Sea. By Eva Ibbotson (Summer 2 - coverage continued)
Year 6	Goodnight Mr Tom By Michelle Magorian Blue Oak - The Lion and the Unicorn	The Adventures of Odysseus By Hugh Lupton and Daniel Morden	Twist of Gold Michael Morpurgo (Summer 2 - coverage continued)	

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Key for type of skill:

Phonics - Purple

Making inference - Orange

Language for effect - Red

Theme and conventions - Grey

Word reading - Green

Comprehension - Blue

Range of text - Pink

Autumn 1					
Year group	What skills will be taught?	Skills	Previous Knowledge	Knowledge	Expected outcomes/evidence
Nursery	<u>Literacy - Comprehension</u> Engage in extended conversations about stories, learning new vocabulary <u>Literacy -Word reading</u> Develop their phonological awareness, so that they can; spot and suggest rhymes Develop their phonological awareness, so that they can: count or clap syllables in a word		At home or preschool		LEARNING assessment and observations Baseline assessment

	Develop their phonological awareness, so that they can; recognise words with the same initial sound, such as money and mother.			
Reception	<p><u>Literacy - Comprehension</u> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p><u>Literacy - Word reading</u> Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	Refer to nursery - Autumn 1		<p>LEARNING assessment and observations Baseline assessment</p> <p>Teaching of daily Phonics Work and photo sheets in folders</p>
Year 1	<p>Respond speedily with correct sound to graphemes for some phonemes; secure within phase 4 and working within phase 5</p> <p>Recognises and reads at least 15 common exception words.</p>	<p><u>Word reading:</u> say the sound for all 40+ graphemes including one grapheme for all 40+ phonemes.</p> <p>Apply phonic knowledge and skills as a route to decode words.</p>	Refer to Reception -	<p>Teaching of daily Phonics Work and photo sheets in books Recordings in reading folders of guided sessions Checking of reading records</p>
Year 2	<p>Applies phonic knowledge and skills, including the blending of</p>	<p><u>Word reading:</u> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p>	Refer to Year 1 - Autumn 1/2	<p>Teaching of daily Phonics Work and photo sheets in books Recordings in reading folders</p>

	<p>sounds in unfamiliar words, to decode appropriate texts accurately</p> <p>Reads many common exception words</p> <p>Read aloud many words quickly and accurately without overt sounding and blending</p> <p>Make simple predictions on what might happen from what they have read so far</p>	<p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words in age-appropriate books accurately and fluently, without overt sounding and blending and sufficiently fluent to allow him/her to focus on understanding rather than decoding.</p> <p><u>Comprehension:</u> Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making plausible predictions on what might happen on the basis of what has been read so far.</p>			<p>of guided sessions</p> <p>Checking of reading records</p>
<p>Year 3</p>	<p>Read aloud books consistent with phonic knowledge, accurately, confidently and fluently and attempt to sound out unfamiliar words.</p> <p>Uses own knowledge, available information and vocabulary to make inferences on what has been read.</p>	<p><u>Word reading:</u></p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word with reference to spelling English Appendix 1.</p> <p><u>Comprehension:</u></p> <p>Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Refer to Year 2- Autumn 1</p>		<p>Phonics taught to those children who still need it. Work and photo sheets in books (reading journals/Theme) Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>Make predictions about what might happen next based on what has been read.</p> <p>Clarifies the meaning of new words through discussions and making links to know vocabulary.</p>	<p>Understand what he/she reads by predicting what might happen from details stated.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.</p>			
<p>Year 4</p>	<p>Read aloud books consistent with phonic knowledge, accurately, confidently and fluently.</p> <p>Offers predictions about what might happen next based on what has been read.</p> <p>Demonstrates understanding of a wide range of poetry, stories and non-fiction that is read independently and more challenging books that are listened to, through identification of key aspects of the text, explanation and</p>	<p><u>Word reading:</u></p> <p>Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word, with reference to spelling English Appendix 1.</p> <p><u>Comprehension:</u></p> <p>Understand what he/she reads by predicting what might happen from details stated and implied.</p> <p>Participate in clear reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.</p>	<p>Refer to Year 3 - Autumn 1</p>		<p>Work and photo sheets in books (reading journals/Theme) Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>active discussion that takes account of what others say.</p> <p>With support, can use dictionaries to check meaning.</p> <p>Can identify unfamiliar words and start to make sense in context.</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.</p>			
<p>Year 5</p>	<p>Beginning to determine -meaning of new words by applying knowledge of the root words, prefixes and suffixes as listed in the Year 5- and 6-word list (Appendix 1) e.g words ending in ible/able</p> <p>Reads age related texts with confidence and fluency for an increasing period of time by themselves, with little or no prompting.</p> <p>Beginning to justify inferences with evidence, drawing on their own experiences.</p>	<p><u>Word reading:</u></p> <p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spelling.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p><u>Comprehension:</u></p> <p>Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Refer to Year 4 - Autumn 1</p>		<p>Work and photo sheets in books (reading journals/Theme) Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>With support, can ask questions to develop their understanding of the text</p> <p>Can check a text makes sense to them by discussing their understanding of words in context</p>	<p>Understand what he/she reads by asking questions to improve his/her understanding of complex texts.</p> <p>Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.</p>			
<p>Year 6</p>	<p>Determines the meaning of most new words by applying knowledge of the root words, prefixes and suffixes as taught from (Appendix 1) as well as context.</p> <p>Can read completely independently for up to half an hour.</p> <p>Can recall and recite verses from poems by themselves</p> <p>Draws inferences from the text by</p>	<p><u>Word reading:</u></p> <p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 6 spelling.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes.</p> <p><u>Comprehension:</u></p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart.</p> <p>Provide reasoned justifications for</p>	<p>Refer to Year 5 - Autumn 1</p>		<p>Work and photo sheets in books (reading journals/Theme) Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>identifying what characters might be thinking from their actions.</p> <p>Can identify obvious differences between fact and opinion</p> <p>Can explain, in written form, what they have read and extract what information they need to answer a question</p> <p>Can pick out examples of figurative language, such as metaphors and personification</p> <p>Can draw upon knowledge of a range of books to make comparisons and answer questions which require longer answers.</p> <p>Identifies the main point of each paragraph, précising an overall piece of text.</p>	<p>his/her views.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books.</p> <p>Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p>			
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Autumn 2

Year group	What will be taught?	Skills	Previous Knowledge	Expected outcomes/evidence
Nursery	<p><u>Literacy - Comprehension</u> Engage in extended conversations about stories, learning new vocabulary</p> <p><u>Literacy - Word reading</u></p> <p>Develop their phonological awareness, so that they can; spot and suggest rhymes</p> <p>Develop their phonological awareness, so that they can: count or clap syllables in a word</p> <p>Develop their phonological awareness, so that they can; recognise words with the same initial sound, such as money and mother.</p>		At home or preschool	LEARNING assessment and observations
Reception	<p><u>Literacy - Comprehension</u></p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p><u>Literacy - Word Reading</u></p> <p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Phase 2 phonics</p>		Refer to nursery - Autumn	<p>LEARNING assessment and observations</p> <p>Individual tracking sheets</p>
Year 1	<p>Respond speedily with the correct sound to graphemes for all 40+ phonemes, including where applicable alternative sounds for</p>	<p><u>Phonics:</u> Say sounds for 40+ phonemes, including one grapheme for each of 40+ phonemes</p>	Refer to reception -	<p>Teaching of daily Phonics Work and photo sheets in books</p> <p>Recordings in reading folders of guided sessions</p>

	<p>graphemes; secure within phase 5</p> <p>Recognises and reads at least 30 common exception words</p> <p>Can group texts with similar themes together when sorting books</p> <p>Can talk very simply about what a character is like.</p> <p>Can retell simple known stories from memory</p> <p>Can pick out the title from the other text.</p> <p>Can repeat what is read to them</p>	<p><u>Word reading:</u> Read common exception words</p> <p><u>Comprehension</u> Explain clearly his/her understanding of what is read to him/her.</p> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done.</p> <p>Retell some of a familiar story or rhyme, when being read to by an adult (one-to-one or in smaller groups)</p> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events.</p> <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p>	<p>Refer to Year 1 Autumn 1</p>	<p>Checking of reading records</p>
<p>Year 2</p>	<p>Demonstrates understanding of a</p>	<p><u>Comprehension</u> Develop pleasure in reading, motivation to read, vocabulary and understanding</p>	<p>Refer year 2- autumn 1</p>	<p>Teaching of daily Phonics Work and photo sheets in books Recordings in reading folders of guided sessions</p>

	<p>wide range of poetry, stories, and non-fiction that has been read and listened to by verbal explanations linked to own experiences, background information and vocabulary provided.</p> <p>Recognise the beginning, middle and end in a simple text</p> <p>Checks that the text makes sense whilst reading, applying phonic knowledge to correct inaccuracies.</p> <p>Uses recurring literary language in discussing or retelling stories and joining in with poetry</p> <p>Shows understanding of the</p>	<p>by 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 he/she can read independently.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary</p>		<p>Checking of reading records</p>
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	<p>meaning of words through discussion and makes links to those already known.</p> <p>Has learned some simple poems by heart and recites them with others, using appropriate intonation to help make the meaning clear</p> <p>Demonstrates increasing familiarity with, and can retell, a range of stories, fairy stories and traditional tales.</p> <p>Recognises that non-fiction books can be structured in different ways</p> <p>Can recite short poems</p>	<p>language in stories and poetry</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding</p>		
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		by recognising simple recurring literary language in stories and poetry.		
Year 3	<p>Identifies key aspects of a range of fiction and non-fictions, including challenging texts that are listed to.</p> <p>Identifies sequences of events and offers simple explanations about how they relate.</p> <p>Recognising simple recurring literary language in stories and poetry.</p> <p>Demonstrates familiarity with a wide range of stories, fairy stories and traditional stories.</p>	<p><u>Comprehension:</u></p> <p>Understand what he/she reads by asking questions to improve his/her understanding of a text.</p> <p>Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways.</p>	Refer to year 2 -	<p>Phonics taught to those children who still need</p> <p>Work and photo sheets in books (reading journals/Topic)</p> <p>Recordings in reading folders of guided sessions</p> <p>Checking of reading records</p>
Year 4	<p>Demonstrates understanding of a wide range of poetry, stories and</p>	<p><u>Comprehension:</u></p> <p>Participate in clear reasoned discussion</p>	Refer to Year 3	<p>Work and photo sheets in books (reading journals/Topic)</p> <p>Recordings in reading folders of guided sessions</p>

	<p>non-fiction that is read independently and more challenging books that are listened to, through identification of key aspects of the text, explanation and active discussion that takes account of what others say.</p> <p>With support, you can use dictionaries to check meaning.</p> <p>Can identify unfamiliar words and start to make sense in context.</p> <p>Can choose words from the text that add to meaning</p> <p>Shows familiarity with fiction and non-fiction, including books by the same author.</p>	<p>about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.</p> <p>Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.</p>		<p>Checking of reading records</p>
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Year 5	<p>Can use non-fiction texts to retrieve and record answers to specific questions.</p> <p>Can capture whole phrases which depict a mood or describe a scene.</p> <p>Can draw upon knowledge from a range of texts, such as longer narratives and non-fiction text types to answer questions about genre features.</p> <p>Can summarise the main point of a piece of writing</p>	<p><u>Comprehension:</u></p> <p>Retrieve and record information from non-fiction over a wide range of subjects</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Retrieve, record and present information from non-fiction</p>	Refer to Year 4	<p>Work and photo sheets in books (reading journals/Topic)</p> <p>Recordings in reading folders of guided sessions</p> <p>Checking of reading records</p>
Year 6	As of autumn 1	As of autumn 1	Refer to year 6 - Autumn 1	<p>Work and photo sheets in books (reading journals/Topic)</p> <p>Recordings in reading folders of guided sessions</p> <p>Checking of reading records</p>

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Spring 1

Year group	What will be taught?	Skills	Previous Knowledge	Expected outcomes/evidence
Nursery	<p><u>Literacy - Comprehension</u> Engage in extended conversations about stories, learning new vocabulary</p> <p><u>Literacy - Word Reading</u> Understand the five key concepts about print</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read english text from left to ring and from top to bottom - the name of the different parts of a book - page sequencing 		At home or preschool	<p>LEARNING assessment and observations</p> <p>Individual tracking sheets from phase 1</p>
Reception	<p><u>Literacy - Comprehension</u> Anticipate - where appropriate - key events in stories (ELG)</p> <p><u>Literacy - Word Reading</u></p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read a few common exception words matched to the school's phonics programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>		Refer to Reception - Autumn 2	Individual tracking sheets from phase 2 onwards

<p>Year 1</p>	<p>With prompting, can make simple links between what they've read or heard.</p> <p>Can say how a character might feel.</p> <p>Able to retell key stories, traditional tales and fairy stories.</p> <p>Able to discuss the significance of titles and events</p> <p>Able to explain clearly what is read to them</p>	<p><u>Comprehension:</u></p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard read to his/her own experiences.</p> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events.</p> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on</p>	<p>Refer back to Autumn 2 Year 1.</p>	<p>Teaching of daily Phonics Work and photo sheets in books Recordings in reading folders of guided sessions Checking of reading records</p>

		<p>what is already known or on background information and vocabulary provided by the teacher.</p>		
<p>Year 2</p>	<p>Applies phonic knowledge and skills, including the blending of sounds in unfamiliar words, to decode appropriate texts accurately.</p> <p>Reads most common exception words.</p> <p>Reads aloud appropriate level books consistent with phonic knowledge, accurately, confidently and fluently.</p> <p>Make simple predictions on what might happen, based on what has been read so far.</p> <p>Can say how a character might be</p>	<p><u>Word reading:</u></p> <p>Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.</p> <p><u>Comprehension:</u></p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by predicting what might happen on the</p>	<p>Refer to Year 1 Autumn 1 and 2</p>	<p>Teaching of daily Phonics Work and photo sheets in books Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>feeling & why.</p>	<p>basis of what has been read so far.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making inferences on the basis of what is being said and done.</p>		
<p>Year 3</p>	<p>Sounds out unfamiliar words when reading aloud and is developing fluency when reading age related texts</p> <p>Use your own knowledge, available information and vocabulary to make inferences and predictions.</p> <p>When questioned, can make predictions about what is likely to happen next.</p> <p>By making links to known vocabulary, can understand</p>	<p><u>Word reading:</u></p> <p>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words he/she meets, including dis-, mis-, in-, il-, im-, ir-, -ly, English Appendix 1.</p> <p><u>Comprehension:</u></p> <p>Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Understand what he/she reads by predicting what might happen from details stated.</p>	<p>Refer to Year 2-</p>	<p>Phonics taught to those children who still need</p> <p>Work and photo sheets in books (reading journals/Topic)</p> <p>Recordings in reading folders of guided sessions</p> <p>Checking of reading records</p>

	<p>unfamiliar words.</p> <p>Beginning to independently identify key aspects of age appropriate, challenging fiction and non-fiction books.</p> <p>Can sequence events and explain how they relate.</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.</p> <p>Understand what he/she reads by identifying main ideas drawn from within one paragraph and summarise these.</p>		
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Year 4

Can read some unfamiliar text, drawing upon more than one strategy.

Beginning to infer a character's possible feelings and thoughts from the actions of the text.

Using their own experience, can begin to make predictions about what will happen next.

Demonstrates understanding of a wide range of poetry, stories and non-fiction that is read independently, and of more challenging books that are listened to, through identification of key aspects of the text, explanation and can identify that different texts are structured differently.

Becoming more confident in using dictionaries to check the meaning

Word reading:

Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1).

Comprehension:

Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.

Understand what he/she reads by predicting what might happen from details stated and implied.

Understand what he/she reads by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted

Refer to Year 3 -

Work and photo sheets in books (reading journals/Topic)
Recordings in reading folders of guided sessions
Checking of reading records

of words they have read.

adverbials.

Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.

<p>Year 5</p>	<p>Can come up with a definition/meaning of a new word by identifying the context and can apply this to the growing knowledge of homophones, as listed in Appendix 1 for Y5/6</p> <p>Reads age related texts and poems confidently starting to recall and recite key parts.</p> <p>Draws inferences from characters portrayed in books regarding their motives from their actions.</p> <p>Asks questions to develop their understanding of the text</p> <p>Can check a text makes sense to them by drawing on their own experience, e.g, I know this</p>	<p><u>Word reading:</u></p> <p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spelling.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by 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.</p> <p><u>Comprehension:</u></p> <p>Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Understand what he/she reads by asking questions to improve his/her understanding of complex texts.</p>	<p>Refer to Year 4 -</p>	<p>Work and photo sheets in books (reading journals/Topic) Recordings in reading folders of guided sessions Checking of reading records</p>
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	because...	Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and other's ideas and challenging views courteously.		
Year 6	<p>Identifies the main point of each paragraph, précising an overall piece of text.</p> <p>Explain and discuss their understanding of what they have read, drawing inferences, and justifying inferences with evidence from the text.</p> <p>Distinguishes between statements of fact and opinion; and in non-fiction</p> <p>Comments on how language, including figurative language, is used to contribute to meaning.</p> <p>Explains how language, structure, and presentation, can contribute to</p>	<p><u>Comprehension:</u></p> <p>Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, and identifying key details that support the main ideas and using quotation and illustrations.</p> <p>Provide reasoned justifications for his/her views.</p> <p>Distinguish between statements of fact and opinion (year 5).</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Understand what he/she reads by identifying how language, structure and</p>	Refer to Year 5 - summer	<p>Work and photo sheets in books (reading journals/Topic)</p> <p>Recordings in reading folders of guided sessions</p> <p>Checking of reading records</p>

	<p>the meaning of a text.</p> <p>Has read and demonstrates familiarity through answering questions with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and books from other cultures and traditions).</p>	<p>presentation contribute to meaning.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions.</p>		
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Spring 2				
Year group	What will be taught?	Skills	Previous Knowledge	Expected outcomes/evidence
Nursery	<p><u>Literacy - Comprehension</u> Engage in extended conversations about stories, learning new vocabulary</p> <p><u>Literacy - Word Reading</u> Understand the five key concepts about print</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read english text from left to ring and from top to bottom 		Build on autumn.spring 1	<p>LEARNING assessment and observations</p> <p>Individual tracking sheets from phase 1</p>

	<ul style="list-style-type: none"> - the name of the different parts of a book - page sequencing 			
Reception	<p><u>Literacy - Comprehension</u> Anticipate - where appropriate - key events in stories (ELG)</p> <p><u>Literacy - Word Reading</u></p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read a few common exception words matched to the school's phonics programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>		<p>LEARNING assessment and observations</p> <p>Individual tracking sheets</p>	
Year 1	<p>Listens to some poems, stories and non-fiction beyond a level at which they can read independently.</p> <p>Can join in with a group to recite predictable rhyming text.</p> <p>With support, can identify a word</p>	<p><u>Comprehension</u></p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.</p>	<p>Refer to Year Reception</p> <p>-</p> <p>Refer to Year 1</p>	<p>Teaching of daily Phonics</p> <p>Work and photo sheets in books</p> <p>Recordings in reading folders of guided sessions</p> <p>Checking of reading records</p>

	that is unfamiliar.	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.		
Year 2	<p>Demonstrates understanding of simple stories and non-fiction that is read independently, and of more challenging books that are listened to, through identification of key aspects of the text.</p> <p>Recognises sequences of events in simple texts.</p> <p>Checks that the text makes sense whilst reading, applying phonic knowledge to correct inaccuracies.</p> <p>Recognises and uses repeating lines that authors have put in for</p>	<p><u>Comprehension</u></p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.</p>	Refer to Year 1	<p>Teaching of daily Phonics</p> <p>Work and photo sheets in books</p> <p>Recordings in reading folders of guided sessions</p> <p>Checking of reading records</p>

	<p>effect.</p> <p>Clarifies the meaning of new words through discussion</p> <p>Knows more than one poem and can participate in discussion about making comparison</p> <p>Demonstrates increasing familiarity with, and can retell, a range of stories, fairy stories and traditional tales.</p> <p>Can use indexes and contents pages in non-fiction texts</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p>		
<p>Year 3</p>	<p>Recognise and understand that different texts are structured differently and, when prompted, is beginning to offer an explanation as to why.</p>	<p><u>Comprehension</u></p> <p>Understand what he/she reads by identifying how language, structure, and presentation contribute to meaning,</p>	<p>Refer to Year 2</p>	<p>Phonics taught to those children who still need Work and photo sheets in books (reading journals/Topic) Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>Through discussion and questioning, can select words which have been used to have a specific effect.</p> <p>Is familiar with a wide range of stories; including fairy tales and traditional stories, and some common non-fiction texts.</p>	<p>including, paragraphs, headings, sub-headings, and inverted commas to punctuate speech.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p>		
<p>Year 4</p>	<p>Can use their knowledge of the content of a text to suggest meaning of unfamiliar words they have read.</p> <p>Can locate relevant sections of non-fiction texts attempting to retrieve answers to specific questions.</p> <p>Can re-tell the key features of</p>	<p><u>Comprehension</u></p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.</p> <p>Retrieve and record information from non-fiction over a wide range of subjects.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including</p>	<p>Refer to Year 3</p>	<p>Work and photo sheets in books (reading journals/Topic) Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>familiar stories.</p> <p>Can identify words from the text that add meaning and begin to explain the effect of the chosen vocabulary</p> <p>Can identify books by the same author and explain the similarities and differences.</p> <p>Beginning to accurately summarise sections of a text they have read.</p>	<p>fairy stories, myths and legends, and retell some of these orally.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.</p> <p>Understand what he/she reads by identifying main ideas drawn from more than one paragraph and summarise these.</p>		
<p>Year 5</p>	<p>Can answer questions that draw upon more than one text to make comparisons</p> <p>Can pick out paragraphs or sections which have a particular effect on the reader and explain why.</p> <p>Reads both fiction and non-fiction,</p>	<p>Comprehension: Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing.</p>	<p>Refer to Year 4</p>	<p>Work and photo sheets in books (reading journals/Topic)</p> <p>Recordings in reading folders of guided sessions</p> <p>Checking of reading records</p>

	<p>identifying how different texts have different features that are specific to text type.</p> <p>Identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph</p>			
Year 6	<p>As spring 1</p> <p>Can identify general themes presented in narrative, such as love or hope.</p>	As spring 1	Refer to Year 5	<p>Work and photo sheets in books (reading journals/Topic)</p> <p>Recordings in reading folders of guided sessions</p> <p>Checking of reading records</p>

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Summer 1

Year group	What will be taught?	Skills	Previous Knowledge	Expected outcomes/evidence
Nursery	<p><u>Literacy - Comprehension</u> Engage in extended conversations about stories, learning new vocabulary</p> <p><u>Literacy - Word Reading</u> - Consolidation of learning</p>		Refer to Autumn and Spring	<p>LEARNING assessment and observations</p> <p>Individual tracking sheets from phase 1</p>
Reception	<p><u>Literacy - Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG)</p>		Refer to Reception	<p>LEARNING assessment and observations</p> <p>Individual tracking sheets</p>

	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</p> <p><u>Literacy - Word Reading</u></p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)</p> <p>Read words consistent with their phonics knowledge by sound-blending (ELG)</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p>	Autumn and Spring		
Year 1	<p>Applies phonic knowledge and skills at least up to phase 5, including the blending of sounds in unfamiliar words, to decode age appropriate texts accurately.</p> <p>Recognises and reads at least 45 common exception words.</p> <p>Links what they've read or heard to their own experiences.</p> <p>Can suggest what a character might do next.</p> <p>Able to identify words they do not understand</p>	<p><u>Word reading:</u> Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p><u>Comprehension:</u> Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard read to his/her own experiences.</p> <p>Understand both the books he/she can already read accurately and fluently and</p>	Refer to Year previous terms	Teaching of daily Phonics Work and photo sheets in books Recordings in reading folders of guided sessions Checking of reading records

		<p>those he/she listens to by making inferences on the basis of what is being said and done.</p>		
<p>Year 2</p>	<p>phonics knowledge and skills consistently to consistently decode age appropriate texts quickly and accurately.</p> <p>Sounds out all unfamiliar words accurately.</p> <p>In age appropriate books can read words accurately and fluently without overt sounding and blending, e.g. at over 90 words a minute.</p> <p>Makes inferences on what has been read</p> <p>Demonstrates understanding of a wide range of poetry, stories and non-fiction that is read independently, and of more challenging books that are listened to, through identification of key aspects of the text, explanation, and active discussion that takes account of what others</p>	<p><u>Word reading:</u> Re-read phonically decodable books to build up fluency and confidence in word reading.</p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p><u>Comprehension:</u> Make inferences on the basis of what is said and done in the book he/she is reading independently.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by 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 he/she can read independently.</p>	<p>Refer to Year 1</p>	<p>Teaching of daily Phonics Work and photo sheets in books Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>say.</p> <p>Identifies sequences of events in texts and offers simple explanations of how items of information relate to one another.</p> <p>Demonstrates understanding of what is read independently, or listened to, by drawing on own knowledge, and information and vocabulary provided.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher.</p>		
<p>Year 3</p>	<p>Word reading: When reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads age related texts with confidence and fluency.</p> <p>Offers plausible inferences and predictions and can explain them.</p> <p>Offers some predictions about what might happen next on what has been read.</p>	<p><u>Comprehension:</u></p> <p>Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Understand what he/she reads by predicting what might happen from details stated.</p>	<p>Refer to Year 2</p>	<p>Phonics taught to those children who still need Work and photo sheets in books (reading journals/Topic) Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>New words are understood by making links to known vocabulary</p> <p>Can identify key aspects of age appropriate, challenging fiction and non-fiction books</p> <p>Offers simple explanations of how and why texts are structured according to their purpose.</p>	<p>Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding of words.</p> <p>Understand what he/she reads by identifying how language, structure, and presentation contribute to meaning, including, paragraphs, headings, sub-headings, and inverted commas to punctuate speech.</p>		
<p>Year 4</p>	<p>Word reading:When reading aloud, sounds out unfamiliar words accurately without undue hesitation and reads age related texts with confidence and fluency for an increasing period of time.</p> <p>Draw inferences such as inferring characters' feelings and thoughts from their actions</p> <p>With support, can ask questions to</p>	<p><u>Comprehension:</u></p> <p>Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken</p>	<p>Refer to Year 3</p>	<p>Work and photo sheets in books (reading journals/Topic) Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>develop their understanding of the text.</p> <p>Make predictions based on my own experience and some knowledge of the text.</p> <p>A good understanding of age appropriate, challenging texts is demonstrated through the identification of key aspects of fiction and non-fiction and simple explanations of how and why texts are structured according to their purpose.</p>	<p>from the text.</p> <p>Understand what he/she reads by asking questions to improve his/her understanding of texts of increasing complexity.</p> <p>Understand what he/she reads by predicting what might happen from details stated and implied.</p> <p>Understand what he/she reads by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.</p>		
<p>Year 5</p>	<p>Word reading:Determines the meaning of new words by applying knowledge of the root words, prefixes and suffixes as taught so far from Appendix 1e.g words ending in ible/able.</p> <p>Reads at length for long periods of time. Can recite poems as part of a group.</p> <p>With appropriate questioning, can make predictions based on implied details</p>	<p><u>Comprehension:</u></p> <p>Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied.</p>	<p>Refer to Year 4</p>	<p>Work and photo sheets in books (reading journals/Topic) Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>Asks complex (multi-layered) questions to enhance understanding of the text.</p> <p>Can check that the book makes sense to them by drawing on knowledge of similar books and plots.</p> <p>Can record answers to questions concisely, where they are asked to summarise, or précis events taken place.</p>	<p>Understand what he/she reads by asking questions to improve his/her understanding of complex texts.</p> <p>Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction.</p>		
<p>Year 6</p>	<p>Word reading: Determines the meaning of all new words by applying knowledge of the root words, prefixes and suffixes as taught from (Appendix 1) as well as context.</p> <p>**can read aloud with intonation that shows understanding</p> <p>Has learned a wide range of poetry by heart and can quote from poems.</p>	<p><u>Word reading:</u></p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart</p> <p><u>Comprehension:</u></p>	<p>Refer to Year 5</p> <p>Refer to year 3 and year 4</p> <p>Year 6- spring 1/2</p>	<p>Work and photo sheets in books (reading journals/Topic)</p> <p>Recordings in reading folders of guided sessions</p> <p>Checking of reading records</p>

	<p>Draw inferences such as inferring characters' feelings, thought and motives from across a whole text where evidence is built up over time.</p> <p>**Predict what might happen from details stated and implied</p> <p>Identifies the difference between fact and opinion and can identify where a viewpoint is presented through an author's bias towards a subject.</p> <p>Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where possible.</p> <p>Makes comparisons of theme, genre and layout within and across texts.</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books.</p>		
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Summer 2

Year group	What will be taught?	Skills	Previous Knowledge	Expected outcomes/evidence
Nursery	<p><u>Literacy - Comprehension</u> Engage in extended conversations about stories, learning new vocabulary</p> <p><u>Literacy - Word Reading</u> - Consolidation of learning</p>		Refer to Autumn and Spring	<p>LEARNING assessment and observations</p> <p>Individual tracking sheets from phase 1</p>
Reception	<p><u>Literacy - Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG)</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</p> <p><u>Literacy - Word Reading</u></p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)</p> <p>Read words consistent with their phonics knowledge by sound-blending (ELG)</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p>		Refer to Summer 1	<p>LEARNING assessment and observations</p> <p>Individual tracking sheets</p>
Year 1	<p>Able to discuss the characteristics of key stories,</p>	<p><u>Comprehension:</u></p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling</p>	Refer to Year 1	<p>Teaching of daily Phonics Work and photo sheets in books Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>traditional tales and fairy stories.</p> <p>Able to draw on what they already know and background information to understand books they have read.</p> <p>Checks that the text makes sense to them by rephrasing back key words and sentences.</p> <p>Discusses word meanings, linking new meaning to those already known.</p> <p>Listen and discuss a wide range of poems, stories and non-fiction at a level beyond which they can read independently.</p> <p>Can recite simple short poems.</p>	<p>them and considering their particular characteristics.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard read to his/her own experiences.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.</p>		
<p>Year 2</p>			<p>Refer to Year 1</p>	<p>Teaching of daily Phonics Work and photo sheets in books Recordings in reading folders of guided sessions</p>

	<p>Recognising simple recurring literary language in stories and poetry.</p> <p>Clarifies the meaning of new words through discussion, and by making links to known vocabulary.</p> <p>Has learnt and can recite a repertoire of poems by heart, using appropriate intonation to help make meaning clear.</p> <p>Recognises and understands the different structures of non-fiction books that have been introduced.</p>	<p><u>Comprehension:</u></p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.</p>		<p>Checking of reading records</p>
<p>Year 3</p>	<p>Through discussion, recognise when the author has used a word for impact.</p> <p>Is familiar with a wide range of fiction and non-fiction</p>	<p><u>Comprehension:</u></p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.</p>	<p>Refer to Year 2</p>	<p>Phonics taught to those children who still need Work and photo sheets in books (reading journals/Topic) Recordings in reading folders of guided sessions Checking of reading records</p>

<p>Year 4</p>	<p>Can use dictionaries accurately to check the meaning of words they have read.</p> <p>Can use non-fiction texts to retrieve and record answers to specific questions.</p> <p>Can re-tell well known stories, or stories with similar format.</p> <p>Can identify and discuss words and phrases that capture the reader's interest and imagination.</p> <p>Identify key details that support main ideas and use them to summarise content from a paragraph.</p> <p>Identify key details that support main ideas, and use them to summarise content from a paragraph.</p>	<p><u>Comprehension:</u></p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.</p> <p>Retrieve and record information from non-fiction over a wide range of subjects</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.</p> <p>Understand what he/she reads by identifying main ideas drawn from more than one paragraph and summarise these.</p>	<p>Refer to Year 3</p>	<p>Work and photo sheets in books (reading journals/Topic)</p> <p>Recordings in reading folders of guided sessions</p> <p>Checking of reading records</p>
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<p>Year 5</p>	<p>Identifies phrases within text that are used to compare, such as similes or simple analogies.</p> <p>Reads different genres of fiction and can make comparisons, e.g fantasy and science fiction.</p> <p>Identifies themes and conventions demonstrating, through discussion and comment, their understanding of their use in and across a wide range of writing.</p>	<p><u>Comprehension:</u></p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book.</p>	<p>Refer to Year 4</p>	<p>Work and photo sheets in books (reading journals/Topic) Recordings in reading folders of guided sessions Checking of reading records</p>
<p>Year 6</p>	<p>** Evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Can identify how an author's style of presentation can contribute to the overall meaning and theme of the text.</p> <p>Has read widely and can talk at</p>	<p><u>Comprehension:</u></p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Maintain positive attitudes to reading and</p>	<p>Refer to Year 5</p>	<p>Work and photo sheets in books (reading journals/Topic) Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>length in a discussion about a wide range of books, including myths, legends, traditional stories, modern fiction and classical fiction, as well as books from other cultures and traditions and longer narrative poems.</p> <p>Identifies themes and conventions demonstrating through discussion and comment, understanding of their use in and across a range of writing.</p>	<p>understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing.</p>		
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Writing - Genres

Writing Genres overview						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N A R R A T I V E	<p>Simple stories with familiar settings, predictable and patterned language.</p> <p>3rd person narrative</p> <p>Setting and Character descriptions</p>	<p>Extended Stories with familiar settings</p> <p>3rd person narrative</p> <p>Setting and Character descriptions</p>	<p>Extended Stories (adventure, familiar settings, myths and traditional tales.)</p> <p>Simple play scripts</p> <p>Setting and Character descriptions</p>	<p>Extended Stories (adventure, familiar settings, myths and traditional tales.)</p> <p>Simple play scripts</p> <p>Setting and Character descriptions</p>	<p>Extended stories (with variety of settings, stories from other cultures, fables, myths and legends)</p> <p>Play scripts</p> <p>Setting and Character descriptions</p>	<p>Short and extended stories (with variety of settings, stories from other cultures, fables, myths and legends)</p> <p>Letters (formal and informal)</p> <p>Play scripts</p> <p>Setting and Character descriptions</p>

P O E T R Y	Acrostics Shape Poems Riddles	Acrostics Shape Poems Riddles Diamantes Haikus Limericks Free Verse	Acrostics Shape Poems Riddles Diamantes Haikus Limericks Free Verse	Acrostics Shape Poems Riddles Diamantes Haikus Limericks Free Verse Kenning Poems Tetractys Free Verse	Acrostics Shape Poems Riddles Diamantes Haikus Limericks Free Verse Kenning Poems Tetractys Free Verse	Acrostics Shape Poems Riddles Diamantes Haikus Limericks Free Verse Kenning Poems Tetractys Free Verse Iambic pentameter

NON-FICTION	Procedure Instructions	Procedure Instructions Recipe	Procedure Instructions Recipe Directions	Procedure Instructions Recipe Directions Manual	Procedure Instructions Recipe Directions Manual Directions	Procedure Instructions Recipe Directions Manual Directions
	Report Scientific report, Historical report	Report Descriptive report Scientific report, Classifying report Historical report	Report Descriptive report Scientific report, Classifying report Historical report	Report Descriptive report Scientific report, Classifying report Historical report	Report Descriptive report Scientific report, Classifying report Historical report	Report Descriptive report Scientific report, Classifying report Historical report.
	Non-Chronological report	Non-Chronological report	Non-Chronological report	Non-Chronological report	Non-Chronological report	Non-Chronological report
	Explanation text Scientific writing Spoken presentation	Explanation text Scientific writing Spoken presentation	Explanation text Scientific writing Spoken presentation	Explanation text Scientific writing Spoken presentation	Explanation text Scientific writing Spoken presentation	Explanation text Scientific writing Spoken presentation

R E C O U N T	Recount (Personal and in role)	Recount (Personal and in role)	Recount (Personal and in role)	Recount (Personal and in role)	Recount (Personal and in role)	Recount (Personal and in role)
	Familiar event	Familiar event	Familiar event	Familiar event	Familiar event	Familiar event
	Diaries	Diaries	Diaries	Diaries	Diaries	Diaries
	Email	Postcard	Postcard	Postcard	Postcard	Postcard
	Postcard	Email	Email	Email	Email	Email
	Historical Recount	Story retell	Informal letters	Informal letters	Informal letters	Informal letters
	Fact file	Story retell	Story retell	Story retell	Story retell	Story retell
	Historical Recount	Historical Recount	Historical Recount	Historical Recount	Historical Recount	Historical Recount
	Fact file	Fact file	Fact file	Biography	Biography	Biography
				Autobiography	Autobiography	Autobiography
						Memoir

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Writing - Transcription, composition and grammar

Writing Skills

Skill type			
Year 1	<u>Transcription</u>	<u>Composition</u>	Punctuation and Grammar
Year 2	<u>Transcription</u>	<u>Composition</u>	Punctuation and Grammar

Year 3	Transcription	Composition	Punctuation and Grammar
Year 4	Transcription	Composition	Punctuation and Grammar
Year 5	Transcription	Composition	Punctuation and Grammar
Year 6	Transcription	Composition	Punctuation and Grammar

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<u>Transcription</u>							
<u>Handwriting</u>							
Year	Form most lower case letters correctly.	Form lower case letters in the correct direction, starting and finishing in the right place.	Form capital letters.	Form digits 0-9.	Understand which letters belong to which handwriting 'families'.		
Year 2	Form lower case letters of the correct size relative to one another in some of their writing.	Form lower case letters of the correct size relative to one another in most of their writing.	Use the diagonal and horizontal strokes needed to join letters in some of their writing.	Use the diagonal and horizontal strokes needed to join letters.	Understand which letters, adjacent to one another, are best left unjoined.	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	Use spacing between words that reflects the size of the letters.
Year 3	Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined.			Increase the legibility, consistency and quality of their handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.			

Year 4	Use the diagonal and horizontal strokes needed to join letters in some of their writing	Increase the legibility, consistency and quality of their handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
Year 5	Write increasing legibly, fluently and with increasing speed through improving choices of which the shape of a letter to use when given choices and deciding whether or not to join specific letters.	Writing increasingly legibly.
Year 6	Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined.	Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for the task.

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<u>Composition</u>	
Year 1	<ul style="list-style-type: none"> • Write sentences by saying out loud what they're going to write about, after discussion with the teacher. • Write down one of the sentences that has been rehearsed. • Compose and write sentences independently to convey ideas. • Write sentences, sequencing them to form short narratives. (Real or fictional) • Write sentences re-reading what has been writing to check that it makes sense. • Discuss what has been written with the teacher or other pupils. • Read aloud writing clearly enough to be heard by peers and the teacher.
Year 2	<ul style="list-style-type: none"> • Write sentences that are linked thematically. • Write about real events, recording these simply and clearly. • Write poetry to develop positive attitudes and stamina for writing. • Write effectively and coherently for different purposes, drawing on reading to inform the vocabulary and grammar of writing.

	<ul style="list-style-type: none"> ● Consider what they are going to write before beginning by writing down ideas, keywords and new vocabulary, ● Consider what they are going to write before beginning by encapsulating what they want to say, sentences by sentence. ● Make simple additions, revisions and corrections to own writing, by evaluating their writing with the teacher and other pupils. ● Make simple additions, revisions and corrections to your own writing by re-reading to check that it makes sense and that verbs in indicate time are used correctly and consistently, including verbs of the continuous form. ● Make simple additions, revisions and corrections to own writing by proof-reading e.g. errors in SPaG, improve word phrases, independently or following a conversation with the teacher. ● Read aloud what has been written with appropriate intonation to make the meaning clearer.
Year 3	<ul style="list-style-type: none"> ● Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure and vocabulary. ● Plan writing by discussing and recording ideas within a given structure. ● Draft and write by composing and rehearse sentences orally, building on varied and rich vocabulary and using sentence structures from English Appendix 2. ● Draft and write by organising writing into paragraphs as a way of grouping related material. ● Draft and write in narratives, creating settings, characters and plot. ● Draft and write non-narrative material, using headings and subheadings to organise texts. ● Evaluate and edit by assessing the effectiveness of writing. ● Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions. ● Proof read for spelling errors and for punctuation. ● Read own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Year 4	<ul style="list-style-type: none"> ● Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure

and vocabulary.

- Plan writing by discussing and recording ideas.
- Draft and write by composing and rehearse sentences orally (including dialogue), building on varied and rich vocabulary and using sentence structures from English Appendix 2.
- Draft and write by organising paragraphs around a theme.
- Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.
- Draft and write non-narrative material, using simple organisational devices.
- Evaluate and edit by assessing the effectiveness of his/her own and others writing and suggesting improvements.
- Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.
- Proof read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials.
- Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Year 5

- Plan writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own
- Plan writing by noting and developing initial ideas, drawing on reading where necessary
- Plan writing of narratives by considering how authors have developed characters and setting in what the class has read, listened to or seen performed. .
- Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2..
- Draft and write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character.
- Draft and write by precisising longer passages.
- Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g then, after that, this, firstly.
- Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before.

	<ul style="list-style-type: none"> ● Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining. ● Use different verb forms mostly accurately with consideration for audience purpose. ● Evaluate and edit by assessing the effectiveness of his/her own and others writing. ● Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2). ● Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing. ● Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. ● Proof-read for spelling errors linked to spelling statements for Year 5. ● Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity, ● Perform his/her own compositions, using appropriate intonation, volume and movement so that the meaning is clear.
<p>Year 6</p>	<ul style="list-style-type: none"> ● Plan writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of first person in a diary; direct address in instructions and persuasive writing). ● Plan writing by noting and developing initial ideas, drawing on reading and research where necessary ● Plan writing of narratives through reasoned consideration of how authors have developed characters and setting in what the class has read, listened to or seen performed. ● Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure) ● Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2). ● Draft and write by precisising longer passages.

- Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word phrase, grammatical connections and ellipsis.
- Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. sub-headings, columns, bullets or tables.
- Evaluate and edit by assessing the effectiveness of his/her own and others writing with reasoning..
- Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2).
- Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.
- Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural.
- Distinguish between the language of speech and writing and choosing appropriate register.
- Proof-read for spelling errors linked to spelling statements for Year 6.
- Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens.
- Confidently perform his/her own compositions, using appropriate intonation, volume and movement so that the meaning is clear.

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Punctuation and Grammar

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Punctuation and Grammar - NC Statements.

	Word	Sentence	Text	Punctuation	Terminology
Year 1					

	<p>Plural noun suffixes +s and es</p> <p>Adding suffixes to verbs where there is no change to the root verb. Helped, helper, helping</p> <p>Adding prefix to verbs and adjectives and how this changes the meaning. +ing +ed +er +un</p>	<p>How words combine to make sentences.</p> <p>Joining clauses with and</p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with finger spaces</p> <p>Capital Letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Capital letters for names and personal pronoun I</p>	<p>Letter</p> <p>Capital Letter</p> <p>Word</p> <p>Singular</p> <p>Plural</p> <p>Sentence</p> <p>Punctuation</p> <p>Full stop</p> <p>Question Mark</p> <p>Exclamation Mark</p>
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<p>Year 2</p>	<p>Formation of nouns using suffixes and by compounding.</p> <p>Formation of adjectives using suffixes</p> <p>Use of the suffixes er and est in adjectives and the use of ly to turn adjectives into adverbs.</p> <p>Formation of suffixes s, es ed Ing ful less ment</p>	<p>Subordination (when, if, that, because) and coordination (or, and, but)</p> <p>Expanded Noun Phrases for description and specification</p> <p>How the grammatical patterns in a sentence indicate function as a statement, question, exclamation or command.</p>	<p>Correct past and present tense (ed and irregular)</p> <p>Progressive forms of verbs in the present and past tense to mark actions in progress. (She is drumming, he was shouting)</p>	<p>Capital letters</p> <p>Full stops Question marks</p> <p>Exclamation marks</p> <p>Commas to separate a list</p> <p>Apostrophes to mark singular possession in nouns.</p>	<p>Noun</p> <p>Noun Phrase</p> <p>Statement</p> <p>Question</p> <p>Exclamation</p> <p>Command</p> <p>Compound</p> <p>Suffix</p> <p>Adjective</p> <p>Adverb</p> <p>Verb</p> <p>Tense (past, present)</p> <p>Apostrophe</p> <p>Comma</p>
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<p>Year 3</p>	<p>Formation of nouns using a range of prefixes Super Auto Anti</p> <p>Use of forms a and an</p> <p>Word families based on common words, showing how words are related in form and meaning.</p>	<p>Express time, place and cause using conjunctions.</p> <p>When Before After While So Because</p> <p>Adverbs Then Next Soon Therefore</p> <p>Or prepositions Before After During In Because of</p>	<p>Introduction to paragraphs to group material</p> <p>Headings and subheadings to aid presentation</p> <p>Use of present perfect form of verbs instead of simple past tense.</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>Preposition Conjunction Word family Prefix Clause Subordinate clause Direct speech Consonant letter vowel Vowel letter Inverted Commas</p>
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<p>Year 4</p>	<p>Grammatical difference between plural and possessive 's'</p> <p>Standard forms for verb inflections instead of local spoken forms We were/we was I did/ I done</p>	<p>Noun Phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Fronted Adverbials</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>	<p>Use on inverted commas and other punctuation to indicate direct speech.</p> <p>Apostrophes to mark plural possession</p> <p>Use of commas after fronted adverbials.</p>	<p>Determiner</p> <p>Pronoun</p> <p>Possessive pronoun</p> <p>Adverbial</p>
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<p>Year 5</p>	<p>Converting nouns or adjectives into verbs using suffixes.</p> <p>Verb Prefixes</p>	<p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs or modal verbs.</p>	<p>Devices to build cohesion within a paragraph Then, after that, this, firstly.</p> <p>Linking ideas across paragraphs using adverbials of time, place and number or tenses choice.</p>	<p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p>	<p>Modal verb</p> <p>Relative pronoun</p> <p>Relative clause</p> <p>Parenthesis</p> <p>Bracket</p> <p>Dash</p> <p>Cohesion</p> <p>Ambiguity</p>
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Year 6	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.</p> <p>How words are related by meaning as synonyms and antonyms</p> <p>Punctuation of bullet points to list information</p>	<p>Use of passive to affect the presentation of information in a sentence.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. adverbials and ellipsis.</p> <p>Layout devices: Headings, subheadings, columns, bullets or tables to structure text.</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between.</p> <p>Use of the colon to introduce a list and use of semicolons within lists.</p> <p>How hyphens can be used to avoid ambiguity.</p>	<p>Subject</p> <p>Object</p> <p>Active</p> <p>Passive</p> <p>Synonym</p> <p>Antonym</p> <p>Ellipsis</p> <p>Hyphen</p> <p>Colon</p> <p>Semi-colon</p> <p>Bullet points</p>
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	Word	Sentence	Text	Punctuation	Terminology
Year 1	<p>Plural noun suffixes +s and es</p> <p>Adding suffixes to verbs where there is no change to the root verb. Helped, helper, helping</p>	<p>How words combine to make sentences.</p> <p>Joining clauses with and</p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with finger spaces</p> <p>Capital Letters</p> <p>Full stops</p> <p>Question marks</p>	<p>Letter</p> <p>Capital Letter</p> <p>Word</p> <p>Singular</p> <p>Plural</p> <p>Sentence</p>

	<p>Adding prefix to verbs and adjectives and how this changes the meaning.</p> <p>+ing +ed +er +un</p>			<p>Exclamation marks</p> <p>Capital letters for names and personal pronoun I</p>	<p>Punctuation</p> <p>Full stop</p> <p>Question Mark</p> <p>Exclamation Mark</p>
<p>Year 2</p>	<p>Formation of nouns using suffixes and by compounding.</p> <p>Formation of adjectives using suffixes</p> <p>Use of the suffixes er and est in adjectives and the use of ly to turn adjectives into adverbs.</p> <p>Formation of suffixes</p> <p>s, es ed Ing ful less ment</p>	<p>Subordination (when, if, that, because) and coordination (or, and, but)</p> <p>Expanded Noun Phrases for description and specification</p> <p>How the grammatical patterns in a sentence indicate function as a statement, question, exclamation or command.</p>	<p>Correct past and present tense (ed and irregular)</p> <p>Progressive forms of verbs in the present and past tense to mark actions in progress. (She is drumming, he was shouting)</p>	<p>Capital letters</p> <p>Full stops Question marks</p> <p>Exclamation marks</p> <p>Commas to separate a list</p> <p>Apostrophes to mark singular possession in nouns.</p>	<p>Noun</p> <p>Noun Phrase</p> <p>Statement</p> <p>Question</p> <p>Exclamation</p> <p>Command</p> <p>Compound</p> <p>Suffix</p> <p>Adjective</p> <p>Adverb</p> <p>Verb</p> <p>Tense (past, present)</p> <p>Apostrophe</p> <p>Comma</p>

<p>Year 3</p>	<p>Formation of nouns using a range of prefixes Super Auto Anti</p> <p>Use of forms a and an</p> <p>Word families based on common words, showing how words are related in form and meaning.</p>	<p>Express time, place and cause using conjunctions. When Before After While So Because</p> <p>Adverbs Then Next Soon Therefore</p> <p>Or prepositions Before After During In Because of</p>	<p>Introduction to paragraphs to group material</p> <p>Headings and subheadings to aid presentation</p> <p>Use of present perfect form of verbs instead of simple past tense.</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>Preposition</p> <p>Conjunction</p> <p>Word family</p> <p>Prefix</p> <p>Clause</p> <p>Subordinate clause</p> <p>Direct speech</p> <p>Consonant letter vowel</p> <p>Vowel letter</p> <p>Inverted Commas</p>
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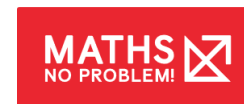
<p>Year 4</p>	<p>Grammatical difference between plural and possessive 's'</p> <p>Standard forms for verb inflections instead of local spoken forms We were/we was I did/ I done</p>	<p>Noun Phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Fronted Adverbials</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>	<p>Use on inverted commas and other punctuation to indicate direct speech.</p> <p>Apostrophes to mark plural possession</p> <p>Use of commas after fronted adverbials.</p>	<p>Determiner</p> <p>Pronoun</p> <p>Possessive pronoun</p> <p>Adverbial</p>
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<p>Year 5</p>	<p>Converting nouns or adjectives into verbs using suffixes.</p> <p>Verb Prefixes</p>	<p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs or modal verbs.</p>	<p>Devices to build cohesion within a paragraph Then, after that, this, firstly.</p> <p>Linking ideas across paragraphs using adverbials of time, place and number or tenses choice.</p>	<p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p>	<p>Modal verb</p> <p>Relative pronoun</p> <p>Relative clause</p> <p>Parenthesis</p> <p>Bracket</p> <p>Dash</p> <p>Cohesion</p> <p>Ambiguity</p>
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<p>Year 6</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.</p> <p>How words are related by meaning as synonyms and antonyms</p> <p>Punctuation of bullet points to list information</p>	<p>Use of passive to affect the presentation of information in a sentence.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g adverbials and ellipsis.</p> <p>Layout devices Headings, subheadings, columns, bullets or tables to structure text.</p>	<p>Use of the semi- colon, colon and dash to mark the boundary between.</p> <p>Use of the colon to introduce a list and use of semi colons within lists.</p> <p>How hyphens can be used to avoid ambiguity.</p>	<p>Subject</p> <p>Object</p> <p>Active</p> <p>Passive</p> <p>Synonym</p> <p>Antonym</p> <p>Ellipsis</p> <p>Hyphen</p> <p>Colon</p> <p>Semi-colon</p> <p>Bullet points</p>
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Maths



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Counting to 5		Problem solving with numbers to 5 2D and 3D Shapes	Sequencing events Measuring	Patterns Positions	Revisit and Review
Reception	Matching, sorting, comparing and ordering Patterns	Counting Composition of Numbers up to five 2D shapes Positional language	Counting and ordering Addition Comparing and ordering	Patterns Measuring lengths and heights Capacity - developing language 2D and 3D shapes	Counting on to add Counting forwards and backwards Counting to 20 Doubling, halving and sharing	Odds and evens Mass Volume and capacity
Year 1	Number and place numbers to 10. Addition and subtraction	Geometry - Position and direction Number and place value - Numbers to 20	Continue to addition and subtraction within 20 Geometry- Properties of	Number and place value - Number to 40. Addition and subtraction Multiplication	Continue Multiplication Division Fractions Number and place value; Numbers to 100	Measurement; Volume and capacity Measurement; Mass Geometry - Position and direction; space

		Addition and subtraction with 20.	shape; Shapes and patterns Measurement		Measurement; Time and Money	
Year 2	Number and place value: Numbers to 100 Addition and subtraction Multiplication of 2, 5 and 10	Continue - Multiplication of 2, 5 and 10 Multiplication and division of 2, 5, 10 Measurement; Length Measurement; Mass	Measurement; Mass and temperature Pictograms More word problems Measurement; Money Geometry- Properties of shapes 2D shapes and 3D shapes	Fractions Measurement; Time and volume	Review and revisit Topic	Review and revisit Topic
Year 3	Number and place value; Numbers to 1000 Calculations; addition and subtraction Calculations; multiplications and division		Measure; length, mass and Volume Money Time		Statistics; pictographs and bar graphs Decimals and Percentages Fractions	Properties of shape; angels, lines and shape Measurement; perimeter of figures

Year 4	Numbers and place value; Numbers to 10000 Addition and subtraction within 10 000	Calculations; multiplications and division Statistics; graphs Fractions, decimals and percentages	Measure; Time Fractions	Measurement; money Measurement; length, mass and volume Area and perimeter	Properties of shape Roman Numerals
Year 5	Number and place value; numbers to 1 000 000 Addition and subtraction	Calculations; multiplications and division Statistics; graphs	Fractions, decimals and percentages Properties of shapes	Position and direction Measurement; area and perimeter	Measurement; volume Roman Numerals
Year 6	Number and place value; numbers to 10 million Four operations on whole numbers	Fractions, decimals and percentages	Measurements Fractions, decimals and percentages Ratio	Algebra Measurement; area and perimeter Properties of shapes	Position and direction SATS Consolidation

Number Bonds and Multiplication

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Autumn 1	Transition to school life. X	Number Bonds Adding 0. Adding 1.	Number bonds Bridging and compensating. See appendix 1.	Multiplication Revise: 2s New: 4s	Multiplication Revise: 2s, 4s and 8s	Multiplication Revise all	Square Numbers
Autumn 2	Counting Counting from 0-10	Number Bonds Adding 2. Doubles.	Multiplication 2s	Multiplication Revise: 5s and 10s	Multiplication Revise: 3s, 6s and 9s	Multiplication Recall all	Prime Numbers
Spring 1	Counting Counting from 0-20	Number Bonds Adding 10	Multiplication 5s	Multiplication Revise: 4s New: 8s	Multiplication New: 7s and 8s	Factors and multiples.	Cube Numbers
Spring 2	Basic Number bonds. 1 more than ___ 1 less than ___	Number Bonds Bonds to 10	Multiplication 10s	Multiplication Revise- Representations: 2s, 4s, 8s, 5s, 10s	Multiplication New: 11s and 12s	Commutative Law	Revision
Summer 1	Step counting In 2s Even numbers	Number Bonds Near doubles (non-bridging).	KS1 SATS (MAY)	Multiplication New: 3s and 6s	Preparation Speed and accuracy.	Distributive Law	KS2 SATS (MAY)
Summer 2	Step counting In 10s	Number Bonds Revise Year 1 facts.	Multiplication 2s, 5s and 10s revision. Fill the gap.	Multiplication 9s	Multiplication Tables Check	Associative Law	Multiplication Games

EYFS - Autumn 1					
Year group	What will be taught?	Skills	Previous knowledge	Knowledge	Expected outcomes
Nursery	<p>(Maths - Numbers - Nursery)</p> <ul style="list-style-type: none"> - Recite numbers past 5 - Show 'finger numbers' up to 5 - Say one number for each item in order; 1, 2, 3, 4, 5 - Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) <p>B - Squared - Number and place value</p>	<p>Counting to 5</p> <p>Developing their key counting skills.</p>	At home or pre-school	<p>Children can count to 5, count sets of objects to 5. Link to their world around them, including topic</p> <p>- All about me-how are we all different?</p> <p>- how are we all the same? How many fingers and toes?</p>	<p>Morning carpet session - Days of the week/Weather/ How many are in? Focus carpet session Free flow activities Adult led activities Child- Led CPA photos.</p>
Reception	<p>Numbers 1 to 5</p> <p>Counting actions and objects, learning their number story. (Maths - Numbers - Reception)</p> <ul style="list-style-type: none"> - Count beyond ten - Count objects, actions and sounds - Link the number symbol (numeral) with its cardinal number value - Compare numbers - Understand the 'one more than/one less than' relationship between consecutive numbers. - Explore the composition of numbers to 10 - Subitise 	<p>Counting numbers, actions and objects to 5</p>	See Nursery - Autumn 1- Spring 2	<p>Children can use 1:1 counting. Children can count and recognise numbers to 5. They can count sets of objects to 5. Link to their world around them, including topic</p> <p>- All about me-how are we all different?</p> <p>- how are we all the same? How many</p>	

	<ul style="list-style-type: none"> - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG) <p>B - Squared - Number and place value</p>			fingers and toes?	
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EYFS - Autumn 2

Year group	What will be taught?	Skills	Previous knowledge	Knowledge	Expected outcomes
Nursery	(Maths - numbers - nursery) <ul style="list-style-type: none"> - Say one number for each item in order; 1,2,3,4,5 - Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) - Fast recognition of up to 3 objects, without having to count them individually (subtising) - Compare quantities using language; 'more than' and 'fewer than' - Link numerals and amounts; for example showing the right number of objects to match the numerals, up to 5. - Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) <p>B- squared - Numbers and place value</p>	Use everyday mathematical language linking to counting Linking numerals to amounts up to 5	At home or pre-school	Children can count to 5, count sets of objects to 5.	Morning carpet session - Days of the week/Weather/ How many are in? Focus carpet session Free flow activities Adult led activities Child- Led CPA photos
Reception	(Maths - Number - Reception) <ul style="list-style-type: none"> - Count beyond ten - Count objects, actions and sounds. 	Counting actions and objects to 10 Ordering numbers to 10	Refer to Nursery Autumn 1 - Spring 1	Children can use 1:1 counting. Children can count and recognise numbers to 10. They can count sets	

	<ul style="list-style-type: none"> - Link the number symbol (numeral) with its cardinal number value - Compare numbers - Understand the 'one more than/one less than' relationship between consecutive numbers - Explore the composition of numbers to 10 - Subitise - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG) <p>B- Squared - Numbers and place value</p>			of objects to 10. Link to their world around them.	
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EYFS - Spring 1					
Year group	What will be taught?	Skills	What was the previous learning?	Knowledge	Expected outcomes/evidence
Nursery	<p>(Maths - Number - Nursery)</p> <ul style="list-style-type: none"> - Experiment with their own symbols and marks as well as numerals. - Solve real world mathematical problems with numbers up to 5. <p>(Maths - Numeral patterns - Nursery)</p> <ul style="list-style-type: none"> - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language; 'sides', 'corners'; 'straight', 'flat', 'round' - Select shapes appropriately; flat surfaces for 	<p>Using their number knowledge to solve mathematical problems</p> <p>Identifying and recognising shapes in the environment and their properties</p>	Numbers to 5		<p>Morning carpet session - Days of the week/Weather/ How many are in?</p> <p>Focus carpet session</p> <p>Free flow activities</p> <p>Adult led activities</p> <p>Child- Led CPA photos</p>

	building, a triangular prism for a roof etc. B-Square - Properties of shape				
Reception	(Maths - Reception) <ul style="list-style-type: none"> - Understand the 'one more than/ one less than' relationship between consecutive numbers. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG) - Have a deep understanding of number to 10, including the composition of each number (ELG) - Automatically recall number bonds for numbers 0-10 - Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts (ELG) 	One more and one less Ordering numbers to 10 Part Whole model to partition numbers Number bonds to 10.	Reception - Autumn 1 to 5 Autumn 2 - Numbers to 10	Children will be able to use their deepen understanding of number to 10 to recall number bonds to 10.	

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EYFS - Spring 2					
Year group	What will be taught?	Skills	What was the previous learning?	Knowledge	Expected outcomes/evidence
Nursery	(Maths - Numeral patterns - Nursery) <ul style="list-style-type: none"> - Combine shapes to make new ones - an arch, a bigger triangle etc. - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then' ... - Make comparisons between objects, relating to size, length, weight and capacity. 	Describe where an object is in relation to something else.	At home or pre-school	Use positional language in their daily conversations.	Morning carpet session - Days of the week/Weather/ How many are in? Focus carpet session Free flow activities Adult led activities

					Child- Led CPA photos
Reception	<p>Number bonds to 1-10 Odds and evens Sharing Equally Double facts (Maths - Number - Reception)</p> <ul style="list-style-type: none"> - Automatically recall number bonds for numbers 0-10 - Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts (ELG) - Subitise (recognise quantities without counting) up to 5 (ELG) - Have a deep understanding of number to 10, including the composition of each number (ELG) <p>(Maths - Numerical patterns -Reception)</p> <ul style="list-style-type: none"> - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG) - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG) <p>B-Square - Number</p>	<p>Recall and apply number bonds to 10.</p> <p>Share numbers equally, find double facts and patterns in number including odds and evens</p>	Nursery - Autumn 1 - Spring 1	Children can apply their number knowledge to solve a range of everyday problems, whilst using the appropriate mathematical language.	

EYFS - Summer 1

Year group	What will be taught?	Skills	What was the previous learning?	Knowledge	Expected outcomes/evidence
Nursery	<p>(Maths - Numeral patterns - Nursery)</p> <ul style="list-style-type: none"> - Talk about and identify the patterns around them. For example; stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc - Extend and create ABABA patterns - stick, leaf, stick, leaf - Notice and correct an error in a repeating pattern. - Understand position through words along - for example, "the bag is under the table" - with no pointing - Describe a familiar route - Discuss routes and locations, using words like 'in front of' and 'behind' <p>B-Square - Measurement and geometry</p>	<p>Repeat and create simple patterns</p> <p>Use everyday mathematical language linking to positions and routes</p>	At home or pre-school	Links to theme 'Changes'	<p>Morning carpet session - Days of the week/Weather/ How many are in?</p> <p>Focus carpet session</p> <p>Free flow activities</p> <p>Adult led activities</p> <p>Child- Led CPA photos</p>
Reception	<p>2D and 3D shapes Compose and decompose of shapes Height and Length Weight</p> <p>(Maths - Number - Reception)</p> <ul style="list-style-type: none"> - Select, rotate and manipulate shapes in order to develop spatial reasoning skills - Compose and decompose shapes so that 	<p>To recognise and talk about 2D and 3D shape properties. To manipulate 2D and 3D shapes.</p> <p>Use of vocabulary to</p>	Refer to Nursery	Children can use a range of mathematical language in their day to day life, alongside solving problems and comparing objects and shapes .	

	children recognise a shape can have other shapes within it, just as numbers can. - Compare length, weight and capacity B-Square - Measurement and geometry	describe size, capacity, weight, distance and money		Links to theme 'Changes'	
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EYFS - Summer 2					
Year group	What will be taught?	Skills	What was the previous learning?	Links across the curriculum	Expected outcomes/evidence
Nursery	Maths - Numbers - Nursery) (Maths - Numeral patterns - Nursery) Revisit and Review B-Square - Number		Autumn 1 - Summer 1	The world around us. Under the sea Mister Seahorse Mini-beasts and creatures of the world Different cultures	Morning carpet session - Days of the week/Weather/ How many are in? Focus carpet session Free flow activities Adult led activities Child- Led CPA photos
Reception	Consolidation of above (Maths - number -Reception) (Maths - Numeral patterns - Reception) B-Square - Number	Revisit all skills	Reception curriculum	The world around us Under the sea Mini-beasts and creatures of the world Different cultures Surprising Shark	

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Year 1 - Maths

<p>Chapter 1</p>	<p>Numbers to 10 -Count forward and backwards, beginning with 0 or 1, from any given number -Count and read numbers in numerals -Read and write numbers using both numerals and words. -Identify one more and one less of a given number -Identify and represent numbers using objects and pictorial representations and use the language of; equal to, more than, less than (fewer), most, least</p> <p>1NPV–1 Count within 100, forwards and backwards, starting with any number.</p>	<p>Counting, ordering numbers to 10</p> <p>Recalling number bonds to 10</p>	<p>Children will be able to count back and forward from a given number. Representing numbers in different ways.</p>	<p>Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson.</p>
<p>Chapter 2</p>	<p>Number bonds -Represent and use number bonds within 20</p> <p>1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.</p>	<p>Counting, ordering numbers to 10</p> <p>Recalling number bonds to 20</p>	<p>Children will be able to count back and forward from a given number. Representing numbers in different ways.</p>	<p>Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson.</p>
<p>Chapter 3</p>	<p>Addition within 10 -Represent and use number bonds within 20 -Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. -Write mathematical statements involving</p>	<p>Simple addition and subtraction</p>	<p>Using their number knowledge to solve addition and subtraction using both their counting skills and pictorial representations, including their knowledge of number bonds to 10.</p>	<p>Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson</p>

	<p>addition (+), subtraction (-) and equals (=) -Count forward and backwards, beginning with 0 or 1, from any given number -Demonstrate an understanding of commutative law (e.g $3+2=5$, therefore $2+3=5$) -Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations</p> <p>1NF–1 Develop fluency in addition and subtraction facts within 10.</p> <p>1AS–2 Read, write and interpret equations containing addition (), subtraction () and equals () symbols, and relate additive expressions and equations to real-life contexts.</p>			
Chapter 4	<p><u>Subtraction within 10</u></p> <p>-Represent and use number bonds within 20 -Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. -Write mathematical statements involving addition (+), subtraction (-) and equals (=) -Count forward and backwards, beginning with 0 or 1, from any given number -Demonstrate an understanding of commutative law (e.g $3+2=5$, therefore $2+3=5$) -Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations</p>	Simple addition and subtraction	Using their number knowledge to solve addition and subtraction using both their counting skills and pictorial representations, including their knowledge of number bonds to 10.	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson

	<p>1NF–1 Develop fluency in addition and subtraction facts within 10.</p> <p>1AS–2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.</p>			
Chapter 5	<p><u>Positions</u></p> <p>-Describe position, direction and movement, including whole, half, quarter and three-quarter turns</p>	Use positional language.	Children have gained an understanding of positional language, as well as directional language for left and right. Able to use this as part of their daily vocabulary.	<p>Using Stem sentences about key learning points.</p> <p>Key Vocabulary</p> <p>Work and photo sheets in maths books.</p> <p>CPA approach</p> <p>Word problems</p> <p>Reasoning during each lesson</p>
Chapter 6	<p><u>Numbers to 20</u></p> <p>-Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>-Count and read numbers to 100 in numerals</p> <p>-Count and write numbers to 100 in numerals</p> <p>-Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>-Read and write numbers from 1 to 20 in numerals</p> <p>-Read and write numbers from 1- 20 in words</p> <p>-Identify one more and one less of a given</p>	Counting, ordering numbers to 20.	Children will be able to count back and forward from a given number. Representing numbers in different ways.	<p>Using Stem sentences about key learning points.</p> <p>Key Vocabulary</p> <p>Work and photo sheets in maths books.</p> <p>CPA approach</p> <p>Word problems</p> <p>Reasoning during each lesson</p>

	<p>number</p> <p>1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =</p>			
<p>Chapter 7</p>	<p><u>Addition and subtraction within 20</u></p> <ul style="list-style-type: none"> -Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs -Write mathematical statements involving addition (+), subtraction (-) and equals (=) signs -Demonstrate an understanding of commutative law (e.g $3+2=5$, therefore $2+3=5$) -Demonstrate an understanding of inverse relationships involving addition and subtraction -Represent and use number bonds within 20 -Represent and use subtraction facts within 20 -Add one-digit and two digit numbers to 20 including 20 -Subtract one-digit and two-digit numbers to 20, including zero -Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations <p>1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =</p>	<p>Addition and subtraction to 20.</p>	<p>Using their number knowledge to solve addition and subtraction using both their counting skills and pictorial representations, including their knowledge of number bonds to 10.</p>	<p>Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson</p>

	<p>1AS–2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.</p>			
Chapter 8	<p><u>Shapes and Patterns</u></p> <p>-Recognise and name common 2-D shapes e.g rectangle (including squares), circles and triangles</p> <p>-Recognise and name common 3-D shapes e.g cuboids (including cubes), pyramids and spheres.</p> <p>1G–1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another</p> <p>1G–2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.</p>	<p>Grouping shapes and recognising shapes in the environment.</p>	<p>Children will be able to group shapes according to different criteria. Alongside this, recognise, describe and continue patterns, as well as generalising patterns.</p>	<p>Using Stem sentences about key learning points.</p> <p>Key Vocabulary</p> <p>Work and photo sheets in maths books.</p> <p>CPA approach</p> <p>Word problems</p> <p>Reasoning during each lesson</p>
Chapter 9	<p><u>Length and Height</u></p> <p>-Compare, describe and solve practical problems for lengths and heights e.g long/short, longer/shorter/, tall/short, double/half</p> <p>-Measure and begin to record length/ Height</p>	<p>Comparing height and length.</p> <p>Measuring height and length using body parts and a ruler.</p>	<p>Children will be able to compare lengths and describe whether something is taller, longer, shorter or higher. They will be able to fairly measure two items for comparison.</p>	<p>Using Stem sentences about key learning points.</p> <p>Key Vocabulary</p> <p>Work and photo sheets in maths books.</p> <p>CPA approach</p> <p>Word problems</p> <p>Reasoning during each lesson</p>
Chapter	<u>Numbers to 40</u>	Counting,	Children will be able to explore and	Using Stem sentences about key

10	<ul style="list-style-type: none"> -Count and read numbers to 100 in numerals -Count and write numbers to 100 in numerals -Count in multiples of twos, fives and tens from 0 -Identify and represent numbers using objects and pictorial representations including the number line, and use the language of; equal to, more than, less than (fewer), most, least -Count to and around 100, forwards and backwards, beginning with 0 or 1, or from any given number -Count in twos, five and tens to solve problems 	ordering and recognising numbers to 40.	count numbers to 40 in a variety of ways, including comparing numbers and looking at number patterns. Additionally, solving number problems using addition and subtraction word problems.	learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson
Chapter 11	<p><u>Addition and subtraction word problems</u></p> <ul style="list-style-type: none"> -Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations -Represent and use number bonds within 20 -Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs -Write mathematical statements involving addition (+), subtraction (-) and equals (=) -Count forward and backwards, beginning with 0 or 1, from any given number -Demonstrate an understanding of commutative law (e.g $3+2=5$, therefore $2+3=5$) 	Addition and subtraction to 40.	The children know the foundation of equal grouping, repeated addition, arrays and doubling. They can use this to solve word problems.	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson

	1AS–2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.			
Chapter 12	<p><u>Multiplication</u></p> <p>-Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p> <p>1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.</p>		The children know the foundation of equal grouping, repeated addition, arrays and doubling. They can use this to solve word problems.	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson
Chapter 13	<p><u>Division</u></p> <p>-Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p> <p>1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.</p>	Make and add equal groups.	Children will know how to take a set number of items and place them equally into groups.	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson
Chapter 14	<p><u>Fractions</u></p> <p>-Recognise, find and name a half as one of two equal parts of an object, shape or</p>	Make halves and quarters.	Children have learnt about making halves and quarters then moved on to making connections between fractions and divisions.	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books.

	<p>quantity</p> <p>-Recognise, find and name a quarter as one of four equal parts of an object shape or quantify</p>			<p>CPA approach</p> <p>Word problems</p> <p>Reasoning during each lesson</p>
Chapter 15	<p><u>Numbers to 100</u></p> <p>-Count and read numbers to 100 in numerals</p> <p>-Count and write numbers to 100 in numerals</p> <p>-Count in multiples of twos, fives and tens from 0</p> <p>-Identify and represent numbers using objects and pictorial representations including the number line, and use the language of; equal to, more than, less than (fewer), most, least</p> <p>-Count to and around 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>-Count in twos, five and tens to solve problems</p>	<p>Count and order numbers to 100.</p>	<p>Children will be able to count in tens and ones and compare numbers to 100. They can use their number bonds to partition numbers.</p>	<p>Using Stem sentences about key learning points.</p> <p>Key Vocabulary</p> <p>Work and photo sheets in maths books.</p> <p>CPA approach</p> <p>Word problems</p> <p>Reasoning during each lesson</p>
Chapter 16	<p><u>Time</u></p> <p>-Compare, describe and solve practical problems for time e.g quicker, slower, earlier, later</p> <p>-Measure and begin to record time (Hours, minutes, seconds)</p> <p>-Sequence events in chronological order using language e.g before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</p> <p>-Recognise and use language relating to dates, including days of the week, weeks,</p>	<p>Tell time to on the hour and half past.</p> <p>Order days of week and months of year.</p>	<p>Children can tell the time to the hour and half hour, alongside exploring analogue clocks.</p> <p>They can use and understand the terms 'next', 'before' and 'after'.</p> <p>Children will begin to estimate lengths of time and compare measures of time.</p>	<p>Using Stem sentences about key learning points.</p> <p>Key Vocabulary</p> <p>Work and photo sheets in maths books.</p> <p>CPA approach</p> <p>Word problems</p> <p>Reasoning during each lesson</p>

	months and years Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times			
Chapter 17	<u>Money</u> -Recognise and know the value of different denominations of coins and notes	Recognise coins and notes.	Children will begin to recognise coins and notes. They can discuss similarities and differences between the notes and coins.	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson
Chapter 18	<u>Volume and Capacity</u> -Compare, describe and solve practical problems for capacity and volume e.g full/empty, more than, less than, half, half full, quarter -Measure and begin to record capacity and volume	Describing, finding and comparing volume and capacity.	Children can explore the new concepts, by comparing volume and capacity, alongside using non-standard units. They can use terms such as 'more than', 'less than', 'half' and 'quarter'.	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson
Chapter 19	<u>Mass</u> -Compare, describe and solve practical problems for mass/weight e.g heavy/light, heavier than, lighter than -Measure and begin to record mass/weight	Finding and comparing mass using non-standard ones.	The children will be able to use vocabulary such as 'heavy/heavier and 'light/lighter'. They can find the mass using non-standard units.	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson
Chapter 20	<u>Space</u> -Describe position, direction and movement, including whole, half, quarter and three-quarter turns	Describe positions, movements and turns.	Children can explore the important elements of position, movement and turns. They can use the correct appropriate language, including clockwise and anticlockwise.	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson

Year 2 - Maths

<p>Chapter 1</p>	<p><u>Numbers to 100</u></p> <ul style="list-style-type: none"> -Recognise the place value of each digit in a two-digit number (tens, ones) -Compare and order number from 0 up to 100; use <, > and = signs -Partition two-digit numbers into different combinations of tens and ones using apparatus. -Count in steps of 2,3, and 5 from 0, and in tens from any number, forward and backward. <p>2NPV–1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two digit numbers using standard and nonstandard partitioning.</p> <p>2NPV–2 Reason about the location of any two digit number in the linear number system, including identifying the previous and next multiple of 10.</p>	<p>Counting and ordering numbers to 100.</p>	<p>Children will be able to count to 100 through different steps, including counting up in tens.</p> <p>Children will be able to compare numbers using their place-value and number bond knowledge.</p>	<p>Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson.</p>
<p>Chapter 2</p>	<p><u>Addition and subtraction</u></p> <ul style="list-style-type: none"> -Solving problems with addition and subtraction applying his/her increasing knowledge of written methods and mental methods where regrouping may be required -Solve problems with addition and subtraction using concrete objects and 	<p>Addition and subtraction to 100.</p>	<p>Children will be able to compare numbers using their place-value and number bond knowledge.</p> <p>Children will master solving addition and subtraction problems using number bond diagrams as well as</p>	<p>Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson.</p>

	<p>pictorial representations, including those numbers, quantities and measures</p> <p>-Add and subtract numbers where no regrouping is required, using concrete objects, pictorial representations, and mentally, including a two-digit number and one</p> <p>-Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers</p> <p>-Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers</p> <p>2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice.</p> <p>2AS-1 Add and subtract across 10, for example $8+5=13$, $13-5=8$</p> <p>2AS–3 Add and subtract within 100 by applying related one digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.</p> <p>2AS–4 Add and subtract within 100 by applying related onedigit addition and subtraction facts: add and subtract any 2 twodigit numbers.</p>		<p>standard column methods.</p>	
<p>Chapter 3</p>	<p><u>Multiplications of 2,5,10</u></p> <p>-Count in steps of 2,3 and 5 from 0, and in tens from any number, forward and</p>	<p>Recalling number bonds to 20.</p>	<p>Children will understand what multiplication means and what it looks like. They will be able to see patterns in multiplication and what commutative</p>	<p>Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books.</p>

	<p>backward</p> <ul style="list-style-type: none"> -Recall and use multiplication and division facts from 2,5 and 10 multiplication tables, including recognising odd and even numbers -Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division and equals (=) signs -Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot -Solve problems involving multiplication and division, using concrete materials and mental methods -Solve problems involving multiplication and division, using arrays, repeated addition and multiplication and division facts, including problems in contexts -Use multiplication and division facts from 2,5 and 10 to make deductions outside known multiplication facts <p>2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.</p> <p>2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).</p>	<p>Apply their understanding of number relationships.</p>	<p>law is.</p>	<p>CPA approach Word problems Reasoning during each lesson</p>
Chapter	Multiplications and division of 2,5 and 10	To investigate	Use their knowledge of multiplication	Using Stem sentences about key

4	<p>-Count in steps of 2,3 and 5 from 0, and in tens from any number, forward and backward</p> <p>-Recall and use multiplication and division facts for 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>-Calculate mathematical statements for multiplication tables and write them using the multiplication (x), division and equals (=) signs</p> <p>-Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p> <p>-Solve problems involving multiplication and division, using concrete materials and mental methods</p> <p>-Solve problems involving multiplication and division, using arrays, repeated addition and multiplication and division facts, including problems in context</p> <p>-Use multiplication and division facts for 2,5, and 10 to make deductions outside known multiplication facts</p> <p>-Solve word problems involving multiplication and division with more than one step</p> <p>2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.</p> <p>2MD–2 Relate grouping problems where the number of groups is unknown to</p>	links and use knowledge of 2, 5 and 10 times multiplication tables and division facts.	facts for 2,5,10 to solve multiplication and division problems.	learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson
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	<p>multiplication equations with a missing factor, and to division equations (quotitive division).</p>			
Chapter 5	<p><u>Length</u></p> <p>-Choose and use appropriate standard units of estimate and measure length/height in any direction (m/cm) ; mass (kg/g); temperature (c); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales and thermometers and measuring vessels</p> <p>-Compare and order lengths, mass, volume/capacity and record the results using >,< and =</p> <p>-Read scales where not all numbers on the scale are given and estimate points in between</p>	<p>Measuring and comparing length, mass and temperature.</p>	<p>Children will have a better understanding of how to measure length. This includes what a metre, centimetres are.</p>	<p>Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson</p>
Chapter 6	<p><u>Mass</u></p> <p>-Choose and use appropriate standard units of estimate and measure length/height in any direction (m/cm) ; mass (kg/g); temperature (c); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales and thermometers and measuring vessels</p> <p>-Compare and order lengths, mass, volume/capacity and record the results using >,< and =</p> <p>-Read scales where not all numbers on the scale are given and estimate points in between</p>	<p>Measuring and comparing length, mass and temperature.</p>	<p>Children will have an understanding of mass in the context of kilograms and grams. They will be able to read a scale, and compare the different weights of objects and solve word problems relating to mass.</p>	<p>Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson</p>
Chapter 7	<p><u>Temperature</u></p> <p>-Choose and use appropriate standard units</p>	<p>Measuring and comparing</p>	<p>The children will have gained experience in measuring temperature. They will know how to read</p>	<p>Using Stem sentences about key learning points. Key Vocabulary</p>

	<p>of estimate and measure length/height in any direction (m/cm) ; mass (kg/g); temperature (c); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales and thermometers and measuring vessels</p> <ul style="list-style-type: none"> -Compare and order lengths, mass, volume/capacity and record the results using >, < and = -Read scales where not all numbers on the scale are given and estimate points in between 	length, mass and temperature.	thermometers using celsius alongside different kinds of temperatures we can measure.	Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson
Chapter 8	<p><u>Picture Graph</u></p> <ul style="list-style-type: none"> -Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. 	Read and interpret picture graphs.	Children will be able to read, interpret, analyse and construct their own picture graphs with confidence.	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson
Chapter 9	<p><u>Chapter 9 - More word problems</u></p> <ul style="list-style-type: none"> -Use reasoning about numbers and relationships to solve more complex problems and explain his/her thinking -Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures -Solve problems with addition and subtraction applying his/her increasing knowledge of written methods and mental methods where regrouping may be required -Solve missing number problems using addition and subtraction <p>2AS–2 Recognise the subtraction structure</p>		Children can use addition and subtraction methods to solve everyday maths problems.	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson

	of 'difference' and answer questions of the form, "How many more...?".			
Chapter 10	<p>Money</p> <ul style="list-style-type: none"> -Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value -Find different combinations of coins that equal the same amounts of money -Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change 		<p>Children can count simple amounts of money, alongside this they can represent money using £ and p. When counting, they can use methods including counting in fives and tens to count quicker.</p> <p>They can show equal amounts of money. They can solve everyday problems using money, including giving change.</p>	<p>Using Stem sentences about key learning points.</p> <p>Key Vocabulary</p> <p>Work and photo sheets in maths books.</p> <p>CPA approach</p> <p>Word problems</p> <p>Reasoning during each lesson</p>
Chapter 11	<p>2D shapes</p> <ul style="list-style-type: none"> -Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. -Name some common 2D .. shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g triangles, rectangles, squares, circles) -Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise). <p>2G–1 Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.</p>	<p>Sort, draw, count sides and pattern-making with 2-D shapes. Describe, group and pattern making with 3-D shapes.</p>	<p>Children can draw and identify 2D and 3D shapes. They can discuss their properties including vertices and lines of symmetry.</p> <p>They can make and describe patterns. Alongside this, move and turn shapes whilst using everyday language including clockwise and anticlockwise.</p>	<p>Using Stem sentences about key learning points.</p> <p>Key Vocabulary</p> <p>Work and photo sheets in maths books.</p> <p>CPA approach</p> <p>Word problems</p> <p>Reasoning during each lesson</p>

<p>Chapter 12</p>	<p><u>3D shapes</u></p> <ul style="list-style-type: none"> -Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces -Name some common 2D and 3D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres) -Identify 2D shapes on the surface of 3-D shapes e.g a circle on a cylinder and a triangle on a pyramid -Compare and sort common 2D and 3D shapes and everyday objects describing similarities and differences <p>2G–1 Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.</p>	<p>Sort, draw, count sides and pattern-making with 2-D shapes. Describe, group and pattern making with 3-D shapes.</p>	<p>Children can draw and identify 2D and 3D shapes. They can discuss their properties including vertices and lines of symmetry. They can make and describe patterns. Alongside this, move and turn shapes whilst using everyday language including clockwise and anticlockwise.</p>	<p>Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson</p>
<p>Chapter 13</p>	<p><u>Fractions</u></p> <ul style="list-style-type: none"> -Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity and demonstrate understanding that all parts must be equal parts of the whole -Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ 	<p>Making equal fractions, showing half and quarter. Comparing and ordering fractions.</p>		<p>Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson</p>
<p>Chapter 14</p>	<p><u>Time</u></p> <ul style="list-style-type: none"> -Compare and sequence intervals of time 	<p>Telling and writing the time to 5</p>	<p>Children can tell the time including to the nearest 5 minutes. Alongside this, they can find the duration of time, the</p>	<p>Using Stem sentences about key learning points. Key Vocabulary</p>

	<ul style="list-style-type: none"> -Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times -Remember the number of minutes in an hour and the number of hours in a day -Read the time on a clock to the nearest 15 minutes 	<p>minutes. Drawing clock hands on an analogue clock</p>	<p>end of a length of time, the beginning of a length of time and compare different lengths of time.</p>	<p>Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson</p>
Chapter 15	<p><u>Volume</u></p> <ul style="list-style-type: none"> -Choose and use the appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature; capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels -Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ 		<p>Children can compare different volumes, measure in litres and millilitres and solve word problems using volume for example, which container can hold the most water?</p>	<p>Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson</p>

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Year 3 - Maths				
Chapter 1	<p><u>Numbers to 1000</u></p> <ul style="list-style-type: none"> -Compare and order numbers up 1000 -Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number -Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) 	<p>Counting, recognising and ordering numbers to 1,000.</p>	<p>Children will know how to compose and decompose numbers, compare, order and look for patterns in numbers to 1000.</p>	<p>Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson.</p>

	<p>-Read and write numbers up to 1000 in numerals -Read and write numbers up to 1000 in words</p> <p>3NPV–1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10.</p> <p>3NPV–2 Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning.</p> <p>3NPV–3 Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10.</p>			
Chapter 2	<p><u>Addition and subtraction</u></p> <p>-Add and subtract numbers mentally, including a three-digit number and ones -Add numbers with up to three digits using the formal method of columnar addition -Add and subtract numbers mentally, including a three-digit number and tens -Subtract numbers with up to three digits using the formal method of columnar subtraction -Add and subtract numbers mentally, including a three-digit number and hundreds -Solve problems, including missing number problems, using number facts, place value,</p>	Addition and subtraction to 1,000.	Children will master addition and subtraction, which will allow them to solve number problems using bar models.	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson.

	<p>more complex addition and subtraction</p> <p>3NF–1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.</p> <p>3NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10)</p> <p>3AS-1 Calculate complements to 100, for example, $46+?=100$</p> <p>3AS–2 Add and subtract up to three-digit numbers using columnar methods.</p> <p>3AS–3 Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction.</p>			
Chapter 3	<p><u>Multiplication and division</u></p> <p>-Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 1000 or less than a given number</p> <p>-Recall and use multiplication and division facts for the 3,4 and 8 multiplication tables</p> <p>-Write and calculate mathematical statements for multiplication and division using multiplication and division using the multiplication tables that he/she knows, including for two-digit numbers times one-digit numbers, using mental and progressing</p>	To investigate links and use knowledge of 3, 4 and 8 times multiplication tables and division facts	Count in multiples of 4,8,50 and 100. Children will be able to use their experience and knowledge of multiplication and division to solve word problems using a range of taught methods.	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson

	<p>to formal written methods -Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which an object is connected to an object</p> <p>3NPV-4 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.</p> <p>3NF-2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number. 3NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10)</p> <p>3MD-1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.</p>			
Chapter 4	<p><u>Multiplication and division</u></p> <p>-Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 1000 or less than a given number -Recall and use multiplication and division facts for the 3,4 and 8 multiplication tables -Write and calculate mathematical statements for multiplication and division using multiplication and division using the</p>	To investigate links and use knowledge of 3, 4 and 8 times multiplication tables and division facts	Count in multiples of 4,8,50 and 100. Children will be able to use their experience and knowledge of multiplication and division to solve word problems using a range of taught methods.	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson

	<p>multiplication tables that he/she knows, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>-Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which an object is connected to an object</p> <p>3NPV-4 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts</p> <p>3NF-2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.</p> <p>3NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10)</p> <p>3MD-1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.</p>			
Chapter 5	<p><u>Length</u></p> <p>-Measure, compare, add and subtract; lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p>	<p>Writing length, reading weighing scales. Measure volume in ml</p>	<p>Children will become well versed in reading weighing scales that have different values for each marking. They also learn to measure volume using milliliters and litres. Once raw skills are achieved, pupils will attempt basic word problems which will</p>	<p>Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson</p>

		and litres.	extend to more challenging word problems.	
Chapter 6	<p>Mass</p> <p>-Measure, compare, add and subtract; lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p>	<p>Writing length, reading weighing scales. Measure volume in ml and litres.</p>	<p>Children will become well versed in reading weighing scales that have different values for each marking. They also learn to measure volume using milliliters and litres. Once raw skills are achieved, pupils will attempt basic word problems which will extend to more challenging word problems.</p>	<p>Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson</p>
Chapter 7	<p>Volume</p> <p>-Measure, compare, add and subtract; lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p>	<p>Writing length, reading weighing scales. Measure volume in ml and litres.</p>	<p>Children will become well versed in reading weighing scales that have different values for each marking. They also learn to measure volume using milliliters and litres. Once raw skills are achieved, pupils will attempt basic word problems which will extend to more challenging word problems.</p>	<p>Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson</p>
Chapter 8	<p>Money</p> <p>-Add and subtract amounts of money to give change, using both £ and p in practical contexts</p>	<p>Naming, adding, subtracting and showing amounts of money.</p>	<p>Children will recognise different denominations (both notes and coins) and Use simple addition and subtraction when solving problems using money, including using number bonds as a key method and the bar model as a key strategy.</p>	<p>Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson</p>
Chapter 9	<p>Time</p> <p>-Tell the time from an analogue clock, including using roman numerals from I to XLL, and 12-hour and 24-hour clocks -Write the time using an analogue clock,</p>	<p>Tell time using am and pm and 24-hour clock Measuring time with a</p>	<p>Children will be able to tell the time using 'a.m' and 'p.m', tell the time to the minute, using analogue and digital time and telling the time by using both the minute and hour hands. They will be able to measure and</p>	<p>Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems</p>

	<p>including using roman numerals from L to XLL, and 12 hour and 24 hour clock</p> <ul style="list-style-type: none"> -Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight -Know the number of seconds in a minute and the number of days in each month, year and leap year 	stopwatch.	compare time in seconds, hours and minutes. Alongside this converting units of time and then finding a number of days in lengths of time.	Reasoning during each lesson
Chapter 10	<p><u>Picture graphs and bar graphs</u></p> <ul style="list-style-type: none"> -Interpret and present data using bar charts, pictograms and tables -Solve one-step and two-step questions e.g 'How many more?' and 'How many fewer?' using information presente 	Drawing and reading picture and bar graphs.	Children will be able to create and interpret picture graphs and bar graphs.	<p>Using Stem sentences about key learning points.</p> <p>Key Vocabulary</p> <p>Work and photo sheets in maths books.</p> <p>CPA approach</p> <p>Word problems</p> <p>Reasoning during each lesson</p>
Chapter 11	<p><u>Fractions</u></p> <ul style="list-style-type: none"> -Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one digit numbers or quantities by 10 -Recognise, find and write fractions of a discrete set of objects; unit fractions and non-unit fractions with small denominators -Recognise and use fractions as numbers; unit fractions and non-unit fractions with small denominators -Recognise and show, using diagrams, equivalent fractions with small denominators -Add fractions with the same denominator with one whole e.g $5/7 + 1/7 = 6/7$ -Subtract fractions with the same 	<p>Counting in tenths.</p> <p>Addition and subtraction of same denominator fractions.</p> <p>Comparing fractions.</p> <p>Finding equivalent and simplest fractions.</p>	<p>Children will be able to count in tenths and make number pairs (the fraction equivalent to number bonds). They will be able to add and subtract simple fractions, alongside this use their knowledge to simplify the fractions and be able to compare fractions with different denominators.</p> <p>Children will also be able to find fractions of whole numbers as part of a set and know how to share 1 and more than 1.</p>	<p>Using Stem sentences about key learning points.</p> <p>Key Vocabulary</p> <p>Work and photo sheets in maths books.</p> <p>CPA approach</p> <p>Word problems</p> <p>Reasoning during each lesson</p>

	<p>denominator within one whole e.g $\frac{6}{7} - \frac{1}{7} + \frac{5}{7}$</p> <p>-Compare and order unit fractions, and fractions with the same denominators</p> <p>-Solve fraction problem</p> <p>3F–1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.</p> <p>3F–2 Find unit fractions of quantities using known division facts (multiplication tables fluency).</p> <p>3F–3 Reason about the location of any fraction within 1 in the linear number system.</p> <p>3F–4 Add and subtract fractions with the same denominator, within 1.</p>			
Chapter 12	<p>Angles</p> <p>-Recognise angles as a property of shape or description of a turn</p> <p>-Identify right angles and identify whether other angles are greater or less than a right angle</p> <p>-Recognise that two right angles make a half term, three make three quarters of a tern and four a complete turn</p> <p>3G–1 Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations.</p>	<p>Make angles.</p> <p>Find angles in shapes, letters and everyday angles.</p> <p>Right, acute and obtuse angles.</p>	<p>Children will be able to explore angles using mathematical vocabulary and investigations.</p> <p>They will be able to name certain angles, specifically right angles, acute angles and obtuse obtuse angles.</p> <p>They will be able to compare angles to one another and describe turns using both angles and fractions.</p>	<p>Using Stem sentences about key learning points.</p> <p>Key Vocabulary</p> <p>Work and photo sheets in maths books.</p> <p>CPA approach</p> <p>Word problems</p> <p>Reasoning during each lesson</p>

Chapter 13	<p><u>Lines and shapes</u></p> <p>-Identify horizontal and vertical lines and pairs of perpendicular and parallel lines -Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them</p> <p>3G–2 Draw polygons by joining marked points, and identify parallel and perpendicular sides.</p>	Parallel, perpendicular, vertical and horizontal lines.	Children will be able to explore different types of lines in addition to properties of shapes, both 2D and 3D shapes. They will be able to identify perpendicular and parallel lines, alongside horizontal and vertical lines.	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson
Chapter 14	<p><u>Perimeter of figures</u></p> <p>-Measure the perimeter of simple 2D shapes</p>	Describe and draw 2-D shapes. Describe and create 3-D shapes. Measure perimeters of rectangles.	The children will be able to describe 2D and 3D shapes using nets and clay. Children will be able to measure the perimeter by combining the lengths of sides. Alongside this calculate the perimeter of a rectangle with unknown sides that need to be determined.	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson

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Year 4 - Maths

<u>Year 4</u> - Maths				
Chapter 1	<p><u>Numbers to 10000</u></p> <p>-Count in multiples of 6,7,9, 25 and 100 -Find 1000 more or less than a given number -Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones) -Order and compare numbers beyond 1000</p>	Counting, recognising and ordering numbers to 10,000.	The children will use their knowledge of number and place value to help complete number patterns. They will be able to round numbers to the nearest 1000, 100 and 10; children will be able to apply this knowledge to approximate, total and find the difference.	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson.

	<p>-Identify, represent and estimate numbers using different representations including measures</p> <p>-Round any number to the nearest 10, 100 or 1000</p> <p>4NPV–1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100.</p> <p>4NPV–2 Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning.</p> <p>4NPV–3 Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.</p> <p>4F–1 Reason about the location of mixed numbers in the linear number system.</p>			
Chapter 2	<p><u>Addition and subtraction within 10000</u></p> <p>-Add numbers with up to four digits using the formal method of columnar addition</p> <p>-Estimate and use inverse operations to check answers to a calculation</p> <p>-Subtract numbers with up to four digits using the formal method of columnar subtraction</p> <p>-Solve addition and subtraction two-step problems in contexts, deciding which</p>	<p>Counting, recognising and ordering numbers to 10,000.</p> <p>Addition and subtraction to 10,000.</p>	<p>They will use the methods taught to solve word problems; visualising the problems using the bar model. They will be able to think about when is the most appropriate time to use each method.</p>	<p>Using Stem sentences about key learning points.</p> <p>Key Vocabulary</p> <p>Work and photo sheets in maths books.</p> <p>CPA approach</p> <p>Word problems</p> <p>Reasoning during each lesson.</p>

	operation and methods to use and why			
Chapter 3	<p><u>Multiplication and division</u></p> <p>-Recall multiplication and division facts for multiplication tables up to 12 X12 -Use place value, known and derived facts to multiply and divide mentally, including; multiplying by 0 and 1; dividing by 1; multiplying together three numbers. -Recognise and use factor pairs and commutativity in mental calculations -Multiply two-digit and three-digit numbers by one-digit numbers using a formal written layout. -Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as an objects are connected to a objects.</p> <p>4NPV–3 Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.</p> <p>4NF–1 Recall multiplication and division facts up to 12x12 , and recognise products in multiplication tables as multiples of the corresponding number</p> <p>4NF–2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, for example: 74 divided by 9 equals 8 r 2. and interpret remainders</p>	Multiplying and dividing 3-digit numbers	<p>Children will be able to multiply and divide by numbers up to 12. They will use such mathematical vocabulary such as ‘quotient’ in relation to division.</p> <p>They will know how to calculate multiplication equations using multiplication facts.</p> <p>They know the difference between sharing and grouping and understand the commutative law in multiplication.</p> <p>The children can solve problems involving multiplication and division.</p>	<p>Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson</p>

	<p>appropriately according to the context.</p> <p>4MD–1 Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size.</p> <p>4MD–2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.</p> <p>4MD–3 Understand and apply the distributive property of multiplication.</p>			
<p>Chapter 4</p>	<p><u>Multiplication and division</u></p> <ul style="list-style-type: none"> -Recall multiplication and division facts for multiplication tables up to 12 X12 -Use place value, known and derived facts to multiply and divide mentally, including; multiplying by 0 and 1; dividing by 1; multiplying together three numbers. -Recognise and use factor pairs and commutativity in mental calculations -Multiply two-digit and three-digit numbers by one-digit numbers using a formal written layout. -Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as an objects are connected to a objects. <p>4NPV–3 Reason about the location of any four-digit number in the linear number</p>	<p>Multiplying and dividing 3-digit numbers</p>	<p>Children will be able to multiply and divide by numbers up to 12. They will use such mathematical vocabulary such as ‘quotient’ in relation to division.</p> <p>They will know how to calculate multiplication equations using multiplication facts.</p> <p>They know the difference between sharing and grouping and understand the commutative law in multiplication.</p> <p>The children can solve problems involving multiplication and division.</p>	<p>Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson</p>

	<p>system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.</p> <p>4NF–1 Recall multiplication and division facts up to 12x12 , and recognise products in multiplication tables as multiples of the corresponding number</p> <p>4NF–2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, for example: 74 divided by 9 equals 8 r 2. and interpret remainders appropriately according to the context.</p>			
Chapter 5	<p>Graphs</p> <p>-Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graph</p> <p>-Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p>	Drawing and reading line graphs.	Children can interpret picture graphs and bar graphs. Children then can make predictions based on trends identified in the data.	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson
Chapter 6	<p>Fractions</p> <p>-Recognise and show, using diagrams families of common equivalent fractions</p> <p>-Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten</p> <p>-Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole</p>	Finding equivalent fractions. Simplifying mixed numbers and improper fractions. Addition and subtraction of fractions. To Investigate	Children will know how to convert between mixed numbers and improper fractions. They will know how to add and subtract fractions, alongside this they will be able to solve addition and subtraction word problems using fractions.	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson

	<p>number</p> <p>-Add and subtract fractions with the same denominator</p> <p>4F–2 Convert mixed numbers to improper fractions and vice versa.</p> <p>4F–3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.</p>	<p>links and use knowledge of 6,7, 9, 11 and 12 times multiplication tables and division facts.</p>		
Chapter 7	<p><u>Time</u></p> <p>-Read, write and convert time between analogue and digital 12 and 24 hour clocks</p> <p>-Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</p>	<p>Telling time on a 24 hour clock.</p> <p>Changing time and duration of time</p>	<p>Children can read and write time using both the 12 hour clock and the 24 hour clock. They can convert between different units of time for example hours into minutes.</p> <p>Overall they can use their understanding of time to solve time problems, including using calculations of durations of time.</p>	<p>Using Stem sentences about key learning points.</p> <p>Key Vocabulary</p> <p>Work and photo sheets in maths books.</p> <p>CPA approach</p> <p>Word problems</p> <p>Reasoning during each lesson</p>
Chapter 8	<p><u>Decimals</u></p> <p>-Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$</p> <p>-Find the effect of dividing a one or two digit number by 10 and 100, identifying the values of the digits in the answer as ones, tenths and hundredths.</p> <p>-Round decimals with one decimal place to the nearest whole number</p> <p>-Compare numbers with the same number of decimal places up to two decimal places</p> <p>-Solve simple measure and money problems involving fractions and decimals to two decimal places</p> <p>-Recognise and write decimal equivalents of</p>	<p>Writing, ordering, comparing and rounding decimals.</p>	<p>Children can count, order, compare and record decimals in different ways. They can see equivalence between tenths and hundredths and use this to solve problems, including rod decimals, to the nearest whole number.</p>	<p>Using Stem sentences about key learning points.</p> <p>Key Vocabulary</p> <p>Work and photo sheets in maths books.</p> <p>CPA approach</p> <p>Word problems</p> <p>Reasoning during each lesson</p>

	any number of tenths or hundredths			
Chapter 9	<p><u>Money</u></p> <p>-Estimate, compare and calculate different measures, including money in pounds and pence</p>	Comparing and estimating amounts of money.	Children can count and record in pounds and pence. They can make links between tenths and hundredths and decimal notation for money. They can round money to the nearest pound and understand contexts in which this would be a useful skill for example, when shopping or budgeting. They can find the totals and calculate change.	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson
Chapter 10	<p><u>Mass, volume and length</u></p> <p>-Convert between different units of measure e.g kilometre to metre</p>	Measure mass, volume, height and length.	Children can begin to use methods to estimate and measure mass, volume and length. They can convert units of measurement. They can measure the perimeter using centimetres and millimetres. Overall, can apply their knowledge to solve everyday problems linking to mass, volume and length.	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson
Chapter 11	<p><u>Area of figures</u></p> <p>-Find the area of rectilinear shapes by counting squares</p>	Measure area of objects.	Children will understand the concept of area and perimeter. They can apply their knowledge to find the figures in different orientations, and areas of figures that have squares and rectangles by counting and visualising.	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson
Chapter 12	<p><u>Geometry</u></p> <p>-Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>-Identify acute and obtuse angles and</p>	Sorting shapes, classifying quadrilaterals. Identifying and drawing	Children can name and compare angles and use this information to classify triangles and quadrilaterals. They can explore and draw lines of symmetry on shapes and figures.	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems

	<p>compare and order angles up to two right angles by size</p> <ul style="list-style-type: none"> -Identify lines of symmetry in 2D shapes presented in different orientations -Complete a simple symmetric figure with respect to a specific line of symmetry -Plot specified points and draw sides to complete a given polygon <p>4G–1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.</p> <p>4G–2 Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons.</p> <p>4G–3 Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.</p>	<p>symmetrical figures.</p>		<p>Reasoning during each lesson</p>
<p>Chapter 13</p>	<p><u>Position and movement</u></p> <ul style="list-style-type: none"> -Describe positions on a 2D grid as coordinates in the first quadrant -Describe movements between positions as translations of a given unit to the left/right and up/down 	<p>Plotting and describing movements of coordinates.</p>	<p>Children can describe the positions of objects and figures, including on grids using coordinates. They can translate shapes using the terms 'left', 'right', 'upwards' and 'downwards'.</p>	<p>Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson</p>

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<p>Chapter 1</p>	<p><u>Numbers to 1000000</u></p> <p>-Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit -Count forwards or backwards in steps of powers of 10 for any given number to 1 000 000 -Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 -Solve number problems and practical problems that involve ordering and comparing numbers to 1 000 000, counting forwards or backwards in steps, interpreting negative numbers and rounding</p> <p>5NPV–1 Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01.</p> <p>5NPV–2 Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and nonstandard partitioning</p> <p>5NPV–3 Reason about the location of any number with up to 2 decimals places in the linear number system, including identifying</p>	<p>Counting, recognising and ordering numbers to 1,000,000.</p>	<p>Children will be able to read, represent and write numbers to 1,000,000. They will be able to use their knowledge to make number patterns and round numbers to the nearest 10, 1,000, 10,000 and 1,000,000.</p>	<p>Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson.</p>
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	<p>the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.</p> <p>5NF–2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth), for example:</p>			
Chapter 2	<p><u>Whole numbers: addition and subtraction</u></p> <ul style="list-style-type: none"> -Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit -Count forwards or backwards in steps of powers of 10 for any given number to 1 000 000 -Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) -Add and subtract numbers mentally with increasingly large numbers -Use rounding to check answers to calculations and determine, in context of a problem, levels of accuracy 	<p>Addition and subtraction to 1,000,000.</p> <p>Multiplying a 3-digit number by a 2-digit number.</p>	<p>The children will master using different methods such as the column method to add and subtract with numbers to 1,00,000.</p>	<p>Using Stem sentences about key learning points.</p> <p>Key Vocabulary</p> <p>Work and photo sheets in maths books.</p> <p>CPA approach</p> <p>Word problems</p> <p>Reasoning during each lesson.</p>
Chapter 3	<p><u>Whole numbers: Multiplication and division</u></p> <ul style="list-style-type: none"> -Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. -Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers -Establish whether a number up to 100 is 	<p>Dividing a 3-digit number by a 1-digit number.</p>	<p>Children will be able to use their knowledge to multiply and divide numbers with 3 and 4 digits by single and double digit numbers.</p> <p>The children can use prime numbers and determine what makes a prime number or composite.</p> <p>They will be able to divide, giving rise to remainders using multiple methods, including number bonds and long and</p>	<p>Using Stem sentences about key learning points.</p> <p>Key Vocabulary</p> <p>Work and photo sheets in maths books.</p> <p>CPA approach</p> <p>Word problems</p> <p>Reasoning during each lesson</p>

	<p>prime and recall prime numbers up to 19</p> <ul style="list-style-type: none"> -Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for two-digit numbers -Multiply and divide numbers mentally drawing upon known facts -Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context -Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 -Recognise and use square numbers and the notation for squared (2) -Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes -Recognise and use cube numbers and the notation for cubed (3) -Solve problems involving addition, subtraction, multiplication and division and a combination of there, including understanding the meaning of equals sign -Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates <p>5NPV–4 Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.</p> <p>5NF–1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p>		<p>short division.</p>	
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	<p>5MD–1 Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size.</p> <p>5MD–3 Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.</p> <p>5MD–4 Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context.</p>			
Chapter 4	<p><u>Whole numbers: word problems -</u> Consolidation of the Year 5 number curriculum.</p> <p>5NF–1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p>	Solving multiplication and division word problems. Addition and subtraction to 1,000,000.	Children will be able to solve number problems that involve multiple steps and a variety of operations.	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson
Chapter 5	<p><u>Graphs</u></p> <p>-Solve comparison, sum, difference problems using information presented in a line graph -Complete, read and interpret information in tables, including timetables.</p>	To read and interpret tables and graphs.	Children will be able to read and interpret information in tables and line graphs including graphs with more than one data set.	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson
Chapter 6	<p><u>Fractions</u></p> <p>-Compare and order fractions whose denominators are all multiples of the same number</p>	Comparing and ordering fractions. Addition and subtraction of	Children will be able to handle more diverse problems involving fractions, dividing and multiplying fractions by whole numbers. These include problems that require multiple steps of	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach

	<p>-Identify and name equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> <p>-Write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> <p>-Recognise mixed numbers and improper fractions and convert from one more to the other and write mathematical statements >1 as a mixed number e.g $\frac{2}{5} + \frac{4}{5} + \frac{6}{5} + 1 \frac{1}{5}$</p> <p>-Add subtract fractions with the same denominator and denominators that are multiples of the same number</p> <p>-Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>5NPV–5 Convert between units of measure, including using common decimals and fractions.</p> <p>5MD–2 Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors.</p> <p>5F–1 Find non-unit fractions of quantities.</p> <p>5F–2 Find equivalent fractions and understand that they have the same value and the same position in the linear number system.</p>	<p>fractions with different denominators.</p> <p>Multiply fractions including mixed numbers.</p>	<p>problem solving.</p> <p>They can show improper fractions and mixed numbers using pictures.</p> <p>Children can compare and order fractions.</p>	<p>Word problems</p> <p>Reasoning during each lesson</p>
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	<p>5F-3 Recall decimal fraction equivalents for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$, and for multiples of these proper fractions.</p>			
<p>Chapter 7</p>	<p>Decimals</p> <ul style="list-style-type: none"> -Read and write decimal numbers as fractions e.g $0.71 = 71/100$, $8.09 = 8 + 9/100$? -Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents -Round decimals with two decimal places to the nearest whole number and to one decimal place -Read, write, order and compare numbers with up to three decimal places -Solve problems involving number up to three decimal places <p>5NPV-2 Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and nonstandard partitioning</p> <p>5NPV-5 Convert between units of measure, including using common decimals and fractions.</p>	<p>Reading, writing, rounding and comparing decimals. Addition and subtraction of decimals.</p>	<p>Children can read and write decimal numbers. They can compare decimal numbers to find which is the greater and smallest. Alongside this add and subtract decimals before turning decimals into fractions, and rounding decimals to the nearest whole number and decimal position.</p>	<p>Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson</p>
<p>Chapter 8</p>	<p>Chapter 8 - Percentage</p> <ul style="list-style-type: none"> -Recognise the percent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentage 	<p>Finding and comparing percentages. Drawing and investigating</p>	<p>Children can compare quantities and expose percentages as an amount out of 100. They can convert percentages into fractions of hundredths then simplify them. Children will then use</p>	<p>Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach</p>

	<p>as a fraction with denominator 100, as a decimal</p> <p>-Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25</p>	angles.	their knowledge to solve real life problems, for example out of 100 people, how many are girls.?	Word problems Reasoning during each lesson
Chapter 9	<p><u>Geometry</u></p> <p>-Identify 3D shapes, including cubes and other cuboids, from 2-D representations</p> <p>-Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <p>-Draw given angles, measure them in degrees</p> <p>Identify angles at a point and one whole turn (total 360)</p> <p>-Identify angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180)</p> <p>-Identify other multiples of 90 degrees</p> <p>-Use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p>-Distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p> <p>5G–1 Compare angles, estimate and measure angles in degrees ($^{\circ}$) and draw angles of a given size.</p>	<p>Drawing and investigating angles.</p> <p>Naming and plotting points.</p> <p>Describe translations of shapes.</p> <p>Reflecting shapes and successive reflections.</p>	Children can measure angles, investigate angles on a line/point and draw angles. They can use these to describe angles on common shapes to solve problems.	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson
Chapter 10	<p><u>Position and movement</u></p> <p>-Identify, describe and represent the position of a shape following a reflection or</p>		Children can name and plot points on a grid, including translating shapes. They can describe movements of shapes on a grid. Lastly, describe reflections	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books.

	translation, using the appropriate language, and know that the shape has not changed		across a mirror line.	CPA approach Word problems Reasoning during each lesson
Chapter 11	<p><u>Measurement</u></p> <ul style="list-style-type: none"> -Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) -Understand use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. -Estimate volume e.g using 1cm³ blocks to build cuboids (including cubes) and capacity e.g using water -Solve problems involving converting between units of time <p>5NPV-4 Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.</p> <p>5NPV-5 Convert between units of measure, including using common decimals and fractions.</p>	<p>Converting units of length, mass and time.</p> <p>Reading the temperature on a thermometer.</p>	<p>Children can name and plot points on a grid, including translating shapes. They can describe movements of shapes on a grid. Lastly, describe reflections across a mirror line.</p>	<p>Using Stem sentences about key learning points.</p> <p>Key Vocabulary</p> <p>Work and photo sheets in maths books.</p> <p>CPA approach</p> <p>Word problems</p> <p>Reasoning during each lesson</p>
Chapter 12	<p><u>Area and Perimeter</u></p> <ul style="list-style-type: none"> -Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres -Calculate and compare the area of rectangle (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate 	<p>Finding and measuring area and perimeter.</p>	<p>Children can explore measurements of mass, temperature, time and length. They can convert units of measurements, including converting imperial measures to metric measures.</p>	<p>Using Stem sentences about key learning points.</p> <p>Key Vocabulary</p> <p>Work and photo sheets in maths books.</p> <p>CPA approach</p> <p>Word problems</p> <p>Reasoning during each lesson</p>

	<p>the area of irregular shapes</p> <p>5G–2 Compare areas and calculate the area of rectangles (including squares) using standard units.</p>			
Chapter 13	<p><u>Volume</u></p> <p>-Convert between different units of metric measure (for example, kilometre and metre: centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</p> <p>-Understand use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> <p>-Estimate volume e.g using 1cm³ blocks to build cuboids (including cubes) and capacity e.g using water</p> <p>-Solve problems involving converting between units of time</p>		<p>-Convert between different units of metric measure (for example, kilometre and metre: centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</p> <p>-Understand use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> <p>-Estimate volume e.g using 1cm³ blocks to build cuboids (including cubes) and capacity e.g using water</p> <p>-Solve problems involving converting between units of time</p>	<p>Using Stem sentences about key learning points.</p> <p>Key Vocabulary</p> <p>Work and photo sheets in maths books.</p> <p>CPA approach</p> <p>Word problems</p> <p>Reasoning during each lesson</p>
Chapter 14	<p><u>Roman Numerals</u></p> <p>-Read roman numerals to 100 (m) and recognise years written in roman numerals</p>	<p>Finding the volume of solids and the capacity of rectangular boxes.</p> <p>Converting units of volume</p> <p>Write Roman numerals to 1,000</p> <p>Write years in Roman numerals</p>	<p>Children can identify and use roman numerals to 1,000. They can apply this to read and write years above 1,000.</p>	<p>Using Stem sentences about key learning points.</p> <p>Key Vocabulary</p> <p>Work and photo sheets in maths books.</p> <p>CPA approach</p> <p>Word problems</p> <p>Reasoning during each lesson</p>

Year 6 - Maths

Chapter 1	<p><u>Numbers to 10 millions</u></p> <p>-Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit -Round any whole number to a required degree of accuracy -Solve number and practical problems that involve ordering and comparing numbers to 10 000 000, rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero</p> <p>6NPV–1 Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000).</p> <p>6NPV–2 Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and nonstandard partitioning.</p> <p>6NPV–3 Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts.</p>	Counting, recognising and ordering numbers to 10,000,000.	Children have refined their knowledge of place value, by working with numbers between 1,000,000 and 10,000,000.	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson.
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<p>Chapter 2</p>	<p><u>Four operations on whole numbers</u></p> <ul style="list-style-type: none"> -Perform mental calculations with mixed operations to carry out calculations involving the four operations. -Multiply multi-digit numbers up to 4 digits by a two-digit whole number using a formal written method of long multiplication -Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context -Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context -Perform mental calculations, including with mixed operations and large numbers <p>6NPV–4 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.</p> <p>6AS/MD–1 Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number).</p> <p>6AS/MD–1 Use a given additive or multiplicative calculation to derive or complete a related calculation, using</p>	<p>Addition and subtraction to 10,000,000.</p>	<p>Children will be able to explore the four operations, in combination and in isolation. They will be able to begin to solve more complex work problems to challenge themselves.</p>	<p>Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson.</p>
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	<p>arithmetic properties, inverse relationships, and place-value understanding.</p>			
<p>Chapter 3</p>	<p>Fractions</p> <ul style="list-style-type: none"> -Use common factors to simplify fractions; use common multiples to express fractions in the same denomination -Compare and order fractions, including fractions >1 -Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions -Multiply simple pairs of proper fractions, writing the answer in its simplest form e.g $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$ -Divide proper fractions by whole numbers e.g $\frac{1}{3}$ divided by 2 = $\frac{1}{6}$ -Associate a fraction with division and calculate decimal fraction equivalents e.g know that 7 divided by 21 is the same as $\frac{7}{21}$ and that is equal to $\frac{1}{3}$ and e.g 0.375 is equivalent to $\frac{3}{8}$ <p>6F–1 Recognise when fractions can be simplified, and use common factors to simplify fractions.</p> <p>6F–2 Express fractions in a common denomination and use this to compare fractions that are similar in value.</p> <p>6F–3 Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy.</p>	<p>Multiplying 3 and 4-digit numbers by a 2-digit number.</p> <p>Dividing 4-digit numbers by 2-digit numbers.</p>	<p>The children will be able to add, subtract, multiply and divide both basic and mixed fractions, including dividing fractions by whole numbers whilst exploring different methods.</p>	<p>Using Stem sentences about key learning points.</p> <p>Key Vocabulary</p> <p>Work and photo sheets in maths books.</p> <p>CPA approach</p> <p>Word problems</p> <p>Reasoning during each lesson</p>

<p>Chapter 4</p>	<p><u>Decimals</u></p> <ul style="list-style-type: none"> -Associate a fraction with division and calculate decimal fraction equivalents e.g know that 7 is divided by 21 is the same as $\frac{7}{21}$ and that this is equal to $\frac{1}{3}$ and e.g 0.375 is equivalent to $\frac{3}{8}$ -Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 100 giving answers up to three decimal places. -Multiply one-digit numbers with up to three decimal places. -Multiply one-digit numbers with up to two decimal places by whole numbers -Use written division methods in cases where the answer has up to two decimal places. -Solve problems which require answers to be rounded to specified degrees of accuracy. -Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts e.g one piece of cake that has been cut into 5 equal slices can be expressed as $\frac{1}{5}$ or $\frac{2}{10}$ or 20% of the whole cake. 	<p>Multiplying and dividing decimals. To convert common measurements</p> <p>To solve word problems.</p>	<p>Children can read and write decimals. They are able to divide and multiply decimals by 1 and 2 digit numbers with no regrouping or renaming.</p> <p>Children will be able to write fractions as decimals using a range of methods and strategies including number bonds and worded method, long division and the column method.</p>	<p>Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson</p>
<p>Chapter 5</p>	<p><u>Measurements</u></p> <ul style="list-style-type: none"> -Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places -Convert between miles and kilometres 	<p>Convert common measurements.</p>	<p>Children will be able to convert units of metric measurement, and able to apply these to day to day problems.</p>	<p>Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson</p>

	-Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate			
Chapter 6	<p><u>Chapter 6 - word problems</u></p> <p>-Solve number and practical problems that involve ordering and comparing numbers to 10 000 000, rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero</p> <p>-Solve multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>-Solve problems involving addition and subtraction</p> <p>-Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</p> <p>-Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>6AS/MD-4 Solve problems with 2 unknowns</p>	Complex word problems	Children are able to solve more complex word problems using four operations and bar model diagrams. This leads to them being able to create their own word problems and explain how these can be solved.	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson
Chapter 7	<p><u>Percentage</u></p> <p>-Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts e.g one piece of cake that has been cut into 5 equals slices can be expressed as $\frac{1}{5}$ or 0.2 or 20 % of the whole cake</p>	Find percentages of quantities, change in an amount of time.	Children can calculate percentages of numbers and quantities. They can use their knowledge to solve problems that may involve finding the percentage of a whole number or use their division and multiplication skills and using percentages as a way to compare numbers and amounts.	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson
Chapter	<u>Ratio</u>	Determine,	Children can solve everyday word	Using Stem sentences about key

8	<p>-Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts e.g find $\frac{7}{9}$ of 108</p> <p>-Solve problems involving the calculation of percentages e.g of measures, and such as 15% of 360 and the use of percentages for comparison</p> <p>-Solve problems involving similar shapes where scale factor is known or can be found</p> <p>-Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</p> <p>6AS/MD–3 Solve problems involving ratio relationships.</p>	use and compare ratios.	problems involving ratio, for example comparing the amounts of various ingredients in a recipe. They can use both pictorial and abstract multiplication and division to support their working out while simplifying and comparing ratios.	learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson
Chapter 9	<p><u>Algebra</u></p> <p>-Use simple formulae e.g perimeter of a rectangle or area of a triangle</p> <p>-Generate and describe linear number sequences</p> <p>-Express missing number problems algebraically</p> <p>-Find pairs of numbers that satisfy an equation with two unknowns</p> <p>-Enumerate possibilities of combinations of two variables</p>	Determine and recognise patterns. Solving equations.	Children can write and evaluate algebraic expressions, and use formulae to solve problems in real-life contexts.	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson
Chapter 10	<p><u>Area and perimeter</u></p> <p>-Recognise that shapes with the same area can have different perimeters and vice versa</p> <p>-Recognise when it is possible to use</p>	Finding area and perimeter of a rectangle, triangle and parallelogram.	Children can calculate the area and perimeter of rectangles, triangles and parallelograms using different methods.	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach

	<p>formulae for area and volume of shapes</p> <ul style="list-style-type: none"> -Calculate the area of parallelograms and triangles -Use a simple formulae e.g perimeter of a rectangle or area of a triangle -Use simple formulae e.g perimeter of a rectangle or area of a triangle 	Investigate the sum of opposite angles.		<p>Word problems</p> <p>Reasoning during each lesson</p>
Chapter 11	<p>Volume</p> <ul style="list-style-type: none"> -Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places -Convert between miles and kilometres -Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate 	Convert common measurement s.	Children will be able to convert units of metric measurement, and able to apply these to day to day problems.	<p>Using Stem sentences about key learning points.</p> <p>Key Vocabulary</p> <p>Work and photo sheets in maths books.</p> <p>CPA approach</p> <p>Word problems</p> <p>Reasoning during each lesson</p>
Chapter 12	<p>Geometry</p> <ul style="list-style-type: none"> -Draw 2-D shapes using given dimensions and angles -Recognise, describe and build simple 3D shapes, including making nets -Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. Illustrate and name parts of circles, including radius, diameter and circumference and know that diameter is twice the radius -Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles 	<p>Finding area and perimeter of a rectangle, triangle and parallelogram.</p> <p>Investigate the sum of opposite angles.</p> <p>Represent negative numbers and describe positions.</p>	Children can calculate the area and perimeter of rectangles, triangles and parallelograms using different methods.	<p>Using Stem sentences about key learning points.</p> <p>Key Vocabulary</p> <p>Work and photo sheets in maths books.</p> <p>CPA approach</p> <p>Word problems</p> <p>Reasoning during each lesson</p>

	6G–1 Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.			
Chapter 13	<p><u>Position and direction</u></p> <p>-Describe positions on the full coordinate grid (all four quadrants) -Draw and translate simple shapes of the coordinate plane, and reflect them in the axis</p>	Draw polygons on a coordinate grid and describe the translation of a shape.	Children can describe the position of objects in relation to a common starting point. Children can use coordinate grids, this includes describing movement (translation and reflection on a grid using algebra).	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson
Chapter 14	<p><u>Graphs and Averages</u></p> <p>-Interpret and construct pie charts and line graphs and use these to solve problems -Calculate and interpret the mean as an average</p>	Read and interpret pie charts and line graphs. Show information on a graph. Calculate the average (mean).	Children can present and interpret information in different ways using a range of different graphs, including pie charts, line graphs. Children show and calculate averages.	Using Stem sentences about key learning points. Key Vocabulary Work and photo sheets in maths books. CPA approach Word problems Reasoning during each lesson
Chapter 15	<p><u>Negative numbers</u></p> <p>-Use negative numbers in context, and calculate intervals across zero</p>	Addition and subtraction of negative numbers.	Children can add and subtract negative numbers. They can find patterns that arise when adding and subtracting negative numbers.	

Science

Science Enquiry Skills

Nursery	Reception
<p>Talk about what they see, using a wide vocabulary Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties</p> <p>Explore how things work</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Recognise some environments that are different to the one in which they live Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside Talk about what they see, using a wide vocabulary</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG)</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (ELG)</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matters (ELG)</p>

KS1
<p>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:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways <ul style="list-style-type: none"> • observing closely using simple equipment <ul style="list-style-type: none"> • 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. <p>Key vocabulary: question, answer, observe, observing, equipment, identify, classify, sort, group, record, diagram, chart, map, data, compare (similarities), contrast (differences), describe.</p>

Lower KS2

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.

Key vocabulary (As KS1 plus): research, relevant questions, scientific enquiry, comparative and fair test, equipment/ apparatus, method, systematic observation, careful observation, accurate measurements, equipment, thermometer, data logger, data, gather, record, classify, present, record, labelled diagrams, keys, tables, bar charts, drawings, oral explanation, written explanation, conclusion, prediction, differences, similarities, changes, evidence, improve, secondary sources, guides, keys, construct, interpret.

Upper KS2

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.

Key vocabulary (As KS1/ LKS2 plus): Plan, apparatus, method, variables, measurements, accuracy, precision, repeat readings, report data - scientific diagrams, labels, classification keys, tables, scatter graphs, bar graphs, line graphs, predictions/ hypothesis, further comparative and fair tests, report and present - conclusions, casual

relationship, explanations, degree of trust, oral and written display and presentation, evidence - support/ refute ideas, arguments, identify, classify, describe, patterns, systematic, quantitative measurements.

Overview

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Autumn 1					
Year group	What will be taught?	Skills	Previous knowledge	Knowledge	Expected outcomes
Nursery	Seasons - how the environment changes - Autumn	(Understanding of the world - The natural world - Nursery) Talk about what they see, using a wide vocabulary	Home Learning - Pre-School	Understands simple environmental changes such as - leaves on the trees, weather.	Observation on target tracker of discussions and photos Free-flow activities - inside and outside Adult led activities suggestion - Autumn walk Looking closely at autumn objects for example pine cones, conkers. (develop observation skills)
Reception	Seasons - how the environment changes	(Understanding of the world - The natural world - Reception) - Explore the natural world around them. - Describe what they see, hear and feel whilst outside.	Nursery - Autumn 1 and Summer 1 Nursery - Forest School sessions.	Understands and can explain a range of environmental changes such as - leaves on the trees, weather. Explores harvest time,	Observation on target tracker of discussions and photos Free-flow activities - inside and outside

		<ul style="list-style-type: none"> - Understand the effects of changing seasons on the natural world around them. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matters (ELG) <p><i>B Squared Step headings:</i> <i>Physics: Seasonal Changes & Working Scientifically</i></p>		<p>including pumpkins and seeds Can explain how the leaves are changing and how they decay. Can explain how autumn is different to other seasons in simple ways.</p>	<p>Adult led activities suggestion</p> <ul style="list-style-type: none"> - Autumn walk Looking closely at autumn objects for example pine cones, conkers. (develop observation skills)
	<p>Plants - Autumn 1 & Summer 2</p>	<p>Working scientifically: Year 1* Note: These skills are repeated in the following year group</p> <p>Ask simple questions and recognise that they can be answered in different ways (Y1 focus)</p> <p>Use his/her own observations & ideas to suggest answers to questions (Y1 focus)</p> <p>Identify and classify (Y1 focus)</p> <p>Gather and record data to help in answering questions (Y1 focus)</p> <p>Use simple equipment to observe closely (Y1 focus)</p>	<p>Understanding of the world - The natural world - Reception - ELG</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><u>Key vocabulary:</u> See KS1 WS vocabulary - top of document Plants, wild plants, garden plants, (common names of flowers), leaf/leaves, flowers, petals, fruit, roots, bulb, seed, stem, fruit, vegetable.</p>	<p>NC outcomes:</p> <p>Use local environment throughout the year to explore and answer questions about plants & observe the growth of flowers and vegetables that they have planted.</p> <p>Observing closely, 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. Pupils might keep records of how plants have changed over time, and compare and contrast what they have found out about different plants.</p> <p>Each lesson has both a</p>

				Deciduous trees, evergreen trees (& examples), trunk, branches, leaf, root, crown, blossom	<p>knowledge and skills focus (working scientific)</p> <p>Investigations using the writing frames</p> <p>Vocabulary bank given each lesson.</p> <p>A mind map at the beginning of a topic, which is reviewed at the end of the topic to correct misconceptions and add learnt knowledge.</p>
Year 2	Living things and their habitats	<p>Working scientifically:</p> <p>Ask simple questions and recognise that they can be answered in different ways including use of scientific language from NC (Y2 focus)</p> <p>Communicate ideas, they do and find out in a variety of ways (e.g. as a food chain)</p> <p>Identify, group and classify (Y2 focus)</p> <p>Use observations and ideas to suggest answers to questions noticing similarities, differences and patterns (Y2 focus)</p> <p>Gather and record data to help in answering questions, including from secondary sources of information (Y2 focus)</p>	See Year 1 - Living things including humans.	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Describe how animals obtain their food from</p>	<p>NC outcomes:</p> <p>Become familiar with the life processes that are common to all living things.</p> <p>Identify and study a variety of plants and animals within their habitat and observe how living things depend on each other. Compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.</p> <p>Sorting and classifying things, recording their findings using charts. Construct a simple food chain that includes humans. Describe the conditions in different habitats and micro-habitats.</p>

				<p>plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p><u>Key vocabulary:</u> See KS1 WS vocabulary - top of document Living, dead, never alive, 'habitat' (a natural environment or home of a variety of plants and animals), 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter), food, food chain (sun-grass-cow-human), alive, healthy, logs, leaf litter, examples of different habitats/ micro-habitats, hot/warm/cold, dry/ damp/wet, bright/ shade/ dark. The life processes.</p>	<p>Each lesson has both a knowledge and skills focus (working scientific)</p> <p>Investigations using the writing frames Vocabulary bank given each lesson. A mind map at the beginning of a topic, which is reviewed at the end of the topic to correct misconceptions and add learnt knowledge</p>
Year 3	Rocks and Soil	<p>Working scientifically: * Note: These skills are repeated in the following year group</p> <p>Ask relevant questions and use different types of scientific enquiries</p>	See Year 1 and Year 2 materials	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p>	<p>NC outcomes: Explore different kinds of rocks and soils, including those in the local environment.</p>

		<p>to answer them (Y3 focus)</p> <p>Set up simple practical enquiries, comparative and fair tests (Y3 focus)</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers (Y3 focus)</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions (Y3 focus) e.g. Venn and Carroll diagrams</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables (Y3 focus)</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Y3 focus)</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Y3 focus)</p> <p>Identify similarities or changes</p>		<p>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.</p> <p><u>Key vocabulary</u> See LKS2 WS vocabulary - top of document Appearance, physical properties - hard/ soft, durable, hardwearing, fragile - shiny/ dull, rough/ smooth, absorbent (permeable)/ non-absorbent (waterproof/ impermeable); names of different rocks; fossils - sedimentary rock; soils (name different types), rock, organic matter, grains, crystals.</p>	<p>Pupils might work scientifically by: observing rocks, e.g. for buildings 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. 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.</p> <p>Each lesson has both a knowledge and skills focus (working scientific) Investigations using the writing frames Vocabulary bank given each lesson. A mind map at the beginning of a topic, which is reviewed at the end of the topic to correct misconceptions and add learnt</p>
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		<p>related to simple scientific ideas and processes (Y3 focus)</p> <p>Use straightforward scientific evidence to answer questions or support findings (Y3 focus)</p>			knowledge
Year 4	Animals including humans	<p>Working scientifically:</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them (Y4 focus)</p> <p>Set up simple practical enquiries, comparative and fair tests (Y4 focus)</p> <p>Make systematic and careful observations ... (Y4 focus)</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions (Y4 focus)</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables (Y4 focus)</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Y4 focus)</p> <p>Use results to draw simple conclusions, make predictions for</p>	See Animals including humans Year 1, year 2, year 3 - particularly builds on year 2.	<p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p><u>Key vocabulary</u></p> <p>See LKS2 WS vocabulary - top of document</p> <p>Human digestive system, mouth- mixes, moistens, saliva; tongue, teeth - incisors (cut, slice) canines(rip, tear) molars (chew, grind); oesophagus - transports, stomach-acid, enzymes; small intestine - absorbs</p>	<p>NC outcomes:</p> <p>Learn the main body parts associated with the digestive system and explore questions that help them to understand their special functions.</p> <p>Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.</p> <p>Each lesson has both a knowledge and skills focus (working scientific)</p> <p>Investigations using the writing frames</p> <p>Vocabulary bank given each lesson.</p> <p>A mind map at the beginning of a topic, which is reviewed at the end of the topic to correct misconceptions and add learnt</p>

		<p>new values, suggest improvements and raise further questions (Y4 focus)</p> <p>Identify similarities or changes related to simple scientific ideas and processes (Y4 focus)</p> <p>Use straightforward scientific evidence to answer questions or support findings (Y4 focus)</p>		<p>water, vitamins; large intestine - compacts.</p> <p>Brush, floss, food chain, sun, producers, prey, predator</p> <p>From Y1 - carnivore, herbivore, omnivore</p>	<p>knowledge</p>
<p>Year 5</p>	<p>Earth and Space</p>	<p>Working scientifically: * Note: These skills are repeated in the following year group</p> <p>Take measurements, using a range of scientific equipment (data loggers - light), with increasing accuracy and precision, taking repeat readings when appropriate (Y5 focus)</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, ... tables, scatter graphs, bar and line graphs (Y5 focus)</p> <p>Report and present findings ... including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as</p>	<p>See Year 3 light and Year 1 seasonal changes</p>	<p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p><u>Key vocabulary:</u> See UKS2 WS</p>	<p>NC outcomes: Model of the Sun and Earth that enables them to explain day and night; the Sun is a star at the centre of our solar system and that it has eight planets. They should understand that a moon is a celestial body that orbits a planet</p> <p>Know how ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus.</p> <p>Pupils might work scientifically by: comparing the time of day at different places on the Earth</p>

		<p>displays and other presentations (Y5 focus)</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments (Y5 focus)</p>		<p>vocabulary - top of document</p> <p>Earth, Space, Moon, Sun, moons, planets, stars, solar system - Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006).</p> <p>Rotate, day, night, orbit, axis, spherical, heliocentric, geocentric, hemisphere, season, tilt.</p> <p>Aristotle, Ptolemy, Galileo, Alhazen, Brahe and Copernicus.</p>	<p>through internet links and direct communication; creating simple models of the solar system; constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks.</p> <p>Each lesson has both a knowledge and skills focus (working scientific) Investigations using the upper KS2 writing frames. Vocabulary banks, given each lesson, extend the children by asking them to write the meaning. A mind map at the beginning of a topic, which is reviewed at the end of the topic to correct misconceptions and add learnt knowledge</p>
<p>Year 6</p>	<p>Animals including humans</p>	<p>Working scientifically:</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (Y6 focus)</p> <p>Take measurements, using a range</p>	<p>See Animals including humans Year 5, Year 4 and Year 3.</p>	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs</p>	<p>NC outcomes:</p> <p>Explore and answer questions that help them to understand how the circulatory system enables the body to function.</p> <p>Pupils should learn how to keep their bodies healthy and</p>

		<p>of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Y6 focus)</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Y6 focus)</p> <p>Report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (Y6 focus)</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments (Y6 focus)</p> <p>Group and classify things and recognise patterns</p> <p>Find things out using a wide range of secondary sources of information.</p> <p>Use appropriate scientific language and ideas from the NC to explain, evaluate and communicate methods and findings.</p>		<p>and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p><u>Key vocabulary</u></p> <p>See UKS2 WS vocabulary - top of document</p> <p>Human circulatory system - heart, blood vessels, blood, blood cells, veins, arteries, chamber, ventricle.</p> <p>Impact - diet, exercise, drugs, lifestyle, nutrients, alcohol, damage.</p>	<p>how their bodies might be damaged (inc drugs and other harmful substances)</p> <p>Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p> <p>Each lesson has both a knowledge and skills focus (working scientific) Investigations using the upper KS2 writing frames. Vocabulary banks, given each lesson, extend the children by asking them to write the meaning. A mind map at the beginning of a topic, which is reviewed at the end of the topic to correct misconceptions and add learnt knowledge</p>
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Autumn 2					
Year group	What will be taught?	Skills	Previous knowledge	Knowledge	Expected outcomes
Nursery	Healthy eating	(Physical development - Fine motor skills - Nursery) <ul style="list-style-type: none"> - Start to eat independently and learn how to use a knife and fork. - Be increasingly independent in meeting their own care needs, eg brushing teeth, using the toilet, washing and drying their hands thoroughly - Make healthy choices about food, drink, activity and tooth brushing. 	Home learning or pre-school.	Can show how to wash their hands. Can tell an adult what they would like to eat. Can say how their body changes during exercise.	Observation on target tracker of discussions and photos Free-flow activities - inside and outside Adult led activities- Healthy cooking
Reception	Cooking - Mixture changes Healthy lifestyle	(Physical development - Gross motor skills - Reception) <ul style="list-style-type: none"> - Know and talk about the different factors that support their overall health and wellbeing. Regular physical activity Healthy eating Tooth brushing Sensible amounts of 'screen time' Having a good sleep routine Being a safe pedestrian	(Physical development - Fine motor skills - Nursery) <ul style="list-style-type: none"> - Start to eat independently and learn how to use a knife and fork. - Be increasingly independent in meeting their own care needs, eg brushing 	Can name healthy foods that they like and have tried Can show how to wash their hands, stay clean and explain the importance of sleep Can say how their body changes during exercise, give	Observation on target tracker of discussions and photos Free-flow activities - inside and outside Adult led activities- Healthy cooking

			<p>teeth, using the toilet, washing and drying their hands thoroughly</p> <ul style="list-style-type: none"> - Make healthy choices about food, drink, activity and tooth brushing. 	examples of exercise and its importance	
Year 1	Seasonal changes (Autumn)	<p>Working scientifically: * Note: These skills are repeated in the following year group.</p> <p>Use his/her own observations & ideas to suggest answers to questions (Y1 focus)</p> <p>Identify and classify (Y1 focus)</p> <p>Gather and record data to help in answering questions (Y1 focus)</p> <p>Use simple equipment to observe closely (magnifying glass) (Y1 focus)</p>	<p>40-60 Looks closely at similarities, differences, patterns and change.</p>	<p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p><u>Key vocabulary:</u> See KS1 WS vocabulary - top of document Seasons - Summer, autumn, winter, spring, day, daytime, daylight, weather - wind, rain, snow, hail, sleet, fog, sun, hot, warm, cold, chilly Leaves, falling leaves, harvest, leaf litter, acorn, chestnuts,</p>	<p>NC outcomes: Use the local environment throughout the year to observe and talk about changes in the weather and the seasons. Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.</p> <p>Each lesson has both a knowledge and skills focus (working scientific) Investigations using the writing frames Vocabulary bank given each lesson. A mind map at the beginning of a topic, which is reviewed at the end of the topic to correct misconceptions and add learnt knowledge.</p>

				deciduous, harvest, haystack	
Year 2	Plants including planting bulbs	<p>Working scientifically:</p> <p>Ask simple questions and recognise that they can be answered in different ways including use of scientific language from NC (Y2 focus)</p> <p>Use simple equipment to observe closely, including changes over time (Y2 focus)</p> <p>Communicate ideas, they they do and find out in a variety of ways</p> <p>Perform simple comparative tests (Y2 focus)</p> <p>Identify, group and classify (Y2 focus)</p> <p>Use observations and ideas to suggest answers to questions noticing similarities, differences and patterns (Y2 focus)</p> <p>Gather and record data to help in answering questions, including from secondary sources of information (Y2 focus)</p>	See Plants - Year 1	<p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these..</p> <p><u>Key vocabulary</u> See KS1 WS vocabulary - top of document Water, light, suitable temperature, grow, healthy, germination, reproduction</p>	<p>NC outcomes: Use the local environment throughout the year to observe how different plants grow; be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.</p> <p>Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy</p> <p>Each lesson has both a knowledge and skills focus (working scientific) Investigations using the writing frames Vocabulary bank given each lesson. A mind map at the beginning of a topic, which is reviewed at the end of the topic to correct misconceptions and add learnt</p>

					knowledge
Year 3	Light	<p>Working scientifically: * Note: These skills are repeated in the following year group</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them (Y3 focus)</p> <p>Set up simple practical enquiries, comparative and fair tests (Y3 focus)</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers (Y3 focus)</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions (Y3 focus)</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables (Y3 focus)</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Y3 focus)</p>	<p>See Year 1 - seasonal changes (day length)</p> <p>See Year 2 - materials (opaque, transparent)</p> <p>Own knowledge and observations of the world around them</p>	<p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>Find patterns in the way that the size of shadows change.</p> <p><u>Key vocabulary</u> See LKS2 WS vocabulary - top of document Light, dark, see, reflect, surface, natural - stars, sun</p>	<p>NC outcomes: 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 look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change.</p> <p>Pupils might work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.</p> <p>Each lesson has both a knowledge and skills focus (working scientific) Investigations using the writing frames Vocabulary bank given each lesson. A mind map at the beginning of a topic, which is reviewed at the end of the topic to correct misconceptions and add learnt knowledge</p>

		<p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Y3 focus)</p> <p>Identify similarities or changes related to simple scientific ideas and processes (Y3 focus)</p> <p>Use straightforward scientific evidence to answer questions or support findings (Y3 focus)</p>		<p>moon, artificial - torch, candle, lamp, shadow, blocked, solid, opaque, transparent, translucent, sunlight, dangerous, protect eyes</p>	
<p>Year 4</p>	<p>Living things and habitats</p>	<p>Working scientifically:</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them (Y4 focus)</p> <p>Make systematic and careful observations... (Y4 focus)</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions (Y4 focus)</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables (Y4 focus)</p> <p>Identify similarities or changes related to simple scientific ideas and processes (Y4 focus)</p>	<p>See Year 2 - living things and their habitats</p>	<p>Recognise that living things can be grouped in a variety of ways explore and use classification keys to help group,</p> <p>Identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p><u>Key vocabulary</u></p>	<p>NC outcomes:</p> <p>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 and flowering plants and non-flowering plants. Pupils could begin to group vertebrate and invertebrate animals.</p> <p>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</p>

		<p>Use straightforward scientific evidence to answer questions or support findings (Y4 focus)</p>		<p>See LKS2 WS vocabulary - top of document Environment, plants - flowering (inc grasses), non-flowering, mosses, ferns; animals - vertebrates (mammals, fish, reptiles, amphibians, birds), invertebrates (molluscs, insects, annelids, arachnids, myriapods) Dangers, human impact - positive - (nature reserves, ecologically planned parks, garden ponds) negative - (deforestation, global warming, urban development, litter, population)</p>	<p>or deforestation.</p> <p>Pupils might work scientifically by: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.</p> <p>Each lesson has both a knowledge and skills focus (working scientific) Investigations using the writing frames Vocabulary bank given each lesson. A mind map at the beginning of a topic, which is reviewed at the end of the topic to correct misconceptions and add learnt knowledge</p>
<p>Year 5</p>	<p>Forces</p>	<p>Working scientifically: * Note: These skills are repeated in the following year group</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (Y5 focus)</p>	<p>See Year 3 - forces and magnets</p>	<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of</p>	<p>NC outcomes: 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</p>

		<p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Y5 focus)</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Y5 focus)</p> <p>Use test results to make predictions to set up further comparative and fair tests (Y5 focus)</p> <p>Report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (Y5 focus)</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments (Y5 focus)</p>		<p>air resistance, water resistance and friction that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p><u>Key vocabulary</u></p> <p>See UKS2 WS vocabulary - top of document</p> <p>Gravity, air resistance, water resistance, friction, surfaces, force, effect, move, accelerate, decelerate, stop, brake, change direction, mechanism, pulley, gear, lever, spring, theory of gravitation, Galileo Galilei, Isaac Newton</p>	<p>or slow down. Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects. Pupils should explore the effects of levers, pulleys and simple machines on movement. Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.</p> <p>Pupils might work scientifically by: exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects.</p> <p>Each lesson has both a knowledge and skills focus (working scientific)</p> <p>Investigations using the upper KS2 writing frames.</p> <p>Vocabulary bank given each lesson, extend the children by asking them to write the meaning. A mind map at the beginning of a topic, which is reviewed at the end of the topic to correct</p>
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					misconceptions and add learnt knowledge
Year 6	Electricity	<p>Working scientifically:</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (Y6 focus)</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Y6 focus)</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Y6 focus)</p> <p>Use test results to make predictions to set up further comparative and fair tests (Y6 focus)</p> <p>Report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (Y6 focus)</p> <p>Find things out using a wide range</p>	See Year 4 - electricity	<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use and recognised symbols when representing a simple circuit in a diagram.</p> <p><u>Key vocabulary:</u> See UKS2 WS vocabulary - top of document Circuit, complete circuit, conductor, insulator, symbol, circuit diagram, electricity,</p>	<p>NC outcomes: Construct simple series (not parallel) circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors. They should learn how to represent a simple circuit in a diagram using recognised symbols.</p> <p>Pupils might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.</p> <p>Each lesson has both a knowledge and skills focus (working scientific) Investigations using the upper KS2 writing frames. Vocabulary banks, given each lesson, extend the children by asking them to write the meaning. A mind map at the beginning of a topic, which is reviewed at the end of the topic to correct misconceptions and add learnt knowledge</p>

		<p>of secondary sources of information.</p> <p>Use appropriate scientific language and ideas from the NC to explain, evaluate and communicate methods and findings.</p>		<p>component, voltage, brightness, volume, switches (on/off), danger, working safely with electricity, series circuit, cell, switch, bulb, buzzer, motor, electrical safety sign, recognise.</p>	
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Spring 1					
Year group	What will be taught?	Skills	Previous knowledge	Knowledge	Expected outcomes
Nursery	Floating and sinking (RNLR)	<p>(Understanding of the world - The natural world - Nursery)</p> <ul style="list-style-type: none"> - Talk about what they see, using a wide vocabulary 	Home learning or pre-school	I know that some objects that float and some that sink	<p>Observation on target tracker of discussions and photos</p> <p>Free-flow activities - inside and outside</p> <p>Adult led activities suggestion -</p>

Reception	Floating and sinking (RNLR)	(Understanding of the world - The natural world - Nursery) - Explore the world around them - Describe what they see, hear and feel whilst outside - Talk about what they see, using a wide vocabulary	(Understanding of the world - The natural world - Nursery) - Talk about what they see, using a wide vocabulary	I can name some objects that float and some that sink	Observation on target tracker of discussions and photos Free-flow activities - inside and outside Adult led activities suggestion -
Year 1	Everyday materials	Working scientifically: * Note: These skills are repeated in the following year group Ask simple questions and recognise that they can be answered in different ways (Y1 focus) Use his/her own observations & ideas to suggest answers to questions (Y1 focus) Identify and classify (Y1 focus) Gather and record data to help in answering questions (Y1 focus) Use simple equipment to observe closely (Y1 focus) Perform simple tests (Y1 focus)	Understanding of the world - The Natural world - Reception	I know the difference between an object and the material from which it is made. I know a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. I know how to describe the simple physical properties of a variety of everyday materials. I know how to compare and group together a variety of everyday materials on the basis of their simple physical properties. <u>Key vocabulary:</u> See KS1 WS vocabulary - top of document	NC outcomes: Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties. Pupils should explore and experiment with a wide variety of materials. Pupils might work scientifically by: performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?' Each lesson has both a knowledge and skills focus

				<p>hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent.</p> <p>Names of a wide range of materials e.g. wood, plastic, glass, metal, water, rock, brick, paper, fabrics, elastic, foil</p>	<p>(working scientific) Investigations using the writing frames</p> <p>Vocabulary bank given each lesson.</p> <p>A mind map at the beginning of a topic, which is reviewed at the end of the topic to correct misconceptions and add learnt knowledge</p>
Year 2	Materials	<p>Working scientifically:</p> <p>Ask simple questions and recognise that they can be answered in different ways including use of scientific language from NC (Y2 focus)</p> <p>Use simple equipment to observe closely, including changes over time (Y2 focus)</p> <p>Communicate ideas, they they do and find out in a variety of ways</p> <p>Perform simple comparative tests (Y2 focus)</p> <p>Identify, group and classify (Y2 focus)</p> <p>Use observations and ideas to</p>	See materials - Year 1	<p>I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>I know how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><u>Key vocabulary</u></p> <p>See KS1 WS vocabulary - top of document</p> <p>As Y1 - names of a wide range of materials e.g.</p>	<p>NC outcomes:</p> <p>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 (e.g metal) or different materials are used for the same thing (e.g. spoons). 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. Pupils might find out about people who have developed useful new materials, for example John</p>

		<p>suggest answers to questions noticing similarities, differences and patterns (Y2 focus)</p> <p>Gather and record data to help in answering questions, including from secondary sources of information (Y2 focus)</p>		<p>wood, plastic, glass, metal, water, rock, brick, paper, cardboard, fabrics, elastic, foil</p> <p>Metal - coins, cans, cars, table legs</p> <p>Wood - matches, floors, telegraph poles</p> <p>Spoons - wooden, plastic, metal,</p> <p>John Dunlop - rubber, Charles Macintosh - waterproof</p>	<p>Dunlop, Charles Macintosh or John McAdam.</p> <p>Pupils might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.</p> <p>Each lesson has both a knowledge and skills focus (working scientific) Investigations using the writing frames Vocabulary bank given each lesson.</p> <p>A mind map at the beginning of a topic, which is reviewed at the end of the topic to correct misconceptions and add learnt knowledge</p>
Year 3	Forces and Magnets	<p>Working scientifically: * Note: These skills are repeated in the following year group</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them (Y3 focus)</p>	<p>See Year 2 - materials</p> <p>EYFS - floating and sinking.</p>	<p>I know how things move on different surfaces and can make comparisons.</p> <p>I know that some forces need contact between two objects, but magnetic</p>	<p>NC outcomes: Observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary. Explore the behaviour and everyday</p>

		<p>Set up simple practical enquiries, comparative and fair tests (Y3 focus)</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers (Y3 focus)</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions (Y3 focus)</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables (Y3 focus)</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Y3 focus)</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Y3 focus)</p> <p>Identify similarities or changes related to simple scientific ideas and processes (Y3 focus)</p>		<p>forces can act at a distance.</p> <p>I know how magnets attract or repel each other and attract some materials and not others.</p> <p>I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>I know magnets have two poles.</p> <p>I can predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p><u>Key vocabulary:</u> See LKS2 WS vocabulary - top of document Forces, push, pull, open, surface, magnet, magnetic, attract, repel, magnetic poles, North, South, friction.</p>	<p>uses of different magnets (for example, bar, ring, button and horseshoe).</p> <p>Pupils might work scientifically by:; raising questions and carrying out tests to find out how far things move on different surfaces; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, identifying how these properties make magnets useful in everyday items</p> <p>Each lesson has both a knowledge and skills focus (working scientific) Investigations using the writing frames Vocabulary bank given each lesson. A mind map at the beginning of a topic, which is reviewed at the end of the topic to correct misconceptions and add learnt knowledge</p>
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		Use straightforward scientific evidence to answer questions or support findings (Y3 focus)			
Year 4	Sound	<p>Working scientifically:</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them (Y4 focus)</p> <p>Set up simple practical enquiries, comparative and fair tests (Y4 focus)</p> <p>Make systematic and careful observations and, ... take accurate measurements using ... data loggers (Y4 focus)</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions (Y4 focus)</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables (Y4 focus)</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Y4 focus)</p>	See lower KS2 working scientifically skills	<p>I know how sounds are made, associating some of them with something vibrating.</p> <p>I know that vibrations from sounds travel through a medium to the ear.</p> <p>I know that there are patterns between the pitch of a sound and features of the object that produced it.</p> <p>I know that there are patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>I know that sounds get fainter as the distance from the sound source increases.</p> <p><u>Key vocabulary:</u> See LKS2 WS</p>	<p>NC outcomes: Explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways.</p> <p>Pupils might work scientifically by: finding patterns in the sounds that are made by different objects e.g. elastic bands of different thicknesses. They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound.</p> <p>Each lesson has both a knowledge and skills focus (working scientific) Investigations using the writing frames Vocabulary bank given each lesson.</p>

		<p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Y4 focus)</p> <p>Identify similarities or changes related to simple scientific ideas and processes (Y4 focus)</p> <p>Use straightforward scientific evidence to answer questions or support findings (Y4 focus)</p>		<p>vocabulary - top of document Vibrate, vibration, vibrating, air, medium, ear, hear, sound, volume, pitch, faint/fainter, loud/louder, string, percussion, woodwind, brass, insulate,</p>	<p>A mind map at the beginning of a topic, which is reviewed at the end of the topic to correct misconceptions and add learnt knowledge</p>
Year 5	Properties and changes of materials	<p>Working scientifically: * Note: These skills are repeated in the following year group</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (Y5 focus)</p> <p>Take measurements, using a range of scientific equipment (data loggers - temperature probe during chemical reactions), with increasing accuracy and precision, taking repeat readings when appropriate (Y5 focus)</p> <p>Record data and results of increasing complexity using scientific diagrams and labels,</p>	<p>See States of Matter & electricity - Year 4</p> <p>See rocks and soils (separating mixtures & solubility) & magnets - year 3</p>	<p>I know how to compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>I can use my knowledge of solids, liquids and gases to decide how</p>	<p>NC outcomes:</p> <p>Build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials. They should explore reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. Pupils should explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda. They should find out about how</p>

		<p>classification keys, tables, scatter graphs, bar and line graphs (Y5 focus)</p> <p>Use test results to make predictions to set up further comparative and fair tests (Y5 focus)</p> <p>Report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (Y5 focus)</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments (Y5 focus)</p>		<p>mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>I know the particular uses of everyday materials, including metals, wood and plastic, based on evidence from my comparative and fair tests.</p> <p>I know that dissolving, mixing and changes of state are reversible changes.</p> <p>I know that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p> <p><u>Key vocabulary</u> See UKS2 WS vocabulary - top of document Properties - hardness, solubility, transparency, conductive (electrical/thermal), response to</p>	<p>chemists create new materials, for example, Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton.</p> <p>Note: Pupils are not required to make quantitative measurements about conductivity and insulation at this stage.</p> <p>Pupils might work scientifically by: carrying out tests to answer questions, for example, 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?' They might compare materials in order to make a switch in a circuit. They could observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes. They might research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin</p>
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				<p>magnets/ magnetism. Dissolve - liquid, solution, separate Solids, liquids, gases - filtering, sieving, evaporating Reversible changes - dissolving, mixing, evaporation, filtering, sieving, melting Irreversible changes - burning, new material, rusting, chemical Quantitative measurements - conductivity, insulation.</p>	<p>materials. Each lesson has both a knowledge and skills focus (working scientific) Investigations using the upper KS2 writing frames. Vocabulary bank given each lesson, extend the children by asking them to write the meaning. A mind map at the beginning of a topic, which is reviewed at the end of the topic to correct misconceptions and add learnt knowledge</p>
Year 6	Light	<p>Working scientifically:</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (Y6 focus)</p> <p>Take measurements, using a range of scientific equipment (inc data loggers), with increasing accuracy and precision, taking repeat readings when appropriate (Y6 focus)</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter</p>	See Year 3 - light	<p>I know that light appears to travel in straight lines.</p> <p>I know that objects are seen because they give out or reflect light into the eye, using the idea that light travels in straight lines to explain this.</p> <p>I know that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>I know why shadows have the same shape as</p>	<p>NC outcomes:</p> <p>Exploring the way that light behaves, including light sources, reflection and shadows.</p> <p>Pupils might work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. Investigate the relationship between light sources, objects and shadows by using shadow puppets. They could extend</p>

		<p>graphs, bar and line graphs (Y6 focus)</p> <p>Use test results to make predictions to set up further comparative and fair tests (Y6 focus)</p> <p>Report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (Y6 focus)</p> <p>Describe and evaluate their own and others' scientific ideas related to topics in the NC (inc ideas that have changed over time), using evidence from a range of sources.</p> <p>Find things out using a wide range of secondary sources of information.</p> <p>Use appropriate scientific language and ideas from the NC to explain, evaluate and communicate methods and findings.</p>		<p>the objects that cast them and can use the idea that light travels in straight lines to explain this.</p> <p><u>Key vocabulary</u> See UKS2 WS vocabulary - top of document</p> <p>Light, light beam, reflect/ reflection, straight, travels, light source, objects, shadows, opaque, translucent, transparent, periscope, rainbow, spectrum, prism, filters, mirror, light source</p>	<p>their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).</p> <p>Each lesson has both a knowledge and skills focus (working scientific) Investigations using the upper KS2 writing frames. Vocabulary bank given each lesson, extend the children by asking them to write the meaning.</p> <p>A mind map at the beginning of a topic, which is reviewed at the end of the topic to correct misconceptions and add learnt knowledge</p>
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Spring 2					
Year group	What will be taught?	Skills	Previous knowledge	Knowledge	Expected outcomes

Nursery	Plants and flowers	(Understanding of the world - The natural world - Nursery) <ul style="list-style-type: none"> - Talk about what they see, using a wide vocabulary - Plant seeds and care for growing plants - Understand the key features of the life cycle of a plant and an animal. - Begin to understand the need to respect and care 	Home learning or pre-school	Knows that plants must be cared for e.g. by watering, gentle handling ... Understands that plants will grow bigger when cared for.	Observation on target tracker of discussions and photos Free-flow activities - inside and outside Adult led activities suggestion -
Reception	Plants and flowers	(Understanding of the world - The natural world - Reception) <ul style="list-style-type: none"> - Explore the natural world around them - Describe what they see, heard and feel whilst outside - Talk about what they see, using a wide vocabulary - Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG) 	(Understanding of the world - The natural world - Nursery) - Spring 2 <ul style="list-style-type: none"> - Talk about what they see, using a wide vocabulary - Plant seeds and care for growing plants - Understand the key features of the life cycle of a plant and an animal. - Begin to understand the need to respect and care 	Can describe how plants grow and change in simple terms. Can say how plants are similar and different e.g. in colour, size, shape of petals ...	Observation on target tracker of discussions and photos Free-flow activities - inside and outside Adult led activities suggestion -
Year 1	Seasonal changes (Spring)	Working scientifically: * Note: These skills are repeated in the following year group Ask simple questions and recognise	40-60 Looks closely at similarities, differences, patterns and change	Observe changes across the four seasons. Observe and describe weather associated with	NC outcomes: See Aut 1 Each lesson has both a knowledge and skills focus

		<p>that they can be answered in different ways (Y1 focus)</p> <p>Use his/her own observations & ideas to suggest answers to questions (Y1 focus)</p> <p>Identify and classify (Y1 focus)</p> <p>Gather and record data to help in answering questions (Y1 focus)</p> <p>Use simple equipment to observe closely (Y1 focus)</p> <p>Perform simple tests (Y1 focus)</p>		<p>the seasons and how day length varies</p> <p><u>Key vocabulary:</u> See KS1 WS vocabulary - top of document Seasons - Summer, autumn, winter, spring, day, daytime, daylight, weather - wind, rain, snow, hail, sleet, fog, sun, hot, warm, cold, chilly, thaw Daffodil, crocus, bulb, tulip, blossom, leaf bud, sprout birth, baby animals, chick, eggs, hatch, nest,</p>	<p>(working scientific) Investigations using the writing frames Vocabulary bank given each lesson. A mind map at the beginning of a topic, which is reviewed at the end of the topic to correct misconceptions and add learnt knowledge</p>
Year 2	Continue Materials				
Year 3	Plants	<p>Working scientifically: * Note: These skills are repeated in the following year group</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them (Y3 focus)</p> <p>Set up simple practical enquiries, comparative and fair tests (Y3 focus)</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of</p>	<p>See plants year 2 (taught twice) and year 1</p>	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in</p>	<p>NC outcomes:</p> <p>Understand the relationship between structure and function - every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.</p> <p>Note: Pupils can be introduced to the idea that</p>

		<p>equipment including thermometers and data loggers (Y3 focus)</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions (Y3 focus)</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables (Y3 focus)</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Y3 focus)</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Y3 focus)</p> <p>Identify similarities or changes related to simple scientific ideas and processes (Y3 focus)</p> <p>Use straightforward scientific evidence to answer questions or support findings (Y3 focus)</p>		<p>which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><u>Key vocabulary</u> See LKS2 WS vocabulary - top of document Structure - flowering plants, roots, stem/ trunk, leaves, flowers Function - nutrients, support, reproduction, makes own food Requirements for life & growth - air, light, water, nutrients from soil, suitable temperature, room to grow, needs vary, fertiliser Life cycle - flowers - pollination - seed formation - seed dispersal</p>	<p>plants can make their own food, but at this stage they do not need to understand how this happens, or reproduction in plants in any detail (covered in Y5)</p> <p>Pupils might work scientifically by: comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.</p> <p>Each lesson has both a knowledge and skills focus (working scientific) Investigations using the writing frames Vocabulary bank given each lesson. A mind map at the beginning of a topic, which</p>
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					is reviewed at the end of the topic to correct misconceptions and add learnt knowledge
Year 4	Continue Sound				
Year 5	Continue Properties of materials and change				
Year 6	<p>Living things and their habitats</p>	<p>Working scientifically:</p> <p>Plan different types of scientific enquiries to answer questions (what is a microorganism?), including recognising and controlling variables where necessary (Y6 focus)</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys ... (Y6 focus)</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments (Y6 focus)</p> <p>Describe and evaluate their own and others' scientific ideas related to topics in the NC (inc ideas that have changed over time), using evidence from a range of sources</p> <p>Group and classify things and recognise patterns</p> <p>Find things out using a wide range of secondary sources of information.</p>	<p>See Year 4 - living things and their habitats</p>	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p><u>Key vocabulary</u> See UKS2 WS vocabulary - top of document</p> <p>Classification/ classify plants - flowering (inc grasses), non-flowering, mosses, ferns; animals - vertebrates (mammals, fish, reptiles, amphibians, birds), invertebrates (molluscs, insects,</p>	<p>NC outcomes:</p> <p>Introduce the idea that broad groupings, such as microorganisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates and vertebrates. They should discuss reasons why living things are placed in one group and not another.</p> <p>The significance of Carl Linnaeus, a pioneer of classification.</p> <p>Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and</p>

		Use appropriate scientific language and ideas from the NC to explain, evaluate and communicate methods and findings.		annelids, arachnids, myriapods), micro-organisms	<p>plants from a broad range of other habitats and decide where they belong in the classification system.</p> <p>Each lesson has both a knowledge and skills focus (working scientific) Investigations using the upper KS2 writing frames. Vocabulary bank given each lesson, extend the children by asking them to write the meaning. A mind map at the beginning of a topic, which is reviewed at the end of the topic to correct misconceptions and add learnt knowledge</p>
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Summer 1					
Year group	What will be taught?	Skills	Previous knowledge	Knowledge	Expected outcomes
Nursery	Changes	(Understanding of the world - The natural world - Nursery) <ul style="list-style-type: none"> - Explore how things work. - Explore and talk about different forces they can feel - Talk about the differences between materials and changes they notice 	Home learning - Pre-School	<p>Can make relevant comments about their observations.</p> <p>Can use appropriate language to compare the differences between materials and changes they have observed.</p>	<p>Observation on target tracker of discussions and photos</p> <p>Free-flow activities - inside and outside</p>

Reception	Changes	<p>(Understanding of the world - The natural world - Reception)</p> <ul style="list-style-type: none"> - Talk about what they see, using a wide vocabulary. - Understand some important processes and changes in the natural world around them and contrasting environment, drawing on their experiences and what has been read in class (ELG) 	<p>(Understanding of the world - The natural world - Nursery)</p> <ul style="list-style-type: none"> - Explore how things work. - Explore and talk about different forces they can feel - Talk about the differences between materials and changes they notice 	<p>Can make relevant comments about their observations.</p> <p>Can use appropriate language to compare the differences between materials and changes they have observed.</p>	<p>Observation on target tracker of discussions and photos</p> <p>Free-flow activities - inside and outside</p> <p>Reception - Trip - pond dripping</p>

<p>Year 1</p>	<p>Animals including humans</p>	<p>Working scientifically: * Note: These skills are repeated in the following year group</p> <p>Ask simple questions and recognise that they can be answered in different ways (Y1 focus)</p> <p>Use his/her own observations & ideas to suggest answers to questions (Y1 focus)</p> <p>Identify and classify (Y1 focus)</p> <p>Gather and record data to help in answering questions (Y1 focus)</p> <p>Use simple equipment to observe closely (Y1 focus)</p> <p>Perform simple tests (Y1 focus)</p>	<p>Understanding of the world - The natural world - Reception.</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Group animals according to what they eat.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><u>Key vocabulary:</u> See KS1 WS vocabulary - top of document</p> <p>Names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes,</p>	<p>NC outcomes: Use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study.</p> <p>Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.</p> <p>Each lesson has both a knowledge and skills focus (working scientific) Investigations using the writing frames Vocabulary bank given each lesson. A mind map at the beginning of a topic, which is reviewed at the end of the topic to correct misconceptions and add</p>
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				hair, mouth, teeth) Fish, amphibians, reptiles, birds and mammals (& some common names of examples, including those that are kept as pets). Carnivore, herbivore, omnivore	learnt knowledge
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<p>Year 2</p>	<p>Revisit Plants</p>	<p>Working scientifically:</p> <p>Ask simple questions and recognise that they can be answered in different ways including use of scientific language from NC (Y2 focus)</p> <p>Use simple equipment to observe closely, including changes over time (Y2 focus)</p> <p>Communicate ideas, they they do and find out in a variety of ways</p> <p>Perform simple comparative tests (Y2 focus)</p> <p>Use observations and ideas to suggest answers to questions noticing similarities, differences and patterns (Y2 focus)</p> <p>Gather and record data to help in answering questions, including from secondary sources of information (Y2 focus)</p>	<p>See year 1 plants and year 2 autumn 2 plants</p>	<p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Key vocabulary: See KS1 WS vocabulary - top of document See autumn 2 - plants</p>	<p>NC outcomes: See Autumn 2</p> <p>Each lesson has both a knowledge and skills focus (working scientific) Investigations using the writing frames Vocabulary bank given each lesson.</p> <p>A mind map at the beginning of a topic, which is reviewed at the end of the topic to correct misconceptions and add learnt knowledge.</p>
<p>Year 3</p>	<p>Animals including humans</p>	<p>Working scientifically: * Note: These skills are repeated in the following year group</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them (Y3 focus)</p>	<p>See animals, including humans year 1 and year 2</p>	<p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p>	<p>NC outcomes:</p> <p>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,</p>

		<p>Set up simple practical enquiries, comparative and fair tests (Y3 focus)</p> <p>Make systematic and careful observations (Y3 focus)</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions (Y3 focus)</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables (Y3 focus)</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Y3 focus)</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Y3 focus)</p> <p>Identify similarities or changes related to simple scientific ideas and processes (Y3 focus)</p> <p>Use straightforward scientific evidence to answer questions or support findings (Y3 focus)</p>		<p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><u>Key vocabulary</u></p> <p>See LKS2 WS vocabulary - top of document</p> <p>Nutrition, minerals, fat, protein, carbohydrate, vitamins, fibre, water, diet.</p> <p>Skeleton - protect, support; skull- brains; ribs - movement, lungs, heart; joints; muscles - movement, pull, contract, relax</p>	<p>finding out how different parts of the body have special functions.</p> <p>Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. 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.</p> <p>Each lesson has both a knowledge and skills focus (working scientific)</p> <p>Investigations using the writing frames</p> <p>Vocabulary bank given each lesson.</p> <p>A mind map at the beginning of a topic, which is reviewed at the end of the topic to correct misconceptions and add</p>
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					learnt knowledge
Year 4	Electricity	<p>Working scientifically:</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them (Y4 focus)</p> <p>Set up simple practical enquiries, comparative and fair tests (Y4 focus)</p> <p>Make systematic and careful observations (Y4 focus)</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions (Y4 focus)</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables (Y4 focus)</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Y4 focus)</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Y4 focus)</p>	<p>See lower KS2 working scientifically skills</p> <p>See year 2 - materials</p>	<p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p><u>Key vocabulary</u> See LKS2 WS vocabulary - top of</p>	<p>NC outcomes:</p> <p>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.</p> <p>Note: Pupils might use the terms current and voltage, but these should not be introduced or defined formally at this stage. Pupils should be taught about precautions for working safely with electricity.</p> <p>Pupils might work scientifically by: observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect</p>

		<p>Identify similarities or changes related to simple scientific ideas and processes (Y4 focus)</p> <p>Use straightforward scientific evidence to answer questions or support findings (Y4 focus)</p>		<p>document Appliances, electricity, electrical circuit, cell (not battery), wire, bulb, buzzer, danger, electrical safety, sign, insulator - wood, rubber, plastic, glass, conductor - metal, water, switch, open, closed</p>	<p>across a gap in a circuit.</p> <p>Each lesson has both a knowledge and skills focus (working scientific) Investigations using the writing frames Vocabulary bank given each lesson. A mind map at the beginning of a topic, which is reviewed at the end of the topic to correct misconceptions and add learnt knowledge</p>
Year 5	Living things and their habitats	<p>Working scientifically: * Note: These skills are repeated in the following year group</p> <p>Record data, using scientific diagrams and labels, tables, scatter graphs, bar and line graphs (Y5 focus)</p> <p>Report and present findings ... in oral and written forms such as displays and other presentations (Y5 focus)</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments (Y5 focus)</p>	<p>See Year 2 - animals including humans / living things and their habitats</p> <p>See year 4 - animals including humans / living things and their habitats</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p><u>Key vocabulary</u> See UKS2 WS vocabulary - top of document</p> <p>Mammals, fish, reptiles, amphibians, birds, insects Life process, reproduction, sexual, asexual, sepals, petals, stamens (anther, filament</p>	<p>NC outcomes: Observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.</p> <p>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p>

				<p>- male), pistil/ carpels (stigma, style, ovary - female), Rainforest, ocean, prehistoric, desert, similarities, differences</p>	<p>Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world, asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time, comparing how different animals reproduce and grow.</p> <p>Each lesson has both a knowledge and skills focus (working scientific) Investigations using the upper KS2 writing frames. Vocabulary bank given each lesson, extend the children by asking them to write the meaning. A mind map at the beginning of a topic, which is reviewed at the end of the topic to correct misconceptions and add learnt knowledge</p>
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<p>Year 6</p>	<p>Evolution and Inheritance</p>	<p>Working scientifically:</p> <p>Record data and results of increasing complexity using scientific diagrams and labels (Y6 focus)</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments (Y6 focus)</p> <p>Describe and evaluate their own and others' scientific ideas related to topics in the NC (inc ideas that have changed over time), using evidence from a range of sources.</p> <p>Group and classify things and recognise patterns</p> <p>Find things out using a wide range of secondary sources of information.</p> <p>Use appropriate scientific language and ideas from the NC to explain, evaluate and communicate methods and findings.</p>	<p>See year 3 - rocks and soils (fossils)</p> <p>See Year 2, year 4, year 5 - living things and their habitats</p>	<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p><u>Key vocabulary</u> See UKS2 WS vocabulary - top of document Evolution, adaptation, inheritance, inherited, adaptive traits, inherited traits, natural selection, Charles Darwin, Alfred Wallace, DNA, genes, variation, parent, offspring, fossil, fossilisation, environment, habitat, plants, animals, living</p>	<p>NC outcomes: Learn 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 cross-breeding. 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 get longer, or the development of insulating fur on the arctic fox.</p> <p>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.</p> <p>Pupils might work scientifically by: observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are</p>
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				things.	<p>adapted to survive in extreme conditions, for example, cactuses, penguins and camels. They might analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.</p> <p>Each lesson has both a knowledge and skills focus (working scientific) Investigations using the upper KS2 writing frames. Vocabulary banks, given each lesson, extend the children by asking them to write the meaning. A mind map at the beginning of a topic, which is reviewed at the end of the topic to correct misconceptions and add learnt knowledge</p>
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Summer 2					
Year	What will be	Skills	Previous knowledge	Knowledge	Expected outcomes

group	taught?				
Nursery	Animals around the world - Land animals and sea	(Understanding of the world - The natural world - Nursery) <ul style="list-style-type: none"> - Talk about what they see, using a wide vocabulary - Understand the key features of the life cycle of a plant and animal. - Begin to understand the need to respect and care for the natural environment and all living things. 	Home Learning - Pre-school	Can make relevant comments about the environments studied. Can say how to care for an animal in simple terms.	Observation on target tracker of discussions and photos Free-flow activities - inside and outside Adult led activities suggestion - Reception - Trip - Woodland farm
Reception	Animals around the world - Land animals and sea	(Understanding of the world - The natural world - Reception) <ul style="list-style-type: none"> - Recognise some environments that are different to the one in which they live - Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG) - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (ELG) 		Knows some similarities and differences between places and land animals. Describes where they live and the land animals they might find there. Makes relevant observations of land animals	Observation on target tracker of discussions and photos Free-flow activities - inside and outside Adult led activities suggestion - Reception - Trip - Woodland farm
Year 1	Seasonal changes	Working scientifically:	Understanding of the	Observe changes across	NC outcomes: See Autumn

	<p>(Summer) - first half. Continuation of plants in the second.</p>	<p>* Note: These skills are repeated in the following year group</p> <p>Ask simple questions and recognise that they can be answered in different ways (Y1 focus)</p> <p>Use his/her own observations & ideas to suggest answers to questions (Y1 focus)</p> <p>Identify and classify (Y1 focus)</p> <p>Gather and record data to help in answering questions (Y1 focus)</p> <p>Use simple equipment to observe closely (Y1 focus)</p> <p>Perform simple tests (Y1 focus)</p>	<p>world - The natural world - Reception</p>	<p>the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p><u>Key vocabulary:</u> See KS1 WS vocabulary - top of document</p> <p>Seasons - Summer, autumn, winter, spring, day, daytime, daylight, weather - wind, rain, snow, hail, sleet, fog, sun, hot, warm, blistering heat, muggy, thunderstorm Flowers, grass, wilting, dry</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>1&t2</p> <p>Each lesson has both a knowledge and skills focus (working scientific) Investigations using the writing frames Vocabulary bank given each lesson. A mind map at the beginning of a topic, which is reviewed at the end of the topic to correct misconceptions and add learnt knowledge</p>
<p>Year 2</p>	<p>Animals including humans</p>	<p>Working scientifically:</p>	<p>See Year 1 animals including humans</p>	<p>Notice that animals, including humans, have</p>	<p>NC outcomes:</p>

		<p>Ask simple questions and recognise that they can be answered in different ways including use of scientific language from NC (Y2 focus)</p> <p>Communicate ideas, they they do and find out in a variety of ways</p> <p>Identify, group and classify (Y2 focus)</p> <p>Use observations and ideas to suggest answers to questions noticing similarities, differences and patterns (Y2 focus)</p> <p>Gather and record data to help in answering questions, including from secondary sources of information (Y2 focus)</p>		<p>offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><u>Key vocabulary</u></p> <p>See KS1 WS vocabulary - top of document</p> <p>Offspring, grow, adults, nutrition, reproduce, survival, air, water, hygiene, food, exercise, egg-chick-chicken, egg-caterpillar-pupa-butterfly, spawn -tadpole -frog, lamb-sheep, baby-toddler- child- teenager-adult</p>	<p>Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. 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.</p> <p>Each lesson has both a knowledge and skills focus (working scientific) Investigations using the writing frames Vocabulary bank given each lesson. A mind map at the beginning of a topic, which is reviewed at the end of the topic to correct misconceptions and add learnt knowledge</p>
Year 3	Continue Animals, including humans topic				
Year 4	States of Matter	Working scientifically: Ask relevant questions and use	See Year 1 & 2 - materials	Compare and group materials together, according to whether	NC outcomes: Explore a variety of everyday materials and

		<p>different types of scientific enquiries to answer them (Y4 focus)</p> <p>Set up simple practical enquiries, comparative and fair tests (Y4 focus)</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers (Y4 focus)</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions (Y4 focus)</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables (Y4 focus)</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Y4 focus)</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Y4 focus)</p> <p>Identify similarities or changes</p>	<p>See Year 3 - rocks and soils</p>	<p>they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><u>Key vocabulary</u> See LKS2 WS vocabulary - top of document Solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container, examples of solids, liquids, gases.</p> <p>Freeze, melt, solidify, evaporate/ion), condense/ation, condensation, container, changing state, heat, cool, degrees celsius, thermometer, water</p>	<p>develop simple descriptions of the states of matter 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.</p> <p>Pupils might work scientifically by: grouping and classifying a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream They could research the temperature at which materials change state. They might observe and record evaporation over a period of time, for example, a puddle in the playground and investigate the effect of temperature on washing drying or snowmen melting.</p> <p>Each lesson has both a knowledge and skills focus (working scientific) Investigations using the writing frames Vocabulary bank given each lesson. A mind map at the beginning of a topic, which is reviewed at the end of the topic to correct</p>
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		<p>related to simple scientific ideas and processes (Y4 focus)</p> <p>Use straightforward scientific evidence to answer questions or support findings (Y4 focus)</p>		<p>vapour, precipitation, water cycle, river, sea</p>	<p>misconceptions and add learnt knowledge</p>
Year 5	<p>Animals including humans</p>	<p>Working scientifically: * Note: These skills are repeated in the following year group</p> <p>Record data... using scientific diagrams and labels, ..., tables, scatter graphs, bar and line graphs (Y5 focus)</p> <p>Report and present findings ... in oral and written forms such as displays and other presentations (Y5 focus)</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments (Y5 focus)</p>	<p>See year 2 - animals including humans</p>	<p>Describe the changes as humans develop to old age.</p> <p><u>Key vocabulary</u></p> <p>See UKS2 WS vocabulary - top of document</p> <p>Human development, (baby-toddler-child-teenager-adult from Y2); puberty, gestation, length, mass, grow,</p>	<p>NC outcomes: Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p> <p>Each lesson has both a knowledge and skills focus (working scientific) Investigations using the upper KS2 writing frames. Vocabulary bank given each lesson, extend the children by asking them to write the meaning. A mind map at the beginning of a topic, which is reviewed at the end of the topic to correct</p>

					misconceptions and add learnt knowledge
Year 6	Continue Evolution & Inheritance				

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Humanities

Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Ourselves: Where we live	Diwali, Guy Fawkes, Remembrance	Chinese new year/people who help us-people in our community	Once upon a time-going on a bear hunt-environments Habitats	Changes	The world around us-minibeasts, creatures of the world, different cultures
Reception	Ourselves: Where we live	Diwali, Guy Fawkes, Remembrance	Chinese new year/people who help us-people in our community	Once upon a time-going on a bear hunt-environments Habitats	Changes	The world around us-minibeasts, creatures of the world, different cultures
Year 1	Elizabeth I and Christopher Columbus. The Space Race: Neil Armstrong and Tim Peake.	The four seasons: Autumn	Toys past and present	Where do I live? (The UK). The Four Seasons-spring	Seas and Coasts	Seaside holidays
Year 2	Maps and the local environment	Remembrance Day and Edith Cavell. The Great Fire of London	Comparison of the UK with a non-European country (Kenya)	Around the World: The 7 continents	Victorians in Erith: Victorian life and Sir William Anderson	Significant People: Florence Nightingale and Mary Seacole
Year 3	The Stone Age	Plate Tectonics	The United Kingdom	Contrasting Locality: Thamesmead and the Lake District	Romans Abroad	Romans in Britain

Year 4	Anglo-Saxons	Village Settlers	Vikings	Europe	Rivers
Year 5	Deserts	Ancient Benin	Ancient Egypt	South America (Rainforests and Brazil)	South America (Coasts)
Year 6	WWII	Local history and geography study (Linked to WWII)	Ancient Greeks	North America	Natural resources, Trade and economic

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Autumn 1					
Year group	What will be taught?	Skills	Previous knowledge	Knowledge	Expected outcomes
Nursery	Ourselves	<p>Location, types of houses, families</p> <p>(Understanding of the world - Past and present - Nursery)</p> <ul style="list-style-type: none"> - Begin to make sense of their own life-story and family's history <p>(Understanding of the world - People, culture and communities - Nursery)</p> <ul style="list-style-type: none"> - Continue to develop positive attitudes about the differences between people. 	N/A	<p>Who am I? I know who is in my family. I can say how my family has changed.</p> <p>What makes me special? I can retell a special event in my family to others.</p> <p>Understand terms: family, relation, friend, same, different, celebration, Christmas, Easter, birthday, marriage, party, job, occupation.</p> <p>Can name people e.g. mum, dad, sister. Change: Can discuss what changes there has been at home e.g. a new baby, new house, new toys etc.</p>	<p>Talk about their home. Discuss friends they have made and their family.</p> <p>Discussions Drawings Observations</p>

Reception	Where we live. Ourselves- where we live	<p>They know that other children do not always enjoy the same things, and are sensitive to this.</p> <p>(Understanding of the world - Past and Present - Reception)</p> <ul style="list-style-type: none"> - Comment on images of familiar situations in the past. <p>(Understanding of the world - People, culture and communities)</p> <ul style="list-style-type: none"> - Talk about members of their immediate family and community. - Name and describe people who are familiar to them - Understand that some places are special to members of their community - Recognise that people have different beliefs and celebrate special times in different ways. - Recognise some similarities and differences between life in this country and life in other countries 		<p>Who am I ?</p> <p>I know who is in my family. I can discuss changes within my family. I can discuss how my home and bedroom have changed over time.</p> <p>What makes me special? I can recount a past celebration in my family.</p> <p>How do I know I belong? I can discuss ways in which my family look after me. I can discuss ways in which I am like my family. I can discuss welcoming celebrations.</p> <p>Understand terms: family, nuclear, extended, relations, family tree, community, tradition, religion, culture, similarity, difference.</p> <p>Change: Can talk about how their family tree has grown. Can discuss how their home has changed e.g a new toy, decorating etc.</p>	<p>Make a family tree. Talk about different types of homes. Use some vocabulary such as house, flat, detached, street.</p> <p>Drawings</p> <p>Map of walk to school</p>
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Year 1	Elizabeth I and Christopher Columbus. The Space Race: Neil Armstrong and Tim Peake.	<p>T1: Place known events and objects in chronological order.</p> <p>T2: Sequence events and recount changes within living memory.</p> <p>T3: Use common words and phrases related to the passing of time.</p> <p>T4: Find answers to some simple questions about the past using simple sources of information.</p> <p>T5: Describe some simple similarities and differences between artefacts.</p> <p>T6: Sort artefacts from then and now.</p> <p>T7: ask and answer relevant basic questions about the past</p> <p>Recognise Identify Describe Observe</p>	May have touched on space in EYFS?	<p><u>Why explore?</u></p> <p>I know that curiosity is a key driver for exploration. I know that people have strived to find new trading routes.</p> <p><u>What was exploration like in the olden days?</u></p> <p>I know that the Age of exploration was between the early 1400s and the mid 1600s. I know England, Portugal, Spain, France and Italy were the main countries involved. I know Christopher Columbus was born in Italy in 1451. I know that in the 1480s he began planning a sea voyage to Asia. I know Columbus thought Asia lay to the west, across the Atlantic Ocean. I know on August 3, 1492 he set sail with 3 ships. I know that on October 12, 1492 he arrived in the Bahamas I know he returned to the king and queen of Spain in January with parrots, plants, gold, cloth and some native Americans. I know he made 4 trips in total, all to South America. I know that when he died on</p>	Compare sea explorers to space. Pose questions and find some answers. Annotated artefacts/photos.
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			<p>May 20, 1506 he remained convinced that he had reached Asia. I can describe what life was like on board one of the ships.</p> <p><u>What is left to explore today?</u></p> <p>I know that we are still exploring space. I know the Americans and Russians were involved in the Space Race. I know in 1947 fruit flies became the first animals in space. I know on 14th June 1947, Albert the monkey was sent to space by the Americans. I know that on 4th October 1957 the Russians launched the first satellite into orbit, Sputnik 1. I know that in November 1957 Laika, a russian space dog became the first animal to orbit the Earth. In 1959 a russian space probe, Luna 2, crashed on the moon. I know that on 12th April 1961 Yuri Gagarin became the first man in space. I know that in 1963 Valentina Tereshkova became the first woman in space.</p>	
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				<p>I know that on 20th July 1969 Neil Armstrong became the first man on the moon aboard Apollo 11. I know Helen Sharman was the first British person in space. I know in 2000 the International Space Station received its first crew. I know Tim Peake did lots of plant experiments on the ISS.</p> <p>Understand the terms; explore, discover, voyage, famous, first,ship, sail, map, queen,Tudor, modern, space, astronaut, cosmonaut, space race, moon, mission, rocket., ISS, orbit</p> <p>Trade: What items did he trade? E.g. sugar plants, horses, tobacco, potatoes, chocolate</p> <p>Change: what new technologies were needed to make space flight possible? How have space vehicles changed over the years? How are experiments on board the ISS aiding new technologies and knowledge? Make a comparison of Columbus and Armstrong.</p>	
Year 2	Maps and the local	T2: Use simple compass directions. Describe location of features and routes.	Build on environment	What is our local area like? How is our local area	Map skills. Own maps of locality.

	environment.	<p>T3: Devise a simple map.</p> <p>T4: Use simple fieldwork and observations to study the school grounds.</p> <p>Recognise Identify Describe Observe Select Categorise Classify</p>	al campaign in Y1	<p>represented in different ways? How are places connected?</p> <p>Understand the terms: sketch map, key, symbol, compass, N,S,E,W, direction, aerial view, route, near, far, human feature, physical feature</p> <p>Compare different maps. Discuss aerial photos and use them to make a map. Orienteer around the local area (school). <u>Geography</u> I know that kenya has many parks I know that mountain Kenya is the second highest mount in Africa I know Africa is a continent. I know Kenya has a coastline.</p>	Plan a journey. Environmental campaign.
Year 3	Stone Age to Iron Age	<p>T1: Use an increasing range of common words and phrases relating to the passing of time.</p> <p>Check back on KS1 targets.</p> <p>Recognise Identify Describe Observe Select Categorise Classify Sequence Connect and make links Compare and contrast Recall</p>		<p><u>How do we discover the distant past? How did the first people survive?</u></p> <p>I know we have no written record so use artefacts and paintings to discover about the distant past. I know the Stone Age was 800,000BCE- 2400BCE I know the Palaeolithic Age was 800,000BCE-10,500BCE. I know the Mesolithic Age was 10,500-4000BCE. I know the neolithic age was 4000BCE- 2400BCE.</p>	Place events on timeline and discuss innovations. Compare and contrast to other periods. Apply taught knowledge to other tasks eg. designing a stone age tool. Discuss what a range of artefacts tell us.

		Reason/speculate		<p>I know huge ice sheets covered the country I know a land bridge, Doggerland, linked us to main land Europe. I know the people were nomadic. I know they were hunter gatherers. I know by the end of the Stone age people began to settle and farm. I know they used stone tools. I know they used natural dyes to make cave paintings. I know Stonehenge in Wiltshire is a prehistoric monument where up to 150 people are buried. I know Skara Brae is a village of 8 houses on the island of Orkney.</p> <p><u>How did life change?</u></p> <p>I know the Bronze Age was 2400-800BCE I know they built settlements known as hillforts. I know they used bronze alloy to make their tools and weapons. I know they learnt how to use Bronze from the Beaker people. I know they built stronger boats, allowing them to</p>	
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			<p>travel and trade. I know they lived in roundhouses. I know they were druids.</p> <p>I know the Iron age was 800BCE- 43AD I know they used smelting to make iron ore. I know iron ore is harder and stronger than bronze. I know the celts had more free time.</p> <p>I know they developed non-survival skills such as jewellery making and weaving patterned fabrics.</p> <p>Understand terms: BCE, AD, BCEE, CE, Palaeolithic, Mesolithic and Neolithic, innovation.</p> <p>Learn about homes, diets, tools, Skara Brae, druids, Stonehenge.</p> <p>Trade: How did our ancestors trade within Britain? Why was trade necessary?</p> <p>Change: What discoveries and inventions improved the daily lives of our early ancestors? (tools, shelter, fire, dyes etc)</p> <p>What was the big innovation that saw the end of the Stone Age and beginning of the Iron Age?</p> <p>Democracy: How were the</p>	
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				earliest communities organised?	
Year 4	Anglo-Saxons	<p>T1: Place some historical periods in a chronological framework.</p> <p>T2: Use historic terms related to the period studied.</p> <p>T3: Use sources of information in ways that go beyond simple observations to answer questions about the past.</p> <p>T4: use a range of sources to find out about aspects of life in the past.</p> <p>Summarise Synthesise Construct Informed responses.</p>	Compare to earlier civilisations e.g. Stone Age and Romans	<p><u>What happened to Britain when the Romans left?</u></p> <p>I know the Romans left in 43CE</p> <p>I know the Anglo Saxon era was 450CE- 1066CE.</p> <p>I know there were 3 tribes: Angles, Jutes and Saxons. I know they came from Scandinavia and northern Europe.</p> <p>I know they formed 7 kingdoms: Northumbria, Mercia, Wessex, Essex, Sussex, Kent and East Anglia.</p> <p>I know,unlike the Roman towns, most people lived in 1 room houses.</p> <p>I know the Anglo Saxon chronicle was written by monks in the form of a calendar/diary.</p> <p>I know Basil Brown discovered Sutton Hoo in 1939.</p> <p>I know Sutton Hoo is a funeral monument most likely of an unknown king.</p> <p>I know lots of Anglo Saxons were pagans.</p> <p>I know Augustine worked hard to convert people to Christianity.</p> <p>I know Bede, a monk from</p>	<p>Timeline.</p> <p>Annotated artefacts.</p> <p>Independent study of an aspect of life which evidences the sources used.</p>

				<p>Jarrow wrote The Ecclesiastical History of the English Speaking People-a history of Britain and it's Christianity from 55CE to 731 CE.</p> <p><u>Was life better in Anglo Saxon or Roman Britain?</u></p> <p>Understand the term: Anglo Saxon, invade, migrate (push/pull), settle.</p> <p>Name homelands and Saxon kingdoms. Beowulf. Who was Bede. St augustine What was the Anglo-Saxon chronicle? Sutton Hoo.</p> <p>Trade: What attracted the Anglo Saxons to Britain? What natural resources did they wish to exploit? Use of the bartering system-why did they not use coin very often? Which goods did they trade in?</p> <p>Change:Inventions such as the plough and how this transformed farming. How did the monasteries change Britain beyond the religious? E.g the use of writing.</p> <p>Empire: fall of the Roman</p>	
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				<p>Empire in Britain. Rise of the Saxon kingdoms- were these easier to rule than the Roman Empire? Why? Were all Saxon kings happy with 'their lot'?</p>	
Year 5	Deserts	<p>T1: Use a wider range of vocabulary. T2:: Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night (link to equator and deserts and time zones in science) T3: Understand about weather patterns around the world and relate these to climate zones T3: Understand how humans affect the environment over time T3: Know about changes to world environments over time T3: Understand why people seek to manage and sustain their environment.</p> <p>6 figure grid references. How the locality impacts on humans.</p> <p>Locational recap: Consolidate continents and oceans of the world by mapping biomes and deserts.</p> <p>Recall reason/speculate Summarise Synthesise Explain Demonstrate understanding</p>	<p>Refer back to Y3 rocks and soils-erosion</p> <p>Y4- water cycle and rivers</p>	<p>What are the world's biomes? Are all deserts hot? How are deserts formed? How do animals and people survive in deserts?</p> <p>Understand terms: climate, biome, alpine, chaparral, deciduous forest, desert, desert scrub, grassland, rainforest, savanna, taiga, tundra, xerocoles, geology, erosion, sand dune, salt basin, plateau, nomadic, desertification</p> <p>Use 6 figure grid references and compass points. Locate the world's biomes and deserts. Describe different biomes (know how climate differs to weather) Describe how deserts are formed- rain shadow and trade wind. Features of the landscape. Discuss animals and humans have adapted to living in deserts.</p>	<p>Maps of the world's biomes and deserts. Map work on key features of the Gobi desert. Descriptions of different biomes e.g. contrast the different Waterloos that Liam finds (p.26) Annotated diagrams of how deserts are formed. Factfile on the Gobi Desert (p.147-geology, 149 wind erosion, salt deposits, 165 mirages) Report on human activity Design a survival pack for the children to go to explore the Gobi Explanation of desertification- how have humans contributed to this? How are the Chinese taking steps to halt the encroachment of the Gobi? Cause and effect tables, persuasive writing. Critique- is China's Great Green Wall the answer? derstand the</p>

				<p>Case study of the Gobi desert.(Could compare to the Sahara)</p> <p>How is the Chinese government combating desertification?How do countries move?</p> <p>What shapes the land?</p> <p>Why do people live in dangerous places?</p>	<p>formation of mountains, earthquakes and volcanoes, how they change over time and the impact on humans.</p>
Year 6	<p>World War 2 including the impact on the local area.</p>	<p>Consolidate all previous.</p> <p>Locational recap: map allied countries and occupied areas in order to reinforce continents and countries of the world.</p> <p>Summarise</p> <p>Synthesise</p> <p>Construct informed responses</p> <p>Interpret and explain</p> <p>Demonstrate understanding.</p> <p>Empathise</p> <p>Reach informed conclusions</p> <p>Make reasoned judgements</p> <p>Reflect</p> <p>Justify</p> <p>Apply</p> <p>Evaluate</p>	<p>Remembrance day/ compare to Roman empire.</p>	<p><u>Who's war?</u></p> <p>I know WWII began on 1st September 1939 and ended 2nd September 1945.</p> <p>I know it began when Germany invaded Poland.</p> <p>I know Britain, France and Russia made up the Allied forces.</p> <p>I know Germany, Italy and Japan were the Axis forces.</p> <p>I know Adolf Hitler (1895-1945) ruled Germany.</p> <p>I know Winston Churchill became Prime Minister in May 1940.</p> <p><u>How significant was the Blitz?</u></p> <p>I know the Blitz was 7September 7th, 1940- MAY 11th 1941</p> <p>I know it was Intense bombing raids on London</p>	<p>Timeline.</p> <p>Maps</p> <p>Annotated artefacts.</p> <p>Evaluations of sources.</p> <p>Explanation of the build up to an event.</p> <p>Comparison of an aspect eg how was WWII different to WW1?</p> <p>Independent research project.</p> <p>Evacuation diaries.</p> <p>Exploration of the role of women-what advantages did the war bring? What legacy did it leave?</p>

				<p>and other cities. I know people built Anderson air raid shelters followed by Morrison shelters. I know there were blackouts. I know 430 people were killed in the first night, 1,600 badly injured: Black Saturday. I know there were 57 straight nights of attacks. I know they were centred on the Docklands. I know on November 14th , 1940 over 550 people were killed in Coventry. I know on May 10th over 1,500 people were killed in London and 11,00 homes were destroyed. I know lots of people sheltered in the underground.</p> <p><u>I know rationing began in January 1940.</u> I know it wasn't just food that was rationed. I know the Dlg for Victory campaign encouraged people to grow their own. I know rationing finished completely in 1954.</p> <p><u>How did WWII impact our locality?</u></p>	
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			<p>I know 444 high explosive and 8,510 incendiary bombs were dropped on Erith. I know 109 civilians were killed. I know 572 properties were completely destroyed.</p> <p>I know the Home Guard (24th Battalion) used Slade Green Marshes for manoeuvres. I know the allied invasion of Normandy was supplied petrol through PLUTO, a pipeline made by Callender's Cables in Erith. I know the sirens sounded 1050 times. I know Woolwich Arsenal used the land for firing ranges and stores.</p> <p><u>What was the war like for children?</u></p> <p>I know 1.5 million children were evacuated in operation 'pied piper' in June 1940. I know lots of children had to work for their host families, often on farms. I know lots of fathers were killed changing the idea of a family.</p> <p><u>What opportunities did the war bring?</u></p> <p>I know over 350,000 women were directly involved in the war effort.</p>	
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			<p>I know women worked in jobs traditionally seen as male ones. I know the fight for gender equality at work continues.</p> <p>I know on 6th June 1944 operation Overlord invaded Normandy. I know on 8th May 1945 Victory in Europe was declared.</p> <p>Understand the terms: WWII, blitz, allies,axis powers, nazi, evacuation, air raid, rationing, invade, occupy, surrender</p> <p>Trade: How did the war affect global trade? Why the need for rationing? (holocaust, atomic bomb, can murder ever be justified (Hitler)?-links to big questions in RE)</p> <p>Change: Atomic bomb, flu vaccine, penicillin (first mass produced), jet engines, blood plasma transfusions, electronic computers (link to enigma), radar.</p> <p>Empire: What role did the British Empire play in the war? How did the disintegration of the empire in the post war years affect global politics? GD: were the Nazis trying to build an empire? Democracy: To what extent</p>	
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				was WWII a fight for democracy? Conscientious objectors.	
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Year group	What will be taught?	Skills	What was the previous learning?	Knowledge	Expected outcomes/evidence
Nursery	Diwali, Guy Fawkes, Remembrance	<p>(Understanding of the world - People, culture and communities - Nursery)</p> <ul style="list-style-type: none"> - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos - Continue to develop positive attitudes about the differences between people. <p>(Understanding of the world - Past and present - Nursery)</p> <ul style="list-style-type: none"> - Begin to make sense of their own life-story and family's history. 		<p>I know Guy Fawkes tried to blow up the Houses of Parliament on 5th November 1605.</p> <p>I know he was trying to kill King James I.</p> <p>I know Guy Fawkes was a Catholic.</p> <p>I know we use fireworks, bonfires and guys to remember.</p> <p>I know Remembrance Day is marked at 11 o'clock on the 11th day of the 11th month as that is when WWI ended.</p> <p>I know Remembrance Sunday is the second Sunday in November.</p> <p>I know people pause for two minutes to remember those killed in war.</p> <p>I know the Cenotaph is a war memorial.</p> <p>I know people wear poppies as they grew in the fields in France and Belgium where the soldiers fought.</p> <p>Understand the terms: firework, plot, bonfire, disagree, celebrate, light, dark, war, diva lamp</p> <p>Change: When were fireworks invented?</p>	<p>Talk about celebrations.</p> <p>Drawings</p> <p>lamps</p>

				Why were paper poppies invented?	
Reception	Diwali, Guy Fawkes, Remembrance	<p>(Understanding of the world - People, culture and communities - Reception)</p> <ul style="list-style-type: none"> - Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways. - Recognise some similarities and differences between life in this country and life in other countries. Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways. - Recognise some similarities and differences between life in this country and life in other countries. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class (ELG) <p>(Understanding of the world - Past and Present - Reception)</p> <ul style="list-style-type: none"> - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (ELG) 		<p>I know Guy Fawkes tried to blow up the Houses of Parliament on 5th November 1605.</p> <p>I know he was trying to kill King James I.</p> <p>I know Guy Fawkes was a Catholic.</p> <p>I know we use fireworks, bonfires and guys to remember.</p> <p>I know Remembrance Day is marked at 11 o'clock on the 11th day of the 11th month as that is when WWI ended.</p> <p>I know Remembrance Sunday is the second Sunday in November.</p> <p>I know people pause for two minutes to remember those killed in war.</p> <p>I know the Cenotaph is a war memorial.</p> <p>I know people wear poppies as they grew in the fields in France and Belgium where</p>	<p>Talk about celebrations.</p> <p>Drawings</p> <p>Lamps</p> <p>Sequence events/act out events/puppetry</p>

		<p>- Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG)</p>		<p>the soldiers fought.</p> <p>Understand the terms: firework, plot, bonfire, disagree, parliament, celebrate, light, dark, war, diva lamp</p> <p>Talk about the key events in the gunpowder plot. Know who Guy Fawkes was. Know the importance of fireworks and light to Sikhs and Hindus. Know where poppies grew and what happened in Flanders field.</p> <p>Change: When were fireworks invented? What change did Guy Fawkes want to bring about? Why were paper poppies invented?</p>	
<p>Year 1</p>	<p>The Four Seasons- autumn.</p>	<p>T6: Describe seasonal weather changes.</p> <p>T1: Ask simple questions e.g. What is it like to live in this place?</p> <p>T4: Use locational and directional language to describe locations and routes.</p> <p><i><u>B Squared Step headings:</u></i> <i>Geography: Geographical skills and Fieldwork</i> <i>Human and Physical Geography</i></p>	<p>Different locations. Observing the natural world. Discussion of seasons in Reception, particularly forest school.</p>	<p>What is autumn? How is the location changing?</p> <p>Name and describe seasons. Understand terms: season, autumn, weather, temperature, deciduous, evergreen, hibernate, migrate, question.</p>	<p>Chn can say what happens in each season- discuss what activities they may do/what they will wear.</p>

<p>Year 2</p>	<p>Remembrance Day and Edith Cavell.</p> <p>The Great Fire of London</p>	<p>Remembrance Day and Edith Cavell. T2: Discuss where events fit in a chronological framework.</p> <p>T1: show an awareness of the past, using common words and phrases to relate to the passing of time.</p> <p>T3: ask and answer questions, choosing and using parts of stories and other sources to show they understand key features of events.</p> <p>T4: Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>T2: discuss aspects of change in national life.</p> <p>Recognise Identify Describe Observe Select</p>	<p>Refer back to Tudor homes</p>	<p><u>Why do we have poppies?</u></p> <p>I know Remembrance Day is marked at 11 o'clock on the 11th day of the 11th month as that is when WWI ended.</p> <p>I know Remembrance Sunday is the second Sunday in November.</p> <p>I know people pause for two minutes to remember those killed in war.</p> <p>I know the Cenotaph is a war memorial.</p> <p>I know people wear poppies as they grew in the fields in France and Belgium where the soldiers fought.</p> <p>I know poppies raise money for the Royal British Legion.</p> <p>I know red poppies = WWI.</p> <p>I know purple poppies = animal victims.</p> <p>I know black poppies=African heritage victims.</p> <p>I know white poppies=everyone, including civilians and can also be seen as a sign of peace.</p> <p><u>Who was Edith Cavell?</u></p> <p>I know Cavell lived 1865-1915.</p> <p>I know Cavell was a British nurse.</p> <p>I know she was a pioneer of nursing in Belgium.</p> <p>I know Cavell worked in Germany occupied Belgium.</p>	<p>Annotated pictures/diaries. Annotate different artefacts to show what they tell us eg. Pepys diary, pictures, monument.</p> <p>Query why it spread so quickly.</p> <p>Show how London changed.</p>
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			<p>I know Cavell helped hundreds of soldiers to escape. I know she was executed.</p> <p><u>What was Stuart London like?</u></p> <p>I know the House of Stuart was Scottish. I know they became rulers of England. I know James I became king of England in 1603. I know there were 7 Stuart monarchs.</p> <p>I know King Charles II (1630-1685) was king. I know houses were mostly wood. I know the streets were narrow. I know there had been a drought for 10 months. I know there was no fire brigade.</p> <p><u>How did the fire start?</u></p> <p>I know the fire started on 2nd September 1666. I know it started in Thomas Farriner's bakery In Pudding Lane. I know it was the King's bakery-this meant he baked biscuits for the navy. I know lots of people think a spark from the oven started the fire.</p>	
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			<p>I know there were sacks of flour near the oven.</p> <p><u>What made it spread so quickly?</u></p> <p>I know the houses were close together. I know there had been 10 months of drought. I know the houses were mainly wooden. I know it was very windy. I know that in 1979, 20barrels of tar were found in a shop cellar in Pudding Lane. I know people escaped by climbing over the roofs. I know people buried their possessions to keep them safe. I know Samuel Pepys (1633-1703) wrote a diary account of the disaster.</p> <p><u>How was it extinguished?</u></p> <p>I know by 7am 300 houses were destroyed. I know that on 3rd September houses were pulled down to create fire breaks and protect the Tower of London. I know thl know the Lord Mayor, Sir Thomas Bloodworth initially refused this I know on 4th September St Paul's Cathedral caught fire. I know that on 5th</p>	
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			<p>September buildings on the Strand were blown up to make another fire break. I know at 8am on 6th September, the fire was officially extinguished. I know 86% of the city was destroyed. I know there was no fire brigade. I know people used leather buckets and water squirts. I know officially 6 people died. I know some historians think hundreds died. I know Robert Hubert confessed to starting the fire and was hanged- he lied.</p> <p><u>What did the king do to make London better?</u></p> <p>I know investigators looked into cause and prevention. I know Sir Christopher Wren (1632-1723) was put in charge of rebuilding the city. I know he rebuilt 52 churches and St Paul's Cathedral. I know houses were rebuilt of brick. I know houses were built further apart. I know streets were widened. I know a fire service was set up. I know house insurance was</p>	
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				<p>invented. Understand the terms: London, fire, great, Stuart, thatch, artefact, evidence, account, impact. I know the Monument designed by Christopher Wren was completed in 1677 and is 202 feet tall and 202 feet from the bakery.</p> <p>Change: How did the fire shape modern London? Eg a city of stone, St Paul's, fire hydrants, no more pier style floors. The introduction of a fire brigade. Introduction of insurance.</p>	
Year 3	Plate tectonics	<p>T1: Describe the landscape-what is it like? How is it changing?What if it continues?</p> <p>T5: Use appropriate vocabulary.</p> <p>T8: Use and interpret mps, globes, atlases to locate countries and features.</p> <p>T9: Use four figure grid references.</p> <p>T10: 8 compass points.</p> <p>Locational recap: Consolidate continents and oceans of the world by mapping tectonic plates and mountain ranges.</p> <p>Recognise Identify Describe</p>	<p>Map skills in KS1. Build on science knowledge on rocks and soils</p>	<p>How do countries move? What shapes the land? Why do people live in dangerous places?</p> <p>Understand terms: tectonic, plate boundary, constructive, destructive, earthquake, volcano, mountain, core, magma, mantle, crust, erosion.</p> <p>Use 6 figure grid references and compass points. Locate key mountains. Everest Snowdon Ring of fire</p>	<p>Discuss how mountains, volcanoes and earthquakes form. How they change the landscape. Discuss pros and cons of living in such areas.</p>

		<p>Observe Select Categorise Classify Sequence Compare and contrast Recall Reason/speculate</p> <p><i>B Squared Step headings: Geography: Geographical skills and Fieldwork Human and Physical Geography Locational knowledge</i></p>		<p>Iceland's tectonic activity Mount Vesuvius San Andreas fault</p>	
Year 4	Village settlers	<p>T11: Understand the effect of landscape on the development of a locality.</p> <p>T13: Explain about key natural resources e.g. water in a locality.</p> <p>T1: understand and use a widening range of vocabulary.</p> <p>T3: Explore features on OS maps using 6 figure grid references.</p> <p>T4: Draw accurate maps with keys.</p> <p>T6: describe human features of UK regions.</p> <p>Location revision: Countries and capitals of the UK.</p> <p>Locate key cities and towns-discuss origins of place names.</p> <p>Classify Sequence Compare and contrast Recall Reason/speculate Summarise</p>	<p>Refer back to why the Anglo-Saxons settled here.</p> <p>Features of UK regions in Y3.</p>	<p>What did settlers need? Where do place names come from? How is land used in settlements?</p> <p>Understand the terms: settlement, settle, site, shelter, defence, building materials, agriculture, transport, origin, (suffix), village, town, city, land use, industrial, leisure</p> <p>Discuss what settlers needed. Discuss English place names-sort into Roman, saxon, Viking. Learn how to interpret land use maps.</p>	<p>Map work. Line of enquiry-where were the largest settlements- why? Decide upon the best place to settle. Locate key cities of the UK-discuss place names: roman, saxon or viking.</p>

		Synthesise			
Year 5	Benin	<p>T1- Use dates to order and place events on a timeline.</p> <p>T2: compare sources of information available for the study of different times in the past.</p> <p>Make comparisons between aspects of periods in history and the present day.</p> <p>T4: Understand that the type of information available depends on the period of time studied</p> <p>Summarise Synthesise Construct informed responses Interpret and explain Demonstrate understanding. Empathise Reach informed conclusions</p>	Refer back to British history e.g Great Fire of London- how does Benin compare and contrast?	<p><u>How do we find out about the past?</u></p> <p>I know the Benin empire was 1170CE-1888CE.</p> <p>I know there are artefacts, paintings , oral accounts and writings from this time.</p> <p><u>How did Benin become an empire?</u></p> <p>I know Benin was a forest empire with links to the west African coast.</p> <p>I know it was at the end of the trans-Saharan trade route.</p> <p>I know it stretched across Nigeria and Benin.</p> <p>I know the Oba was an absolute monarch with divine powers.</p> <p>I know they were effective traders.</p> <p>I know Prince Oranmiyan (c.1170) was the first Oba.(Eweka)</p> <p>I know they had slaves.</p>	<p>Timeline.</p> <p>Annotated artefacts.</p> <p>Explanation and review of differing opinions of an event.</p>

				<p>I know Benin city was well-thought out. I know it had defensive walls. I know there were craft guilds. I know It is most known for its bronzes. I know they traded with the Dutch and Portuguese.</p> <p><u>Why did the Benin empire end?</u></p> <p>I know by the end of the 1800s the obas had lost much of their power. I know the British wanted the palm oil and rubber. I know in 1897 the British tried to visit but were murdered. I know Britain retaliated with over 1,200 soldiers , burning much of the city to the ground.</p> <p><u>How has African history been viewed by Europe?</u></p> <p>I know the Portuguese and Dutch traded with the Edo for a long time. I know the British saw them as a resource rich country. I know many British people saw them as barbaric. I know we raided the royal palace to pay for the cost of the expedition. I know that in future years the</p>	
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				<p>British Museum thought the bronzes to be European due to the high quality. I know we traded Africans during the slave trade.</p> <p>Understand the terms: empire, artefacts, primary source, secondary source, oba, slavery, independence, sacrifice, warriors, guild, massacre, trade.</p> <p>Trade: A city of craft guilds. (Change: Use of bronze and casting. Relate to the discussion of the Benin bronzes discovered at the British Museum- why did they not think they were African?) What did the Benin empire trade with the Portuguese? Why did the Oba control trade? Empire: What made the Benin empire successful? How did the British Empire eliminate the Benin empire? Was this justified?</p>	
<p>Year 6</p>	<p>Local History and Geography study.</p>	<p>T1: Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</p> <p>T2: construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>T3: Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Refer back to Thamesmead work in year 3. Incorporate WWII knowledge.</p>	<p><u>How has the local area changed over the years?</u></p> <p>I know Erith and Thamesmead were originally marsh. I know the name Erith dates from Saxon times. I know Lesnes Abbey was</p>	<p>Annotated maps and photos. Timelines. Study of the impact of WWII. Study of Thamesmead 50 year on. Persuasive text: what next for Thamesmead?</p>

		<p>T4: Make confident use of a variety of sources for independent research.</p> <p>T5: Describe a chronologically secure knowledge of British and local history, establishing clear narratives within and across the periods studied.</p> <p>T6: Note connections, contrasts and trends over time and show developing appropriate use of historical terms.</p> <p>T11: Describe a local history study.</p> <p>T16: Use evidence to support arguments.</p> <p>T1: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>T2: Use the eight points of a compass, four and six digit grid references, symbols and keys to build their knowledge of the UK.</p> <p>T3: 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.</p> <p>Speculate Summarise Synthesise Explain Demonstrate understanding Empathise Reach informed conclusions Make reasoned judgements Justify Apply Evaluate</p>		<p>founded in 1178 by Richard de Luci. I know it was closed in 1525 by Cardinal Wolsey. I know HenryVIII set up a royal dockyard here. I know Henry's famous warship, Henri Grace a Dieu was fitted out here. I know the Woolwich arsenal used the land -see autumn 1. I know the GLC was the driving force for building Thamesmead. I know it was built to address post-war housing needs. I know the first 5 residents moved in in 1969. I know A Clockwork Orange was filmed here. I know it attracts a lot of traveller communities. I understand what brutalism is. I understand why garages were on the ground floor. I know Thamesmead won an International Architecture award.</p> <p><u>Thamesmead: A town for the 21st century?</u></p> <p>I can say how the Elizabeth Line has affected the local area. I can propose changes for the future improvement of</p>	
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				<p>the area.</p> <p>Understand the terms: primary source, secondary source, reliability, causality, relevance, chronology, locality, physical feature, human feature, architecture, brutalist, topography, marsh, grid reference.</p> <p>Trade: What are the largest industries? E.g. car parts, sunflower oil, Vickers.</p> <p>Change: Woolwich Arsenal, brutalist architecture and pedestrian areas. Regeneration and a view of the future.</p>	
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Spring 1					
Year group	What will be taught?	Skills	What was the previous learning?	Knowledge	Expected outcomes/evidence

Nursery	Chinese new year/people who help us-people in our community.	(Understanding of the world - People, culture and communities - Nursery) <ul style="list-style-type: none"> - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. - Continue to develop positive attitudes about the differences between people. - Show interest in different occupations 	That we are all different.	<p><u>How do the chinese celebrate the new year?</u> Know that Chinese New Year is at a different time due to the lunar calendar. Know that the years are named after animals in the chinese zodiac and the story of the Great Race. Know that dragon dances are part of the celebrations.</p> <p><u>Who helps us?</u> Know how to recognise a nurse, doctor, policeman, firefighter and know where these people work. State one way in which they help us.</p> <p>I know that the way firefighters dress has changed since the time of Guy Fawkes. I know that we no longer use hand operated water pumps.</p> <p>Understand the terms: new year, lunar, dragon dance, zodiac, community, police, fire fighters, doctors, nurses, NHS</p>	Recognise key individuals who help us. Know what they do-role play
Reception	Chinese new year/ People who help us- people in our community	(Understanding of the world - People, culture and communities - Reception) <ul style="list-style-type: none"> - Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways. 	That we are all different.	<p><u>How do the chinese celebrate the new year?</u> Know that Chinese New Year is at a different time due to the lunar calendar. Know that the years are</p>	Recognise key individuals who help us. Drawings. Know what they do-role play. Verbally respond to

		<ul style="list-style-type: none"> - Recognise some similarities and differences between life in this country and life in other countries. Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways. - Recognise some similarities and differences between life in this country and life in other countries. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class (ELG) 		<p>named after animals in the chinese zodiac and the story of the Great Race. Know that dragon dances are part of the celebrations. Know that Chinese people celebrate with special family feasts, red envelopes and fireworks.</p> <p>Who helps us? Know how to recognise a nurse, doctor, policeman, firefighter and know where these people work. State one way in which they help us. I know that the way firefighters dress has changed since the time of Guy Fawkes. I know that we no longer use hand operated water pumps.</p> <p>Understand the terms: new year, lunar, dragon dance, zodiac, community, police, fire fighters, doctors, nurses, NHS</p>	<p>scenarios.</p> <p>Be able to demonstrate how to make a 999 /112 call.</p>
<p>Year 1</p>	<p>Toys Past and Present</p>	<p>T1: Place objects in chronological order. T2 Recount changes in living memory.</p>	<p>Talking about toys in EYFS</p>	<p><u>What were our grandparents favourite toys?</u> Know the names of some</p>	<p>Place toys on a timeline. Discuss similarities and differences e.g identify</p>

		<p>T4: Describe similarities and differences.</p> <p>T6 Sort artefacts into then and now.</p> <p>T9: Talk, draw or write about aspects of the past.</p> <p>Recognise Identify Describe Observe Select Categorise Classify Sequence</p>		<p>common toys from our grandparents period and be able to describe them.</p> <p>I can name and describe my favourite toys and explain why I like them.</p> <p><u>How have toys changed over the years?</u></p> <p>I know the names of some key toys from different historical periods and can describe them eg. ball and cup, stick and hoop, marbles, spinning top, ZX spectrum, gameboy, Nintendo switch, X-box.</p> <p>I know how differences in materials and manufacturing have affected the production of toys.</p> <p>I can describe differences in toys for example how toy phones have changed from the Fisher Price plastic one to modern mobile phones with electronic features. I know in Victorian times most toys were wooden.</p> <p>I can state the ways in which crayons have changed</p> <p><u>What has stayed the same?</u></p>	<p>wood>plastic. Discuss any current innovations.</p>
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				<p>I can discuss the endurance of some toys such as cars, dolls etc. What is the same in examples over the years? I am able to give reasons for the continued popularity of such toys.</p> <p>Understand the terms: past, old, modern, Victorian, 20th century, 21st century, traditional, wooden, metal, plastic, hand-made, machine manufactured, game console.</p> <p>. Change: The introduction of plastic and mass manufacturing. Game consoles. Trade: The rise of trading cards. Mass manufacturing and trade across the world.</p>	
Year 2	Comparison of the UK with a non-European country (Kenya).	<p>T10: Understand geographical similarities and differences- non- European contrast.</p> <p>T1: Use maps, atlases and globes.</p> <p>T3: use aerial photos.</p> <p>T7: locate hot and cold areas.</p>	Weather around the world. Features of local environment	<p>Where is Kenya? What are the key physical features of Kenya? What is it like to live in Kenya? How is Kenya similar and different to the UK?</p> <p>Understand the terms:</p>	<p>Annotated maps and pictures. Comparison charts/writing. Comparative data handling e.g. weather charts.</p>

		<p>T8&9: Use basic geographical vocabulary to describe human and physical features.</p> <p>Recognise Identify Describe Observe Select Categorise Classify Sequence Compare and contrast</p>		<p>continent, Europe, Africa, map, atlas, equator, desert, climate, arid, physical feature, human feature, aerial photograph, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour, shop.</p> <p>Draw comparisons about the climate of Kenya and the UK.</p> <p>Geography I know the world is round a globe I can locate the equator and know this is the hottest part of the world I can locate the North and the South Pole. I know these are the coldest part in the world I can describe what these place are like I Know what life is for humans and animals.</p>	
Year 3	The United Kingdom	<p>T2: analyse evidence and draw conclusions.</p> <p>T7: make plans and maps using symbols.</p>	KS1-locate countries, seas	How is England in Britain, Great Britain and the United Kingdom?	Annotated maps. Map skill work including 4 figure grid references

		<p>T8: Identify where counties are in the UK and key topographical features.</p> <p>T9: Name and locate key cities in the UK.</p> <p>T10: Explain about weather patterns.</p> <p>Locational recap: Countries and capitals of the UK.</p> <p>Recognise Identify Describe Observe Select Categorise Classify Sequence Compare and contrast Recall reason/speculate Summarise Synthesise</p>		<p>What are the key places of note in the UK? Where and what is Kent? What are the key physical features of the UK?</p> <p>Understand terms: Country, Britain, Great Britain, United Kingdom, sea, city, capital, county, N, S, E, W, NE, NW, SE, SW,</p> <p>Use an atlas to label the UK countries, capitals, key cities, counties, seas and rivers. Navigate from city to city using compass points e.g travel plans for a football tour. Recognise key physical and human features of the countries of the UK (e.g regional foods). Recognise contours on a map. Describe what life is like in the mountains of the lakes.</p> <p>Geography I can describe the development of London and its role as a capital.</p> <p>I can name cities, river and mountains in the UK.</p>	<p>and compass points. Weather map of the UK. Weather charts. Explanation text: Why is the Lake District so called? Why is Kent the Garden of England?</p>
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Year 4	Vikings/Saxons	<p>T1-4 consolidation.</p> <p>T5: Understand that sources can contradict each other.</p> <p>T6: Communicate their learning in an organised way and structured way, using appropriate terminology.</p> <p>Summarise Synthesise Construct Informed responses. Interpret and explain Demonstrate understanding</p>	Refer back to Anglo-Saxons and settlements	<p><u>How well did the Saxons and Vikings get on with each other?</u></p> <p>I know the Vikings came from Scandinavia (Norway, Sweden, Denmark) and can describe them geographically.</p> <p>I know the first Viking attack on Britain was in CE 789 and that Lindesfarne was attacked in ACE793. I can describe a Viking raid.</p> <p>I can describe what made the Vikings good sailors: longboat design, navigational skills. I can discuss how their belief in Valhalla made them mighty warriors.</p> <p>I know that there were 7 Anglo-Saxon kingdoms: Kent, Sussex, Essex, Wessex, East Anglia, Mercia and Northumbria.</p> <p>I know how and why Wessx became the most powerful.</p> <p>I know Alfred the Great ruled from CE 871-899. I know he oversaw translations from latin to english and began the Saxon Chronicle. I know he fortified towns</p>	Annotated artefacts. Account of an event from both perspectives- Saxon and Viking e.g. Lindesfarne and the Saxon accounts of dragons. Parallels with racial tensions today. Extended recount/explanation/information text.

			<p>(burhs) and reinforced the army and navy. I know he agreed to split the country with the Viking king Guthrum, thus introducing Danelaw.</p> <p>I know Athelred ruled CE 924-939. That he liberated York and was the first 'king of England'</p> <p>I know that Athelred ruled CE 978-1016. I know he introduced Danegeld.</p> <p>I know the Viking Cnut ruled from 1016-1035.</p> <p>I know Edward the Confessor was a returning English king from 1042-1066. I can describe his relationship with Earl Godwinson and explain why he was heirless.</p> <p><u>What did the Anglo Saxons and Vikings leave behind?</u></p> <p>I know of Edward the confessor as king. I know the Anglo Saxons reintroduced Christianity. I know the monasteries drove the use of English as a written language. I know the Vikings introduced the jury system.</p>	
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				<p>I know the Vikings built different types of ships for different reasons. I know the Vikings travelled with flat pack furniture.</p> <p>Trade: Were the vikings- the first global traders? What did the Vikings trade and how far did they travel? I know that the Vikings incurred on the Mediterranean, East Asia, North Africa and North America. I know that they traded</p> <p>Change: Reintroduction of Christianity and the rise in the importance of writing. Danelaw and the role of the jury system. Advances in seamanship. Use of flatpack furniture- draw parallels with Ikea. Democracy: discussion of new laws and the use of the jury system.</p> <p>Empire: Did the Vikings have an empire? Was the Viking Empire as extensive as the Roman one?</p>	
Year 5	Ancient Egypt	<p>T1- Use dates to order and place events on a timeline.</p> <p>T2: compare sources of information available for the study of different times in the past.</p> <p>Make comparisons between aspects of periods in history</p>	Refer back to Romans. Contrast with Benin.	<p><u>How do we find out about the ancient Egyptians?/Who do these objects belong to?</u></p> <p>Know:</p>	<p>Annotated artefacts. Timeline. Extended writing from a range of sources. Source validity exercise.</p>

		<p>and the present day.</p> <p>T4: Understand that the type of information available depends on the period of time studied.</p> <p>T5- evaluate the usefulness of a variety of sources.</p> <p>T6: Present findings and communicate knowledge and understanding in a variety of ways.</p> <p>T7: Provide an account of a historical event based on more than one source.</p> <p>T8: Give some reasons for some historical events.</p> <p>Summarise Synthesise Construct informed responses Interpret and explain Demonstrate understanding. Empathise</p> <p>Reach informed conclusions Make reasoned judgements Reflect Justify Apply Evaluate</p>	<p>Old Kingdom 2600BCE-2100BCE Middle kingdom 2000BCE-1650BCE New Kingdom 1540-1075 7500- first settlers by the River Nile</p> <p>Know that Howard Carter found the tomb of Tutankhamun in 1922. Know that Tutankhamun (reigned 1332-1323) was not an important pharaoh but his tomb was a significant find. Know that the Ancient Egyptians believed in the after life. Discuss how Pharaohs were buried with what they would need in the afterlife and this reflects their life. I know that they mummified their dead (where affordable).</p> <p>Know Ma'at was the most important god to most Egyptians as she was the goddess of truth who decided if you had an afterlife. I know that the translation of the Rosetta stone was key to interpreting Egyptian hieroglyphs.</p> <p><u>What was everyday life like?</u></p> <p>Know That farming was the</p>	<p>Explanation of causality eg.why and how did Tutankhamun die? Explanatory diagrams/ instruction texts. Historical narrative in English.</p>
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			<p>basis of life. Know the farming periods: Akhet, (inundation) Peret, Shamu. Know that they used basin irrigation and shadufs. Know the inundation led to greater fertility. Know that there was a class system: Pharaoh, officials e.g. (vizier, priests, soldiers, scribes, merchants, craftsmen, farmers and slaves. Know that they had leisure time.</p> <p><u>Why build pyramids?</u></p> <p>I know that important Ancient Egyptians were buried in mastabas before there were pyramids. I know the first step pyramid was in Saqqara (2630 BCE). I know the Red pyramid at Dahshur (c2589 BCE) was the first smooth sided one. I know the Great pyramid at Giza (c2566 BCE) is the only surviving seven wonder of the world and the largest pyramid in the world. I know the pyramids were built mainly by farmers. I know the pyramids were pointed to help the 'ba' (soul) transcend to the afterlife. I know they mummified their dead.</p>	
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			<p>I know the Book of the Dead helped them navigate to the next life. The many chambers were filled with objects needed in the afterlife. I know pyramids were often raided I know other Pharaohs were buried in the Valley of the Kings.</p> <p>Understand the terms: civilisation, unification, BCE, pharaoh, archaeologists, excavation, pyramid, inundation, fertile, essential, trade, transport, irrigation, papyrus, hieroglyphs, mummification, afterlife, canopic jars.</p> <p>Empire: The Pschent crown. The rise of the New Kingdom and expansion into Nubia and the near east. How is an empire different to a dynasty?</p> <p>Trade: Who did the ancient Egyptians trade with ? What did they trade? How important was the River Nile in their trading?</p> <p>Change: Use of lunar calendar to farm more efficiently. Papyrus and writing. Decimals, fractions, negative numbers and the number</p>	
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				<p>zero. Pi. 2 types of clock. Ox-drawn plough, sickle, irrigation, shadoof. Toothpaste and a vast array of surgical instruments. Democracy: What is a theocratic monarchy? How does this eliminate the need for democracy? Or does it?</p> <p><u>Geography</u> I know the main ways rivers, canals and mountains are used by humans. I know the main ways rivers, canals and mountains are used by humans (Leisure and Trade, Ancient Egypt, River Nile) I know how humans can affect rivers (e.g. damming) and how rivers can affect humans (e.g. flooding) and the possible implications of these effects</p>	
Year 6	Ancient Greece	<p>T1: Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</p> <p>T2: construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>T3: Understand how our knowledge of the past is constructed from a range of sources.</p> <p>T4: Make confident use of a variety of sources for independent research.</p>	Contrast to romans and Egyptians	<p><u>Who were the ancient Greeks?</u></p> <p>Know that the Ancient Greek period was 200BCE to 150CE Know that the Classical golden age was 500BCE to 323BCE. Locate mainland Greece and its islands as well as Athens and Sparta.</p>	<p>Timeline. Annotated artefacts. Evaluations of sources and historical theories. Explanation of the build up to an event. Comparison of an aspect eg Greek democracy compared to Rome's senate. What trends led to it being crushed by the</p>

		<p>T5: Describe a chronologically secure knowledge of British and local history,, establishing clear narratives within and across the periods studied.</p> <p>T6: Note connections, contrasts and trends over time and show developing appropriate use of historical terms.</p> <p>Summarise Synthesise Construct informed responses Interpret and explain Demonstrate understanding. Empathise</p> <p>Reach informed conclusions Make reasoned judgements Reflect Justify Apply Evaluate Critique Hypothesise-devise historically valid enquiry questions</p>	<p>Know Greece to have a predominantly Mediterranean climate (affected by being one of the most mountainous countries in Europe). Know that city states most likely grew due to the geography of the country. Name some of the differences between city states, focus on Athens and Sparta. Know the Trojan War (12/13 century BCE) inspired lots of Greek literature such as Homer's Odyssey and the Iliad. Know that much of our understanding of this time comes from depictions on pottery. Know Alexander the Great (ruled 336-323BCE) overthrew the Persian Empire and laid the foundations for the Hellenistic world of territorial kingdoms. Know the geographical extent of Alexander's empire. Know that the new coinage introduced by Alexander aided trade throughout the Mediterranean and even further. Know that the success of the Roman Empire was in part due to the success of</p>	<p>Romans? Independent research project.</p>
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			<p>Alexander. Know that Greece was politically divided after Alexander's death leading to the Roman victory at Corinth in 146BCE.</p> <p><u>What is democracy?</u> Know that around 508BCE Athens became one of the first democracies. Understand the contributions made by Solon (594BCE), Cleisthenes (508/507BCE) and Ephialtes (463 BCE). Know that Athen's democracy was based on direct voting not representation. Know that Athenian democracy was only available to 10% of the population- Athenian free men. Know that some other states had their own form of democracy.</p> <p><u>What is the legacy of the Ancient Greeks?</u></p> <p>Know that the first Olympic games was held in 776BCE at Olympia as a way to worship Zeus. Know the Battle of Marathon took place during the first Persian invasion of Greece in 490BCE. Know that an Athenian</p>	
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			<p>messenger ran from MArathon to Athens to report the defeat of the Persians. Be able to describe a famous landmark and remark on its design. Know the brothers Zeus, Hades and Poseidon were the most important gods and why.</p> <p>Understand the terms: empire, city state, democracy, oligarchy, politics, dikasteria, boule, ekklesia, polis, olympics, Spartan, Athenian, Persian, strategy, gods, goddesses, mythology, architecture.</p> <p>Empire: How far did the ancient Greek Empire extend?</p> <p>Trade: How did the Greeks trade within and between city states? What did they trade with other countries?</p> <p>Change: inventions such as the water mill, gears, cartography, odometer, tables to find prime numbers, Pythagorus, alarm clock, philosophy, scientific discoveries (Hippocrates) etc.</p> <p>Democracy: To what extent can the ancient Greeks be</p>	
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				<p>seen to have invented democracy?</p> <p>Geography</p> <p>I can name and locate the biggest cities in Ancient Greece (Athens Sparta).</p> <p>I can name and locate the biggest mountain in Greece.</p> <p>I can name and locate rivers,lakes,and cities.</p>	
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Spring 2					
Year group	What will be taught?	Skills	What was the previous learning?	Knowledge	Expected outcomes/evidence
Nursery	<p>Once upon a time-</p> <p>Including - going on a bear hunt-environments Habitats</p>	<p>(Understanding of the world - The natural world - Nursery)</p> <ul style="list-style-type: none"> - Talk about what they see, using a wide vocabulary - Begin to understand the need to respect and care for the natural environment and all living things. 	N/A	<p>What can we see outside? Where do different animals make their homes?</p> <p>Understand the terms: environment, habitat, natural, man-made, observe, plant, animal, growth, home, decay, care.</p> <p>Bug hunts Plant detective walks. How to care for the plants and</p>	<p>Locational knowledge eg. place animals in their habitat.</p> <p>Recognise hot and cold locations on a map-place and discuss animals.</p> <p>Maps of grounds and what lives there.</p>

				<p>animals on the school site. What animal lives where e.g. polar bears-Arctic, penguins-south, camels- desert. I know that plants change and grow over time. I know some of the ways in which animals change as they get older,</p>	
<p>Reception</p>	<p>Once upon a time- Including - going on a bear hunt-environments.</p>	<p>(Understanding of the world - The natural world - Reception)</p> <ul style="list-style-type: none"> - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Talk about what they see, using a wide vocabulary - Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG) <p>(Understanding of the world - Past and present - Reception)</p> <ul style="list-style-type: none"> - Compare and contrast characters from stories, including figures from the past. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (ELG) <p><i>B Squared Step headings: Geography: Geographical skills and Fieldwork</i></p>		<p>What can we see outside? Where do different animals make their homes?</p> <p>Understand the terms: environment, habitat, natural, man-made, observe, plant, animal, growth, home, decay, care.</p> <p>Bug hunts Plant detective walks. How to care for the plants and animals on the school site. What animal lives where e.g. polar bears-Arctic, penguins-south, camels- desert.</p> <p>I know that plants change and grow over time. I know some of the ways in which animals change as they get older,</p>	<p>Locational knowledge eg. place animals in their habitat. Recognise hot and cold locations on a map-place and discuss animals.</p> <p>Discuss and evaluate their environment. Give simple directions for bear hunt.</p>

		<i>Human and Physical Geography Place knowledge</i>			
Year 1	Where do I live? (The UK). The Four Seasons- spring	<p>T7: Name, describe and compare familiar places.</p> <p>T8: Link their home with other places in their local community.</p> <p>T9: Know about some present changes that are happening in the local environment.</p> <p>T1: Ask simple questions e.g. What is it like to live in this place?</p> <p>T2: Use simple observational skills to study the geography of the school and its grounds.</p> <p>T10: Suggest ideas for improving the school environment.</p> <p>T3: Use simple maps of the local area.</p> <p>T4: Use locational and directional language to describe locations and routes.</p> <p>T5: Make simple maps and plans.</p> <p>Recognise Identify Describe Observe Select Categorise Classify</p>	Autumn weather to compare to	<p>Why is spring the season of re-birth? Where do I live? What is the UK? Understand the terms: environment, spring, re-birth, shoots, warmth, blossom, United Kingdom, Britain, Sea, country, county, postcode, address, capital city, map, key, north, east, south, west, physical feature, human feature.</p> <p>Understand the difference between Britain and the Uk. Label the countries, seas and capitals of the Uk. Record their address and explain the meaning of each line. Make a map of the school grounds.</p> <p>Geography Know the key human and physical features Understand the geography of the local area using observation and map Know how land is used in Bexley Explore the different types of housing in Bexley Know the different service</p>	<p>Annotated maps of the UK and local area. Children produce their own map of the school grounds. Practical navigating around the grounds and locality. Environmental improvement campaign</p>

				<p>offered in Bexley</p> <p>Understand how we can improve the local area</p>	
<p>Year 2</p>	<p>Around the World: The 7 continents.</p>	<p>T1: Use world maps, atlases and globes to identify UK and other countries.</p> <p>T3: Use aerial photographs and plan perspectives to recognise landmarks.</p> <p>T5: Name and locate the world's 7 continents and five oceans.</p> <p>T&: Name, locate and identify characteristics of the seas surrounding the UK.</p> <p>T8: Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world.</p> <p>Locational recap: Consolidate countries and capitals of the UK</p> <p>Recognise Identify Describe Observe Select Categorise Classify Sequence Compare and contrast Recall reason/speculate</p>	<p>Build on weather knowledge from Y1</p>	<p>Why 1 planet, 7 worlds? Why are poles cold? What is life like on the Equator?</p> <p>Understand terms; world, map, atlas, globe, continent, country, North, South, hemisphere, equator, ocean, sea, capital, location, weather, climate, arctic, temperate, desert.</p> <p>Name and locate continents, oceans, countries of the UK, seas and capitals of UK</p> <p>Geography</p> <p>Know the world is round/ a globe</p> <p>Locate the equator and know this is the hottest part of the world</p> <p>Locate the North and South Pole and know these are the coldest parts of the world</p> <p>Be able to describe what these places are like</p> <p>Know what life is like for humans, animals and plants in these areas.</p>	<p>Annotated maps. Comparison of weather data. Map skills</p>

Year 3	Contrasting Locality: Thamesmead and the Lake District	<p>T1: Describe the location.</p> <p>T2: Analyse evidence and draw conclusions to compare localities.</p> <p>T3: Recognise that different people hold different views about an issue.</p> <p>T4: communicate findings in a range of ways.</p> <p>T5: vocabulary.</p> <p>T10: Identify the physical and human features of a locality.</p> <p>T12: Recognise there are similarities and differences between places.</p> <p>T13: Develop an awareness of how places relate to each other.</p> <p>T6: detailed fieldwork sketches.</p> <p>T7: Use of camera, rain gauge.</p> <p>Recognise Identify Describe Observe Select Categorise Classify Sequence Compare and contrast Recall reason/speculate Summarise</p>	KS1 features of localities. Build on Ks1 environmental campaigns.	<p>What is it like in Thamesmead? What is it like to live in the Lake District?</p> <p>Understand the terms: locality, physical features, human features, population, employment, industry, leisure, business.</p> <p>Physical features of Thamesmead e.g. marshland, River Thames. Key employers and districts.</p> <p>Key physical and human features of the Lakes e.g. mountains, lakes, farming, tourism.</p> <p>Compare and contrast weather data, population data, including density-how does this impact on services? Plan a trip to the Lake District. Compare and contrast daily life. Look at a local scheme e.g. regeneration, new bypass and discuss different opinions of it.</p> <p>Geography</p>	<p>Annotated maps and pictures. Comparison charts/writing. Comparative data handling e.g. weather charts.</p> <p>Use a range of sources to research and explain what each tells us. Look for discrepancies in sources.</p>

		Synthesise			
Year 4	Vikings continued	See Spring 1			Range of sources used. Eg. give different groups different sources to answer a set of questions. Then re-group and see if they can collate information- who has the contradiction? Extended group research into an aspect. Discussion of the legacy.
Year 5	Ancient Egypt	See Spring 1	See above		Independent/ group research on an aspect of life
Year 6	Ancient Greeks Continued. Review of Historical threads	See Spring 1		Class to look at	

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Summer 1					
Year group	What will be taught?	Skills	What was the previous learning?	Knowledge	Expected outcomes/evidence
Nursery	Changes - Habitats	(Understanding of the world - The natural world - Nursery) <ul style="list-style-type: none"> - Talk about what they see, using a wide vocabulary. - Begin to understand the need to 	Habitats	Continued	Place animals in the correct habitat. Drawings. Discuss the sea-side

		respect and care for the natural environment and all living things.			
Reception	Changes	<p>(Understanding of the world - The natural world - Reception)</p> <ul style="list-style-type: none"> - Explore the natural world around them - Describe what they see, hear and feel whilst outside. - Talk about what they see, using a wide vocabulary - Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG) <p><i>B Squared Step headings:</i> <i>Geography: Geographical skills and Fieldwork</i> <i>Human and Physical Geography</i> <i>Locational knowledge</i> <i>Place knowledge</i></p>	Habitats	<p>How has the environment changed now it is summer? Discuss spring and summer changes.</p> <p>How do animals change? Name baby and adult animals and discuss how they change.</p> <p>Focus on minibeasts. Look at caterpillars and discuss metamorphosis. What other insects and animals change in this way? What different environments are there? Which animals live where? I can describe changes in the environment throughout the seasons. I can sequence changes in animals. I can describe how I have changed.</p>	<p>Summer walk.</p> <p>Bug hunt</p> <p>Keep caterpillars and discuss life cycle</p>
Year 1	Seas and Coasts.	<p>T1: Ask simple geographical questions e.g. what is it like to live here?</p> <p>T4: Use locational and directional language to describe the location of features and routes.</p> <p>T6: Name, locate and identify</p>	Discussion of what different places are like and weather. Routes around school.	<p>What is it like by the coast?</p> <p>Understand the terms: sea, ocean, coastline, beach, dune, cliff, wave, island, mainland, promenade, pier, harbour, erosion, tourism, attraction, urban, rural.</p>	<p>. Map skills of a seaside locality. Identification of physical and human features. Diary entry. Plan day at the beach, including travel plan.</p>

		<p>characteristics of the seas surrounding the UK.</p> <p>Recognise Identify Describe Observe Select Categorise Classify Sequence Compare and contrast</p>		<p>Locate key side resorts/towns. Identify key features from photographs. Resort study e.g. Margate. Locate islands of the UK-what is life like here?</p>	
Year 2	<p>Significant individuals: The life of Queen Victoria</p> <p>Victorian life and Sir William Anderson</p>	<p>T7: Describe significant historical events, people and places in their own locality.</p> <p>Consolidate KS1</p> <p>Recognise Identify Describe Observe Select Categorise Classify Sequence Connect and make links.</p>	<p>Changes in London. Victorian toys and holidays in Y1</p>	<p>Who were the Victorians? I know the Victorian age (1837-1901) is named after Queen Victoria. I know there was great wealth and great poverty. I know it was a time of great invention and scientific discovery I know Alexander Graham Bell invented the telephone (1876) I know the 1840s saw the biggest growth in the railways in the UK I know Victorian schools used rote learning and corporal punishment.</p> <p>Why is Queen Victoria known as the grandmother of Europe? I know Victoria was born on 24th May 1819 at Kensington Palace</p>	<p>Biography. Annotated artefacts. Benefits of the places he built. Local area study.</p>

				<p>I know she became queen on 20th June 1837 at the age of 18. I know she died on 22nd January 1901 at Osborne House I know she married her cousin, Prince Albert on 10th February 1840.</p> <p>I know the Great Exhibition of 1851 was a big science fair. I know Albert died on 14th December 1861 (aged 42) I know Victoria wore black for the rest of her life. I know they had 9 children (and 37 grandchildren at her death) I know her children married into other European Houses. I know the British Empire ruled roughly a quarter of the world during her reign.</p> <p>Who was Sir William Anderson? Born 1835 in St Persburg Died 1898 woolwich I know he built a new engineering works at Erith for Easton and Amos. I know they made gun mountings. I know he improved the design of the centrifugal Pump (link to Great Exhibition) I know he served for 27 years on the Erith School Board. I know in 1889 he became director general of the ordnance factories (based at Woolwich Arsenal)</p>	
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				<p>Understand the terms: monarch, queen, era, Victorian, empire, Europe, ordnance factory, engineer, mass manufacturing, knighthood.</p> <p>Empire: How did the British Empire change under the monarchy of Queen Victoria? How did the BE become the largest empire in the world? How is this reflected in the world today?</p> <p>Change: How had the Industrial revolution changed the daily lives of people? Railway and shipping boom. Telegrams and telephones.</p> <p>Trade: how did the Empire affect global trade? How was this affected by the Industrial revolution, communication advances and the railway and shipping booms?</p> <p>Democracy: A queen on the throne but no right to vote for women? The rise of the suffragettes.</p>	
Year 3	Romans abroad	<p>T1: Use an increasing range of common words and phrases relating to the passing of time.</p> <p>Connect and make links Compare and contrast Recall Reason/speculate Summarise</p>	Build on knowledge of stone age/celts	<p>Who were the Romans? How did they build an empire? I know Rome was built in 753 BCE by Romulus. I know by the 3rd Century BCE Rome ruled much of Italy. I know that around 500 BCE Rome was a republic. I know that by 10BCE Rome</p>	<p>Annotated maps of the Empire. Discuss how Rome expanded. How did Rome become so successful? Annotated towns/ houses. Menu plans</p>

		Synthesise		<p>was an empire rules by an emperor.</p> <p>I know the empire conquered a quarter of the world.</p> <p>I know they did this through technology, specialised soldiers and discipline.</p> <p>I know the empire fell apart around 450 CE.</p> <p>I know the forum was the town centre.</p> <p>I know the senate was the governing council.</p> <p>I know all senators were male and usually from wealthy families.</p> <p>I know villas were farms with large stone built houses.</p> <p>I know villas had mosaics.</p> <p>I know villas had many rooms</p> <p>I know most villas had baths and hypercausts.</p> <p>I know the Romans had many gods and goddesses.</p> <p>I know there were 12 major gods and that some of these were adapted from the ancient Greek gods.</p> <p>I know that the first Roman calendar had 10 months and 304 days, using names of gods and evolved into the Gregprian calendar.</p> <p>I know the Romans had many feast days.</p> <p>Understand the terms: BCE(E), AD (CE), Roman, empire,emperor, civilisation, invasion, senate, villa, bath</p>	
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				house.	
Year 4	Europe	<p>T6: Demonstrate knowledge of features about places around them beyond the UK.</p> <p>T7: Identify where countries are within Europe, including Russia.</p> <p>T8: Recognise that people have differing qualities of life in different locations and environments.</p> <p>T9: Know how the locality is set within a wider geographical context.</p> <p>T14 Explore weather patterns around parts of the world.</p> <p>T15: Know about the wider context of places- region, country.</p> <p>T16: Understand why there are similarities and differences between places. Recognise the different shapes of countries.</p> <p>Locational recap: continents and oceans of the world.</p> <p>Classify Sequence Compare and contrast Recall reason/speculate Summarise Synthesise Explain Demonstrate understanding</p>	Build on knowledge of UK	<p>Is Europe a proper continent? What is so special about the Mediterranean? What is life like in Italy? What is the EU?</p> <p>Understand the terms: continent, country, climate zone, coastline, mountains, rural, urban, sea, region, organisation, division, economic activity.</p> <p>Locate countries, capitals, climate zones, rivers, seas of Europe. Discuss the term continent-use Turkey as an example. Study of the Mediterranean- how does the sea affect the countries? Similarities and differences. Italy- regional organisation, divisions.</p> <p>Time dependent: What is the EU? What are its aims?</p>	<p>Map skills. Annotated maps and pictures. Comparison of localities.</p>

Year 5	South America. (Rainforests and migration)	<p>T7: Understand about weather patterns around the world and relate these to climate zones.</p> <p>T10: Understand how humans affect the environment over time.</p> <p>T11: Know about changes to world environments over time.</p> <p>T12: Understand why people seek to manage and sustain their environment over time.</p> <p>T3: recognise the different shapes of countries.</p> <p>T5: Know about the wider context of places</p> <p>Recall reason/speculate Summarise Synthesise Explain Demonstrate understanding Empathise Reach informed conclusions Make reasoned judgements</p>	Caring for environment in year 3	<p>Which countries make up South America? Why are rainforests worth fighting for? Why are Brazilians moving to the cities?</p> <p>Understand the terms: human feature, physical feature, climate zone, biome, rainforest, emergent layer, canopy, understorey, forest floor, deforestation, rural, urban, migration, urbanisation, economic activity, tourism. C.B.D, Locate countries, capitals, rivers and climate zones of S. America. Label key physical and human features of Brazil. Describe layers of Amazon rainforest and discuss the importance of protecting it. Indigenous tribes. Contrast climates of Manaus, Rio and London. Pushes and pulls leading to migration in Brazil. Economic divisions of Rio. Features of other S. American countries.</p>	<p>Annotated maps and pictures. Different layers of the rainforest. Persuasive and explanatory writing-environmental campaign. Statistical analysis of weather. Tourism guides.</p>
Year 6	North America	T4: Identify the physical characteristics and key topographical features of the countries within North America.		<p>What makes up the continent? How diverse is the USA? Where are the people and how</p>	<p>Annotated maps. Explanation text on Grand Canyon.</p>

		<p>T13: Compare the physical and human features of a region of the UK and a region in North America, identifying the similarities and differences.</p> <p>T3: Use fieldwork to observe, measure and record.</p> <p>Empathise Reach informed conclusions Make reasoned judgements Justify Apply Evaluate Critique Hypothesise</p> <p>Locational recap: Countries of South America. How does North America compare and contrast?</p>		<p>easy is it to keep them fed? How has New York changed through the years?</p> <p>Understand the terms climate, biome, canyon, delta, drought, erosion, flood plain, geology, gorge, lake, latitude, longitude, levee, mountain, mountain range, plateau, prairie, river, population density, population distribution, topography.</p> <p>Name and locate key features in the USA including states, lakes, rivers, mountains, deserts, and settlements. Discuss the diversity of the USA by locating key settlements and looking at their characteristics. Formation of the Grand Canyon. Use census data to discuss population distribution. Discuss climate extremes through analysing climate data</p> <p>e.g. Mississippi floods, Californian droughts. Agricultural diversity-regional variations. Development of New York compared to London</p>	<p>Statistical work on climate and population. Historical comparisons of New York-timelines, ordering photos, maps etc and annotating with cause and effect.</p>
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Summer 2

Year group	What will be taught?	Skills	What was the previous learning?	Knowledge	Expected outcomes/evidence
Nursery	The world around us- mini-beasts, creatures of the world, different cultures	<p>(Understanding of the world - the natural world - Nursery)</p> <ul style="list-style-type: none"> - Begin to understand the need to respect and care for the natural environment and all living things. <p>(Understanding of the world - People, culture and communities- Nursery)</p> <ul style="list-style-type: none"> - Continue to develop positive attitudes about the differences between people - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos <p>(Understanding of the world - Past and Present - Nursery)</p> <ul style="list-style-type: none"> - Begin to make sense of their own life-story and family's history. 	Habitats and sea environment	<p>The mini-beast zoo in our backyard. How is our world changing?</p> <p>Understand the terms: environment, observe, plant, animal, natural, living, dead, decay, mini-beast, insect, steward, care.</p> <p>Mini-beast hunt. How can we help mini-beasts? Discuss plant life cycles. How do we care for our garden? What happens when things die?</p>	<p>Complete bug hunt</p> <p>Drawings</p> <p>Talk about decay</p>
Reception	The world around us- , creatures of the world, different cultures.	<p>(Understanding of the world - The natural world - Reception)</p> <ul style="list-style-type: none"> - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Talk about what they see, using a wide vocabulary - Recognise some environments that are different to the one in which they live. 	Habitats and sea environment	<p>What is our world like? Discuss the differences and similarities around the world. Traditions, different dress, schools, houses, animals, food etc.</p> <p>What is it like at the seaside? Discuss and sort land and sea animals. Discuss what it is like at the beach</p>	<p>Sort artefacts into their country/continent. Place animals in the correct habitat. Drawings. Discuss the sea-side. List things to go in the bucket. Discuss why we live on land. Discuss how ways in</p>

		<ul style="list-style-type: none"> - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (ELG) - Explore the natural world around them, making observations and drawing pictures of animals and plants. <p>(Understanding of the world - People, culture and communities)</p> <ul style="list-style-type: none"> - Draw information from a simple map. - Understand that some places are special to members of their community - Recognise some similarities and differences between life in this country and life in other countries. - Describe their immediate environment using knowledge from observations. Discussions, stories, non-fiction texts and maps (ELG) - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps (ELG) <p>(Understanding of the world - Past and present - Reception)</p> <ul style="list-style-type: none"> - Comment on images of familiar situations in the past. 		<p>and what we may do on a trip to the beach. Why is it important to look after our seas? Discuss pollution with a focus on plastic.</p>	<p>which we affect the sea eg. rubbish, pollution, catching fish etc.</p> <p>Explore floating and sinking</p>
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		<ul style="list-style-type: none"> - Compare and contrast characters from stories, including figures from the past. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (ELG) - Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG) 			
Year 1	Seaside Holidays	<p>T10: Understand key features of events.</p> <p>T11: identify some similarities and differences between ways of life in different periods.</p> <p>T8: relate their own account of an event and understand that others may give a different version.</p> <p>Recognise Identify Describe Observe Select Categorise Classify Sequence Connect and make links Compare and contrast</p>	Talking about the seaside. Work in geography on coasts.	<p>Where did people go on holiday before aeroplanes? I can say where I have been on holiday. I know that in Victorian times (1837-1901) people went to the English Seaside. I know people mainly travelled by coach or train. I know employers often organised days out to the beach for their staff and families.</p> <p>How have coastal resorts changed? I know the first piers were built in the early 19th century. I know Punch and Judy is a puppet show. I know Punch and Judy originated in Italy in the 16th century and was first recorded in England in the 17th century. I know Punch has a high pitched</p>	Compare their holidays to those of the past. Compare artefacts eg. bathing costumes. Recount a day at the seaside based on a trip or the sources given (these could differ between groups to give different accounts to discuss).

				<p>voice.</p> <p>I can compare old and new artefacts.</p> <p>I know in 1871 the August bank holiday was introduced.</p> <p>I know Margate became a popular destination for Londoners.</p> <p>I know the Royal sea bathing hospital opened in 1791.</p> <p>I know it had outdoor wards for people to take the air.</p> <p>I know a recreation park was opened in the 1870s and then reimagined as Dreamland in 1920.</p> <p>I know the Scenic railway opened in 1920.</p> <p>I know it is the oldest surviving amusement park in Britain.</p> <p>I know Margate has had lots of investment to regenerate the town.</p> <p>Understand the terms: holiday, past, present, Victorian, bathing costume, pier, promenade, railway.</p> <p>Change: Industrialisation and the rise of employer days out. The effect of the railways on accessibility of the coast.</p> <p>Trade: How did coastal towns make the most of their economic opportunities?</p> <p>Geography</p> <p>The introduction of plastic maps</p>	
Year 2	Significant People: Florence Nightingale and Mary Seacole.	T2: Identify similarities and differences between ways of life in different periods.	Earlier use of sources Edith Cavell	<p>What is a significant person?</p> <p>I can name people who are significant to me.</p> <p>I know Queen Victoria was a</p>	Compare and contrast the women. How were they different to Edith Cavell? Discuss nursing

		<p>T3: ask and answer questions.</p> <p>T8: Use a wide range of vocabulary of everyday historical terms.</p> <p>T9: Speak about how they have found out about the past. Also in writing and drawing</p> <p>Recognise Identify Describe Observe Select Categorise Classify Sequence Connect and make links. Compare & contrast Recall reason/ speculate</p>	<p>significant person in our history.</p> <p>Who was Florence Nightingale? I know Florence was born in Florence, Italy in 1820. I know she died August 13th 1910 in London. I know she was educated at home with her sister. I know she trained for 3 months and 2 weeks. I know she went to the Crimean war on 21st October 1854. I know she was based in Scutari. I know she led 38 nurses. I know she was called the lady of the lamp. I know she greatly improved hygiene. I know she returned in August 1856. I know the Nightingale School of Nursing opened at St Thomas' Hospital in 1860. I know the school formalised nursing education. I know she was the first woman to receive the Order of Merit.</p> <p>Who was Mary Seacole? I know she was born in Jamaica in 1805. I know she died in London in 1881. I know she had more nursing experience than Nightingale. I know she was refused by the British army. I know a relative of her deceased husband helped her to get to Crimea in 1855. I know she set up the British Hotel to help the soldiers. I know she worked in military</p>	<p>innovations and differences to today. Discuss what sources tell them, e.g. a picture of Florence.</p>
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			<p>hospitals. I know she worked at handover areas for injured troops. Upon her return to England she was declared bankrupt.</p> <p>Discuss why Nightingale is the more significant individual due to her legacy and who we think is most inspirational and why.</p> <p>Understand the terms: significant, war, influence, nurse, hospital, crimea, problem, solution, government, challenges, racial prejudice, improvements, legacy.</p> <p>Empire: Why was Mary Seacole in the Crimean war? Change: The changes in sanitation. The birth of modern nursing-the first training for nurses. Why was Mary Seacole seen as unsuitable? Would this be the case today?</p>	
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<p>Year 3</p>	<p>Romans in Britain</p>	<p>T1: Use an increasing range of common words and phrases relating to the passing of time.</p> <p>Check back on KS1 targets.</p> <p>Connect and make links Compare and contrast Recall Reason/speculate Summarise Synthesise Construct informed responses.</p>	<p>Refer back to romans abroad. Refer back to Celts.</p>	<p>Why and how did the Romans invade Britain? I know Caesar tried to invade Britain in 55 BCE and again in 54 BCE. I know Claudius invaded in 43 BCE. The Romans wanted our gold, tin and iron as well as to add to their empire. The Roman army was very organised and well trained. I know how the tortoise, catapults and ballistae helped them win battles. Who was Boudicca? I know some Celtic tribes paid taxes to the Romans. I know Boudicca was the queen of the Iceni tribe. (Norfolk) I know in 60 CE she raised a rebellion throughout East Anglia. I know they burned down Colchester. I know she lost the battle of Watling Street. I know there are contrasting accounts of Boudicca.</p> <p>How did the Romans change Britain? I know the Romans built many roads and forts. I know the Romans built Hadrian's wall. I know Londinium grew rapidly. I know they built aqueducts. I know they introduced Latin and Christianity. I know they had toilets.</p> <p>Understand the terms: invade, conquest, empire, settle, occupy,</p>	<p>Compare and contrast to Celts. Look at different views of the same event eg. celtic and roman views of Boudica. Why did they build Hadrian's wall- geography link. What is the roman legacy in Britain? What are the benefits and drawbacks of them being here? Roman place names in geography. DT</p>
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				<p>rebellion, centurion, pict.</p> <p>Empire: What was the extent of the Roman Empire? How were they so successful?</p> <p>Democracy: How democratic was the republic? What was the role of the senate?</p> <p>Trade: what did the Romans trade and who with? How did red pottery reach every corner of the empire? The iron and salt monopolies.</p> <p>Change: shields and armour, trebuchets and professional soldiers. Baths and central heating, toilets. Aqueducts and roads (concrete) Roman calendar.</p>	
Year 4	Rivers	<p>T5: Plan the steps and strategies for enquiry.</p> <p>T2: Measure straight line distances.</p> <p>T3: 6 figure grid references.</p> <p>T4: Draw accurate maps.</p> <p>T12: describe how people have been affected by changes in the environment.</p> <p>Classify Sequence</p>	Comparisons in Y3	<p>How are waterfalls formed and what are their benefits?</p> <p>How are rivers formed and how do they shape the landscape?</p> <p>Why do we have floods?</p> <p>Understand the terms: landscape, physical feature, man-made feature, water cycle, river, source, tributary, course, river bed, meander, mouth, delta, waterfall, journey, precipitation, water table, flood, flood plain, defences, erosion, deposit, silt, hydro-electricity, topographical.</p>	<p>Map the course of a river.</p> <p>Diary of a water droplet/stone.</p> <p>Interpretation of statistics: rainfall data.</p> <p>Persuasive debate/letter-flood defences/hydroelectricity.</p>

		<p>Compare and contrast Recall reason/speculate Summarise Synthesise Explain Demonstrate understanding</p>		<p>Formation of rivers and the journey of a river, including transportation within them (erosion). Map the River Thames. How the River Thames has shaped the land, economy etc. Flood study- why are they becoming more common? Why are there 2 sides to flood defences? Thames barrier. Study of a waterfall.</p>	
Year 5	South America (including coasts)	<p>T9: Know about the physical features of coasts and rivers and begin to understand erosion and deposition.</p> <p>T10: Understand how humans affect the environment over time.</p> <p>T11: Know about changes to world environments over time.</p> <p>T12: Understand why people seek to manage and sustain their environment over time.</p> <p>6 figure grid references</p> <p>Locational recap: key cities, ports and seaside resorts of the UK</p> <p>Speculate Summarise Synthesise Explain Demonstrate understanding Empathise</p>	Impact of physical features e.g. rivers in Y4. Environmental impact and views in Y3	<p>What is a coast? How does the coast shape the land?</p> <p>Coast, erosion, deposition, longshore drift, stacks, arches, caves, stumps, abrasion, attrition, hydraulic action, groyne, tourism.</p> <p>Identify key coastal features. Explain how hydraulic action transforms the landscape. Discuss ways to slow erosion.</p> <p>Why do so many Brazilians live by the coast? Tourism in Brazil (including carnival). Discuss coastal resorts used as getaways for Londoners. Compare and contrast Rio, Southend and Margate.</p>	<p>Annotated maps and pictures. Cause and effect. Statistical analysis of erosion data. Explanation texts. Comparison charts. Tourism guides.</p>

		<p>Reach informed conclusions Make reasoned judgements Justify Apply Evaluate</p> <p><i>B Squared Step headings:</i> <i>Geography: Geographical skills and Fieldwork</i> <i>Human and Physical Geography</i> <i>Locational knowledge</i> <i>Place knowledge</i></p>			
Year 6	Natural resources, Trade and economics.	<p>Y5: time zones.</p> <p>T1: Use maps, atlases and globes to locate and describe countries.</p> <p>T2: 8 compass points, 6 figure grid references.</p> <p>T9: Types of land use, economic activity, trade links, distribution of natural resources e.g. water, food, minerals</p> <p>Locational recap: World countries. UK counties- which are rich in what? Key ports of the UK</p> <p>Empathise Reach informed conclusions Make reasoned judgements Justify Apply Evaluate Critique Hypothesise</p>	Settlements in Y4. Trade in Benin and Egypt.Y5	<p>How did trade become global? Why was rationing needed in WWII? What does the UK and US import and export? What is fair trade?</p> <p>Understand the terms: trade, resource, goods, global, international, import, export, supply and demand, supply chain, corporation, logo, border, interdependence, sector, production, manufacture, processed/unprocessed.</p> <p>Globalisation-how trade has changed through history to evolve into companies such as Starbucks and Ikea. Adam Smith Key resources of the world. Food imports to the UK, effect of WWII. Cotton production. Key imports and exports of the UK and US.</p>	<p>Annotated maps, pictures. Data handling. Map skills. Impact of war- food diary, import charts/ Covid 19. Use of alternatives eg. eyeliner for stockings.</p> <p>What do the different states of the US export? How have tariffs and the Make America Great Campaign affected this- Critical debate.</p>

		<p><i>B Squared Step headings:</i> <i>Geography: Geographical skills and Fieldwork</i> <i>Human and Physical Geography</i> <i>Locational knowledge</i> <i>Place knowledge</i></p>		<p>Fairtrade (link to Big questions in RE) Time allowing: the great American gold rush</p>	
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Physical Education Overview

(P) Physical Outcome (C) Cognitive (S) Social (W) Well-being/Emotional

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Nursery	Self-Care		Locomotion Walking		Gymnastic Moving		Dance Ourselves		Ball Skill Handt 1		Games for Understanding	
Reception	Locomotion Jumping		Ball Skills Hands 2		Gymnastics High and Low		Dance Nursery Rhymes		Ball Skills Feet 1		Games for Understanding	
Year 1	Locomotion Running	Gymnastics Wide, Narrow, Curled	Ball Skills Hands 1	Gymnastics Body Parts	Ball Skills Hands 1*	Gymnastics Body Parts *	Ball Skills Feet	Dance Growing	Ball Skills Hands 2	Dance The Zoo	Locomotion Jumping	Games for Understanding
Year 2	Locomotion Dodging	Gymnastics Linking	Ball Skills Hands 1	Gymnastics Pathways	Ball Skills Hands 1*	Gymnastics Pathways*	Ball Skills Feet	Dance Water	Ball Skills Hands 2	Dance Explorers	Locomotion Jumping	Games for Understanding
Year 3	Invasion Netball	Athletics Running	Invasion Football	Gymnastics Sym & Asym	Invasion Tag Rugby	Dance Wild Animals	Invasion Basketball	Dance Weather	Net & Wall Tennis	OAA Orienteering	Striking & Fielding Rounders	Athletics

Year 4	Invasion Netball	Athletics Throwing	Invasion Football	Gymnastics Bridges	Invasion Basketball	Dance Cats	Invasion Tag Rugby	Dance Space	Net & Wall Tennis	OAA Orienteering	Striking & Fielding Runders	Athletics
Year 5	Invasion Netball	Swimming	Gymnastics Counter B & Counter T	Swimming	Dance The Greeks	Swimming	OAA Problem Solving	Swimming	Striking & Fielding Cricket	Swimming	Athletics	Swimming
Year 6	Invasion Football	HRE Health Related Exercise	Gymnastics Matching & Mirroring	Invasion Hockey	Invasion Basketball	Dance Carnival	Invasion Tag Rugby	Problem Solving Tactics and Communication	Striking & Fielding Runders	OAA Orienteering	Striking & Fielding Cricket	Athletics

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Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Self-Care	Locomotion Walking	Gymnastics Moving	Dance Ourselves	Ball Skills Hands 1
Reception	<p>(P&S) Pupils dress with help.</p> <p>(S) Pupils ask for help.</p> <p>(S) Pupils can tell an adult when they are hungry</p> <p>(W) Pupils dress themselves confidently.</p>	<p>The unit of work will explore walking using different body parts in different directions, at different levels and at different speeds.</p> <p>Pupils will learn how to apply their walking skills into games</p> <p><i>P Pupils will develop their ability to walk and move into space, change direction and keep away from the defenders.</i></p> <p><i>C Pupils will develop an understanding of why we move into space as they</i></p>	<p>The unit of work will explore 'champion gymnastics'. Pupils will create movements and balances in big and small ways on the floor and on apparatus.</p> <p>Pupils will work in pairs to explore creating movements and balances with a partner.</p> <p>P Pupils will be able to move and balance in big and small ways, applying champion gymnastics criteria, both on the floor and on apparatus.</p>	<p>This unit enables pupils to explore creating simple movement sequences.</p> <p>Pupils will respond to words and music using their bodies and props.</p> <p>Pupils will explore movements such as creeping, tiptoeing and hiding as they try becoming different characters.</p> <p>(P) Pupils will move their bodies with big</p>	<p>The unit of work will explore different ways of using our hands to move with a ball, keeping control.</p> <p>Pupils will explore rolling, pushing and bouncing a ball with a partner.</p> <p>P Pupils will develop their ability to push, roll and bounce a ball with control. They will learn to move the ball into</p>	<p><i>The unit of work will explore why we need to follow the rules and keep the score during a game.</i></p> <p><i>Pupils will learn how to apply very simple tactics for attacking and defending in games.</i></p> <p><i>P Pupils will be able to move into spaces avoiding other pupils. Pupils will also be able to adjust their speed and change direction to avoid other pupils.</i></p>

	<p><i>explore moving and walking</i></p> <p><i>S Pupils will develop life skills such as empathy and fairness as they listen, play by the rules and encourage each other.</i></p> <p><i>W Pupils will develop their own self belief as they move and travel with confidence.</i></p>	<p>C Pupils will experiment moving their bodies in a variety of ways on the floor and on apparatus.</p> <p>S Pupils will begin to develop life skills such as empathy and gratitude as they encourage and congratulate others in their work.</p> <p>W Pupils will begin to show self belief as they travel with confidence, over, under and through apparatus.</p>	<p>actions linked to the idea of ‘ourselves’.</p> <p>(C) Pupils will develop their curiosity and imagination as they experiment moving in different ways.</p> <p>(S) Pupils will demonstrate life skills such as empathy as they listen to ideas and watch others as they perform.</p> <p>(W) Pupils will develop their self belief as they move and travel with confidence.</p>	<p>spaces, avoiding defenders.</p> <p>C Pupils will develop their concentration skills by focusing on the ball as they move it. Pupils will use their imagination as they take part in game activities.</p> <p>S Pupils will develop life skills such as gratitude and empathy as they encourage and support each other.</p> <p>W Pupils will apply their skills with developing success as they demonstrate courage and self belief to keep working as hard as possible.</p>	<p>C Pupils will experiment moving in different ways, moving confidently and concentrating on any instructions.</p> <p>S Pupils will develop life skills such as fairness, while playing by the rules of the game and empathy when they need to encourage others.</p> <p>W Pupils will start to explore honesty, as they learn to keep the score and self belief, understanding why it is important to try our hardest.</p>
	Locomotion Jumping	Ball Skills Hands 2	Gymnastics High, Low, Over, Under	Dance Nursery Rhymes	Ball Skills Feet 1

	<p><i>The unit of work will explore jumping, in different directions, at different speeds, different levels, heights and distances.</i></p> <p><i>Pupils will learn how and why we jump, using our head, arms and feet, applying the basic jumping technique.</i></p> <p>P Pupils will develop their ability to jump and land safely. Pupils will adjust their speed and change direction as they jump in order to avoid the defenders.</p> <p>C Pupils will explore their curiosity as they try jumping in a variety of different ways.</p> <p>S Pupils will develop life skills such as fairness and empathy as they play by the rules and encourage other pupils.</p>	<p>The unit of work will explore the different ways of throwing, rolling and stopping a ball.</p> <p>Pupils will start to learn why we need to aim when we are throwing and understand how to be ready to catch too.</p> <p>P Pupils will develop their ability to throw, roll and stop a ball with control. Pupils will explore catching and will be ready to receive a ball.</p> <p>C Pupils will develop life skills such as concentration by focusing on the ball and the target. Pupils will listen carefully and follow the instructions.</p> <p>S Pupils will develop life skills such as fairness and empathy as they encourage and support each other.</p> <p>W Pupils will apply their skills with developing success as they demonstrate courage and self belief to keep working as hard as possible.</p>	<p>The unit of work will explore 'champion gymnastics'. Pupils will create movements and balances in high and low ways on the floor and on apparatus. Pupils will self select where to work, exploring movements and balances and start to identify features of other pupil's work.</p> <p>P Pupils will be able to move and balance in high and low ways, applying champion gymnastics criteria, both on the floor and on apparatus.</p> <p>C Pupils will experiment moving their bodies in a variety of ways on the floor and on apparatus.</p> <p>S Pupils will begin to develop life skills such as empathy and gratitude as they encourage and congratulate others in their work.</p> <p>W Pupils will begin to show self belief as they travel with confidence, over, under and through apparatus.</p>	<p>This unit will enable pupils to explore creating simple movement sequences that relate to specific words in different nursery rhymes.</p> <p>Pupils will add movements together to form sequences and begin to explore character movements with a partner.</p> <p>(P)Pupils will move their bodies with big actions linked to the nursery rhymes.</p> <p>(C) Pupils will develop their curiosity and imagination as they experiment moving in different ways.</p> <p>(S) Pupils will demonstrate life skills such as empathy as they listen to ideas and watch others as they perform.</p>	<p>The unit of work will enable pupils to explore moving with a ball using their feet.</p> <p>Pupils will develop their technique of dribbling the ball and understand where and why we dribble, keeping control.</p> <p>P Pupils will develop their ability to dribble the ball keeping control. Pupils will move the ball into spaces avoiding any defenders.</p> <p>C Pupils will apply developing concentration skills as they focus on the ball and listen to all the instructions.</p> <p>S Pupils will develop life skills such as fairness and empathy as they encourage</p>	<p>(P) Pupils will move showing good coordination and agility.</p> <p>(C) Pupils will understand why it is important to be healthy</p> <p>(S) Pupils will collaborate and take turns</p> <p>(W) Pupils will count their own score?</p>
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	<p>W Pupils will show courage as they apply developing confidence while exploring their jumping skills.</p>			<p>(W)Pupils will develop their self belief as they move and travel with confidence.</p>	<p>and support each other.</p> <p>W Pupils will apply their skills with developing success as they demonstrate courage and self belief to keep working as hard as possible</p>	
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Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Locomotion Running	Ball Skills Hand 1	Ball Skills Hand 1*	Ball Skills Feet 1	Ball Skills Hands 2	Locomotion Jumping
	<p>The unit of work will develop pupils' ability to run using different parts of their bodies.</p> <p>Pupils will begin to understand the basic principles of attack and defence as they develop their understanding of where we need to run and why.</p> <p>P Pupils will be able to run applying the correct technique to ensure maximum speed. Pupils</p>	<p>The unit of work will develop pupils' sending and receiving skills, applying and developing understanding of where we send a ball and why.</p> <p>Pupils will combine their sending and receiving skills to keep possession. Pupils will explore stopping the ball.</p> <p>P Pupils will be able to send a ball towards a target, applying the</p>	<p>The unit of work will develop pupils' sending and receiving skills, applying and developing understanding of where we send a ball and why.</p> <p>Pupils will combine their sending and receiving skills to keep possession. Pupils will explore stopping the ball.</p> <p>P Pupils will be able to send a ball towards a target, applying the</p>	<p>The unit of work will develop pupils' ability to apply effective dribbling skills.</p> <p>Pupils will develop their understanding of why we need to be accurate when kicking (passing) a ball. Pupils will be able to collaborate and work together in a team.</p>	<p>The unit of work will consolidate pupil's ability to accurately roll a ball towards a target.</p> <p>Pupils will combine their sending and stopping skills, applying their prior knowledge of where we send a ball and why to score points to beat an opponent.</p> <p>P Pupils will be able to send a ball towards a</p>	<p>The unit of work will develop pupils' understanding of how and why we jump, using our head, arms and feet, applying the correct jumping technique.</p> <p>Pupils will begin to understand the different reasons when, where and why we jump in different ways</p> <p>P Pupils will apply the correct technique for jumping and explore</p>

	<p>will run and stay in a space avoiding the defenders.</p> <p>C Pupils will demonstrate a growing understanding of where to run, why to run there and when and why running fast is important in games.</p> <p>S Pupils will continue to develop life skills such as empathy and fairness as they listen, play by the rules and encourage others.</p> <p>W Pupils will develop life skills such as honesty and self belief as they strive to run as fast as possible, ensuring they are playing by the rules.</p>	<p>correct technique and aiming carefully. Pupils will also be able to receive and stop a ball.</p> <p>C Pupils will demonstrate developing concentration skills as they focus on the target, their partner and the ball.</p> <p>S Pupils will develop life skills such as fairness and empathy as they work well with others and play by the rules.</p> <p>W Pupils will develop and apply life skills such as self belief and honesty as they strive to improve their own performance and always keep the score playing fairly.</p> <p>P Pupils will be able to send a ball towards a target, applying the correct technique and aiming carefully. Pupils will also be able to receive and stop a ball.</p> <p>C Pupils will demonstrate developing concentration skills as they focus on the target,</p>	<p>correct technique and aiming carefully. Pupils will also be able to receive and stop a ball.</p> <p>C Pupils will demonstrate developing concentration skills as they focus on the target, their partner and the ball.</p> <p>S Pupils will develop life skills such as fairness and empathy as they work well with others and play by the rules.</p> <p>W Pupils will develop and apply life skills such as self belief and honesty as they strive to improve their own performance and always keep the score playing fairly.</p> <p>P Pupils will be able to send a ball towards a target, applying the correct technique and aiming carefully. Pupils will also be able to receive and stop a ball.</p> <p>C Pupils will demonstrate developing concentration skills as they focus on the target,</p>	<p>P Pupils will consolidate their ability to dribble the ball keeping control and moving into spaces. Pupils will develop their ability to pass the ball accurately.</p> <p>C Pupils will demonstrate developing concentration skills as they focus on the target, their partner and the ball.</p> <p>S Pupils will develop life skills such as fairness and empathy as they work well with others and play by the rules.</p> <p>W Pupils will develop and apply life skills such as self belief and honesty as they strive to improve their own performance and always keep the score playing fairly.</p>	<p>target, applying the correct technique. Pupils will aim carefully in order to score a point to beat an opponent.</p> <p>C Pupils will develop their concentration skills as they focus on the target, their partner and the ball.</p> <p>S Pupils will develop life skills such as fairness and empathy as they work well with others, playing by the rules.</p> <p>W Pupils will develop and apply life skills such as self belief and honesty as they strive to improve their own performance, always keeping the score and playing fairly.</p>	<p>skipping. Pupils will develop their jumping skills and jump into spaces to avoid the defenders.</p> <p>C Pupils will understand why, when and where we jump in a game with developing focus and concentration on the correct jumping technique.</p> <p>S Pupils will start to give and receive feedback concerning the jumping technique. Fairness will be applied as pupils play by the rules.</p> <p>W Pupils will continue to develop and apply life skills such as courage and honesty as they play within the rules of the game and jump confidently.</p>
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		<p>their partner and the ball.</p> <p>S Pupils will develop life skills such as fairness and empathy as they work well with others and play by the rules.</p> <p>W Pupils will develop and apply life skills such as self belief and honesty as they strive to improve their own performance and always keep the score playing fairly.</p>	<p>their partner and the ball.</p> <p>S Pupils will develop life skills such as fairness and empathy as they work well with others and play by the rules.</p> <p>W Pupils will develop and apply life skills such as self belief and honesty as they strive to improve their own performance and always keep the score playing fairly.</p>			
	<p>Gymnastics Wide, Narrow and Curled</p>	<p>Gymnastics Body Parts</p>	<p>Gymnastics Body Parts *</p>	<p>Dance Growing</p>	<p>Dance The Zoo</p>	<p>Games for Understanding</p>
	<p>The unit of work will develop pupils' ability to apply 'champion gymnastics' as they explore movements and balances in wide, narrow and curled ways on the floor and on apparatus. Pupils will transition between the theme words as they move and develop simple sequences, linking movements together.</p> <p>P Pupils will be able to move and balance in wide, narrow and curled</p>	<p>The unit of work will develop pupils' ability to apply 'champion gymnastics' as they explore movements and balances on big and small body parts in wide, narrow and curled ways on the floor and on apparatus. Pupils will transition between the theme words as they link movements together developing simple sequences.</p> <p>P Pupils will be able to move and balance in</p>	<p>The unit of work will develop pupils' ability to apply 'champion gymnastics' as they explore movements and balances on big and small body parts in wide, narrow and curled ways on the floor and on apparatus. Pupils will transition between the theme words as they link movements together developing simple sequences.</p> <p>P Pupils will be able to move and balance in</p>	<p>The unit of work will challenge pupils to respond to rhythm and patterns through their movements. Pupils will learn how to control and coordinate their bodies to perform a motif.</p> <p>In addition, pupils will explore various dynamics and movement qualities as they create movement patterns.</p>	<p>The unit of work will challenge pupils to respond to the stimulus (different zoo animals) using a range of different, controlled movements showing character expression.</p> <p>Pupils will learn how to coordinate and control their bodies to perform movements, creating a sequence.</p> <p>P Pupils can move in relation to the music and respond with appropriate movements and</p>	<p><i>The unit of work will develop pupils' ability to apply the principles of attack</i></p> <p><i>vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.</i></p> <p><i>P Pupils will be able to run and stay in a space, changing direction and speed to avoid the defenders. When</i></p>

	<p>ways, applying champion gymnastics criteria, on the floor and on apparatus.</p> <p>C Pupils will experiment moving in a variety of wide, narrow and curled ways understanding the differences between each type of movement.</p> <p>S Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus.</p> <p>W Pupils will develop their self belief and courage as they travel with confidence on the floor and on apparatus, creating their own ways of moving and balancing.</p>	<p>wide, narrow and curled ways, applying champion gymnastics criteria, on the floor and on apparatus.</p> <p>C Pupils will experiment moving in a variety of wide, narrow and curled ways understanding the differences between each type of movement.</p> <p>S Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus.</p> <p>W Pupils will develop their self belief and courage as they travel with confidence on the floor and on apparatus, creating their own ways of moving and balancing.</p>	<p>wide, narrow and curled ways, applying champion gymnastics criteria, on the floor and on apparatus.</p> <p>C Pupils will experiment moving in a variety of wide, narrow and curled ways understanding the differences between each type of movement.</p> <p>S Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus.</p> <p>W Pupils will develop their self belief and courage as they travel with confidence on the floor and on apparatus, creating their own ways of moving and balancing.</p>	<p>(P) Pupils can move in relation to the music and respond with appropriate movements and actions. Pupils can ensure their movements are big and clear.</p> <p>(C) Pupils will develop their curiosity and imagination as they demonstrate appropriate ideas for moving.</p> <p>(S) Pupils can demonstrate fairness as they work well with others, ensuring everyone is included.</p> <p>(W) Pupils will be able to develop their honesty skills as they give feedback to others describing their performances.</p>	<p>actions. Pupils can ensure their movements are big and clear.</p> <p>C Pupils will develop their curiosity and imagination as they demonstrate appropriate ideas for moving.</p> <p>S Pupils can demonstrate fairness and empathy as they work well with others, creating their movements and sequences.</p> <p>W Pupils will develop life skills such as self belief and courage as they create their sequences including more advanced compositional elements.</p>	<p><i>defending, pupils will successfully make a tag.</i></p> <p>C <i>Pupils will start to create and apply simple tactics for attacking and defending. Pupils will develop an understanding of why rules are important in a game.</i></p> <p>S <i>Pupils will develop life skills such as empathy and fairness as they collaborate with their own team and the opposing team to ensure they play the games fairly.</i></p> <p>W <i>Pupils will continue to develop and apply honesty as they play by the rules and keep the score.</i></p>
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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Locomotion Dodging	Ball Skills Hand 1	Ball Skills Hand 1*	Ball Skills Feet 2	Ball Skills Hands 2	Locomotion Jumping

	<p>The unit of work will challenge pupils to apply their knowledge of how, where and why to dodge.</p> <p>Pupils will learn the roles of attacking and defending and start to understand when we attack and when we defend while using their dodging skills.</p> <p>P Pupils will be able to dodge, applying the correct technique to ensure maximum efficiency. Pupils will run, dodge and stay in a space avoiding the defenders.</p> <p>C Pupils will demonstrate a strong understanding of how, where and why to dodge and apply this understanding in game situations.</p> <p>S Pupils will develop life skills such as gratitude and fairness as they support their team members, play by the rules and congratulate others.</p>	<p>The unit of work will challenge pupils to combine their developing dribbling, passing and receiving skills in order to keep possession and score a point.</p> <p>Pupils will apply these skills in teams in various games and activities.</p> <p>P Pupils will be able to dribble, pass and move with developing accuracy. They will combine these skills to score points.</p> <p>C Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made.</p> <p>Pupils will develop communication and empathy as they listen to their partner and team members and work collaboratively together.</p> <p>W Pupils will continue to effectively apply life skills such as self belief</p>	<p>The unit of work will challenge pupils to combine their developing dribbling, passing and receiving skills in order to keep possession and score a point.</p> <p>Pupils will apply these skills in teams in various games and activities.</p> <p>P Pupils will be able to dribble, pass and move with developing accuracy. They will combine these skills to score points.</p> <p>C Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made.</p> <p>Pupils will develop communication and empathy as they listen to their partner and team members and work collaboratively together.</p> <p>W Pupils will continue to effectively apply life skills such as self belief</p>	<p>The unit of work will challenge pupils to apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point.</p> <p>P Pupils will be able to apply their passing and dribbling skills in order to keep possession and score a point.</p> <p>C Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made.</p> <p>S Pupils will develop communication and empathy as they listen to their partner and team members and work collaboratively together.</p> <p>W Pupils will continue to effectively apply life skills such as self belief and integrity as</p>	<p>The unit of work will challenge pupils to apply their understanding of underarm and overarm throwing to beat their opponents.</p> <p>Pupils will further extend their understanding of why we need to be accurate when we throw.</p> <p>P Pupils will be able to throw accurately underarm and execute a developing understanding of overarm throwing, in order to beat an opponent.</p> <p>C Pupils will focus on their partner and team members developing an understanding of the consequences in a game when mistakes are made.</p> <p>S Pupils will develop communication and</p>	<p>The unit of work will challenge pupils to apply their prior learning of how to jump and use this to jump in combination and link jumps.</p> <p>Pupils will continue to develop their ability to apply jumping in games.</p> <p>P Pupils will consistently apply the correct technique for jumping. Pupils will accurately apply their jumping skills in combination and also within games.</p> <p>C Pupils will demonstrate a strong understanding of why, when and where we jump in a game and apply imagination and creativity to their jumping.</p> <p>S Pupils will develop their ability to give and receive feedback concerning the jumping technique showing fairness and empathy to others.</p> <p>W Pupils will consistently apply life skills such as self belief and honesty as they play within the rules of the game and jump confidently.</p>
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	<p>W Pupils will develop life skills such as honesty and self belief as they strive to dodge effectively and keep the score in their games.</p>	<p>and integrity as they strive to improve their own performance whilst playing fairly.</p>	<p>and integrity as they strive to improve their own performance whilst playing fairly.</p>	<p>they strive to improve their own performance whilst playing fairly.</p>	<p>empathy as they listen to their partner and team members, working collaboratively together.</p> <p>W Pupils will apply life skills such as self belief and integrity as they strive to improve their own performance, always keeping the score and playing fairly.</p>	
	<p>Gymnastics Linking</p>	<p>Gymnastics Pathways</p>	<p>Gymnastics Pathways*</p>	<p>Dance Water</p>	<p>Dance Explorers</p>	<p>Games for Understanding</p>
	<p>The unit of work will challenge pupils to explore different ways that they can link movements and balances together.</p> <p>Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus focused on; jumps, rolls and balances.</p> <p>P Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on</p>	<p>The unit of work will challenge pupils to explore different ways that they can link movements and balances together while travelling along a variety of pathways.</p> <p>Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus while travelling along a chosen pathway.</p> <p>P Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on</p>	<p>The unit of work will challenge pupils to explore different ways that they can link movements and balances together while travelling along a variety of pathways.</p> <p>Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus while travelling along a chosen pathway.</p> <p>P Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on</p>	<p>The unit of work will challenge pupils to use their whole body when creating sequences of movements.</p> <p>Pupils will explore and respond to music as a stimulus. Using various dynamics and movement qualities, pupils will be able to use descriptive language to discuss these various movement qualities.</p> <p>P Pupils can respond to the music with appropriate movements and</p>	<p>The unit of work will develop pupil's ability to create and develop their characters,</p> <p>adding movements, expression and emotion to their performance.</p> <p>Pupils will be able to create a motif and will develop their motifs with a partner to include some different elements of choreography.</p> <p>P Pupils can respond to the music with</p>	<p>The unit of work will challenge pupils to create simple defending and attacking</p> <p>tactics, while continuing to develop an understanding of the transition from defence to attack.</p> <p>Pupils will apply these tactics as a team into games.</p> <p>P Pupils will move between attack and defence as the game changes. Pupils will be able to move in to space when attacking and tag the</p>

	<p>the floor and on apparatus.</p> <p>C Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences.</p> <p>S Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus.</p> <p>W Pupils will confidently demonstrate self belief and courage as they create their own sequences and challenge themselves to try a range of movement and balances.</p>	<p>the floor and on apparatus.</p> <p>C Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences.</p> <p>S Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus.</p> <p>W Pupils will confidently demonstrate self belief and courage as they create their own sequences and challenge themselves</p>	<p>the floor and on apparatus.</p> <p>C Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences.</p> <p>S Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus.</p> <p>W Pupils will confidently demonstrate self belief and courage as they create their own sequences and challenge themselves</p>	<p>actions, using their whole body. Pupils can ensure their movements are big and clear.</p> <p>C Pupils will develop their concentration skills as they listen to the music and make decisions on how to move in response.</p> <p>S Pupils can demonstrate fairness and gratitude as they engage in their learning, work well with others and enjoy creating their movements and sequences.</p> <p>W Pupils will develop life skills such as courage and honesty, as they try their best to create sequences, giving feedback to others following their performances.</p>	<p>appropriate movements and actions, using their whole body. Pupils can ensure their movements are big and clear.</p> <p>C Pupils will refine their application of life skills such as curiosity and imagination as they create a range of movements linked to a variety of characters.</p> <p>S Pupils can demonstrate fairness and gratitude as they engage in their learning, work well with others and enjoy creating their movements and sequences.</p> <p>W Pupils will develop life skills such as courage and honesty, as they try their best to create sequences, giving feedback to others following their performances.</p>	<p>opposition when defending.</p> <p>C Pupils will understand the consequences of breaking the rules and not applying tactics successfully. Pupils will understand the difference between attack and defence.</p> <p>S Pupils will develop strong collaboration skills by working with their own team effectively and playing fairly against the opposition.</p> <p>W Pupils will apply a competent understanding of honesty as they play by the rules and keep the score. Pupils will</p>
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Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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	Invasion Netball	Invasion Football	Invasion Tag Rugby	Invasion Basketball	Net & Wall Tennis	Striking & Fielding Rounders
	<p>The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving.</p> <p>Pupils will learn how to keep possession and eventually score in order to win a modified game.</p> <p>P Pupils will develop their passing and moving skills to outwit their opponents and keep possession of the ball.</p> <p>C Pupils will apply an understanding of where, when and why we pass and move, in order to score points against another team.</p> <p>S Pupils will develop life skills such as respect and communication as</p>	<p>The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving and dribbling.</p> <p>Pupils will learn how to keep possession and eventually score in order to win a modified game.</p> <p>P Pupils will develop their passing and moving and dribbling skills to outwit their opponents and keep possession of the ball.</p> <p>C Pupils will apply an understanding of where, when and why we pass, move and dribble in order to score points against another team.</p>	<p>The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving to score a try. Pupils will develop their understanding of when, where and why they need to create space when they are attacking.</p> <p>P Pupils will develop their passing and moving skills to outwit their opponents and keep possession of the ball. Pupils will explore how we tag an opponent.</p> <p>C Pupils will apply an understanding of where, when and why we pass and move, in order to score a try. Pupils will understand the importance of tagging.</p> <p>S Pupils will develop life skills such as</p>	<p>The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving, dribbling and shooting. Pupils will learn how to keep possession and eventually score in order to win a modified game.</p> <p>P Pupils will develop their passing and moving, dribbling and shooting skills to outwit their opponents and keep possession of the ball and score.</p> <p>C Pupils will apply an understanding of where, when and why we pass, dribble and shoot in order to score points against another team.</p> <p>S Pupils will develop life skills such as respect and communication as they collaborate with others including their opponents.</p> <p>W Pupils will apply their skills while developing confidence as they grow in their ability to show resilience and self motivation.</p>	<p>The unit of work will explore how to apply the principles of attack vs defence in order to win a game of tennis. Pupils will understand where and why we throw/hit the ball on the court and be introduced to basic shot techniques.</p> <p>P Pupils will throw/hit the ball into space on their opponents side of the court. After playing a shot pupils will recover to a ready position, ready to return the ball.</p> <p>C Pupils will develop their understanding of where, when and why we throw/hit the ball into spaces on their opponents side of the court.</p> <p>S Pupils will develop life skills such as cooperation and encouragement as they play fairly against others, keeping the score.</p> <p>W Pupils will apply their skills with developing confidence as they grow in their ability to show resilience and determination.</p>	<p>The unit of work will explore the concept of batting and fielding (attack and defence). Pupils will develop an understanding of the purpose of each team. Pupils will learn how to apply a variety of fielding skills such as throwing and stopping the ball to keep the batter's score low</p> <p>P Pupils will develop their ability to keep the batter's score as low as possible by applying accurate throwing, catching and retrieving skills</p> <p>C Pupils will apply an understanding of the concept of batting and fielding, utilising the correct fielding skills in order to stop the batters.</p> <p>S Pupils will develop life skills such as respect and cooperation as they collaborate effectively with others including their opponents.</p> <p>W Pupils will apply their skills with developing confidence as they grow in their ability to show self motivation and determination.</p>

	<p>they collaborate with others including their opponents.</p> <p>W Pupils will apply their skills with developing confidence as they grow in their ability to show resilience and determination.</p>	<p>S Pupils will develop life skills such as respect and communication as they collaborate with others including their opponents.</p> <p>W Pupils will apply their skills while developing confidence as they grow in their ability to show resilience and self motivation.</p>	<p>cooperation and communication as they collaborate with others including their opponents.</p> <p>W Pupils will apply their skills with developing confidence as they grow in their ability to show resilience and self motivation.</p>			
	<p>Athletics Running</p>	<p>Gymnastics Sym & Asym</p>	<p>Dance Wild Animals</p>	<p>Dance Weather</p>	<p>OAA Orienteering</p>	<p>Athletics Throwing</p>
	<p>The unit of work will explore how we can use our bodies to run as fast as possible, exploring the correct technique individually and within teams.</p> <p>P Pupils will develop their ability to run and jump as fast/far as possible with the correct techniques and throw for distance exploring the most effective technique.</p>	<p>The unit of work will focus on exploring movements and balances in symmetrical and asymmetrical ways. Pupils will create sequences starting with their symmetrical balance on apparatus, moving out of it and travelling to a new piece of apparatus and ending in their asymmetrical balances applying flow.</p>	<p>The unit of work will challenge pupils to respond to different stimuli being able to sustain characters to add drama and emotion to the dance. Pupils will bring together the choreography to create a final performance in groups.</p> <p>P Pupils will ensure that their movements are big and clear, they will perform with expression and emotion as they tell a story.</p>	<p>The unit of work will challenge pupils to respond to different stimuli, being able to add drama and emotion to the dance. Pupils will create a performance which will include; stage presence, timing, rhythm and sustaining character.</p> <p>P Pupils will ensure that their movements are big and clear, they will perform with expression and emotion as they tell a story.</p> <p>C Pupils will understand what makes an 'excellent dance'. Pupils will apply creativity as they try a range of movement options.</p>	<p>The unit of work will explore how to orientate a map, locate points on the map, then travel to them and record what they find. Pupils will learn how to collaborate with others and work as a team to complete the challenges.</p> <p>P Pupils will develop their ability to orientate a map and locate points, returning to base as quickly as possible.</p> <p>C Pupils will develop their understanding of what makes an effective team and understand how important teamwork is when orienteering.</p>	<p>Pupils will also begin to examine how to jump as far as possible and compare throwing accurately with throwing for distance.</p> <p>P Pupils will develop their ability to throw with the correct techniques for distance</p>

	<p>C Pupils will apply an understanding of how to use the correct technique for running fast, jumping far and throwing for distance and why it is so important.</p> <p>S Pupils will develop life skills such as cooperation and encouragement as they collaborate with others and support each other to develop their techniques.</p> <p>W Pupils will apply their skills with developing confidence as they grow in their ability to show integrity and determination.</p>	<p>P Pupils will execute 'excellent' balances and movements in both symmetrical and asymmetrical ways. Pupils will be able to link these movements and balances together.</p> <p>C Pupils will develop life skills such as resourcefulness and evaluation as they create their sequences in pairs, making any adaptations when necessary.</p> <p>S Pupils will collaborate showing cooperation skills with their partner as they work together to create their sequences and share apparatus space with others.</p> <p>W Pupils will develop their resilience and ability to remain self motivated as they strive to improve their sequences even when they find it hard.</p>	<p>C Pupils will understand what makes an 'excellent dance'. Pupils will apply creativity as they try a range of movement options.</p> <p>S Pupils can apply life skills such as cooperation and encouragement as they work successfully with their partner/group to execute their sequences.</p> <p>W Pupils will strive to ensure their sequences are performed precisely and accurately showing self motivation to want to improve.</p>	<p>S Pupils will apply life skills such as cooperation and encouragement as they work successfully with their partner to execute their sequences in unison.</p> <p>W Pupils will strive to ensure their sequences are performed precisely and accurately showing self motivation to want to improve.</p>	<p>S Pupils will develop life skills such as respect and communication as they collaborate with their team to successfully complete the orienteering challenges.</p> <p>W Pupils will develop their ability to remain positive and try their best in every challenge. Pupils will begin to show leadership attributes</p>	<p>exploring the most effective technique</p> <p>C Pupils will apply an understanding of how to use the correct technique for throwing for distance and why it is so important.</p> <p>S Pupils will develop life skills such as cooperation and encouragement as they collaborate with others and support each other to develop their techniques.</p> <p>W Pupils will apply their skills with developing confidence as they grow in their ability to show integrity and determination.</p>
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Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Invasion Netball	Invasion Football	Invasion Basketball	Invasion Tag Rugby	Net & Wall Tennis	Striking & Rounders Fielding
	<p>The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.</p> <p>P Pupils will be able to apply a secure understanding of passing, moving and shooting in order to</p>	<p>The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the pitch, creating an attack that results in a shooting opportunity.</p> <p>P Pupils will be able to apply a secure understanding of passing, moving and dribbling in order to shoot</p>	<p>The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.</p> <p>P Pupils will be able to apply a secure understanding of passing, moving, dribbling and shooting</p>	<p>The unit of work will develop pupils' ability to apply the principles of attack vs defence. Pupils will combine passing and moving to develop ways of creating space to beat an opponent to score a try. Pupils will also develop tagging and to explore different ways the defending team can prevent the attackers from scoring.</p> <p>P Pupils will be able to apply a secure understanding of passing, moving to create space and score. Pupils will apply</p>	<p>The unit of work will develop pupils' ability to apply the principles of attack vs defence in order to win a game of tennis. Pupils will create space to win points and apply the developing racket skills using forehand and backhand techniques.</p> <p>P Pupils will hit the ball into space on their opponents side of the court, creating space for the next shot that will win them the point.</p> <p>C Pupils will apply an accurate understanding of where, when and why we hit the ball into spaces on their opponents side of the court.</p> <p>S Pupils will develop life skills such as trust and cooperation as they collaborate with others,</p>	<p>The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on the concept of batting. Pupils will continue to develop and apply a variety of fielding skills such as throwing and stopping the ball to keep the batter's score low.</p> <p>P Pupils will be able to apply developing batting skills in order to score points.</p> <p>C Pupils will continue to develop accurate throwing, catching and retrieving skills. Pupils will understand the difference between batting and fielding.</p> <p>S Pupils will understand why batters need to aim at space when striking the ball. Pupils</p>

	<p>score points against another team.</p> <p>C Pupils will demonstrate a growing understanding of the difference between attack and defence by making effective decisions and creating simple tactics.</p> <p>S Pupils will develop life skills such as trust and cooperation as they collaborate with others and apply the rules of the game.</p> <p>W Pupils will continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding.</p>	<p>and score goals against another team.</p> <p>C Pupils will demonstrate a growing understanding of the difference between attack and defence as well as when, where and why we execute certain skills.</p> <p>S Pupils will develop life skills such as respect and cooperation as they collaborate with others and apply the rules of the game</p> <p>W Pupils will continue to develop and apply life skills such as resilience and self discipline as they strive to improve their own performance and understanding.</p>	<p>in order to score points against another team.</p> <p>C Pupils will demonstrate a growing understanding of the difference between attack and defence as well as when, where and why we execute certain skills.</p> <p>S Pupils will develop life skills such as respect and cooperation as they collaborate with others and apply the rules of the game.</p> <p>W Pupils will continue to develop and apply life skills such as resilience and self discipline as they strive to improve their own performance and understanding.</p>	<p>tagging to prevent an attacker scoring.</p> <p>C Pupils will demonstrate a growing understanding of the difference between attack and defence, understanding when and why to apply certain skills.</p> <p>S Pupils will develop and apply life skills such as trust and cooperation as they collaborate with others and apply the rules of the game</p> <p>W . Pupils will continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding.</p>	<p>applying the rules of the game.</p> <p>W Pupils will continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding.</p>	<p>will develop life skills such as trust and cooperation as they collaborate with others and apply the rules of the game.</p> <p>W Pupils will continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding.</p>
	Athletics Throwing	Gymnastics Bridges	Dance Cats	Dance Space	OAA Orienteering	Athletics Running
	The unit will introduce throwing for distance with	The unit of work will focus on exploring bridge balances	The unit of work will challenge pupils to explore	The unit of work will challenge pupils to	The unit of work will develop pupils' ability to orientate a	The unit of work will develop pupils' ability to develop their own sprinting

	<p>javelins and explore the triple jump.</p> <p>P. They will explore pacing and the correct technique for triple jump and javelin.</p> <p>C Pupils will apply a developing understanding of the correct technique, triple jump, javelin and why the correct technique is important.</p> <p>S Pupils will develop life skills such as communication and encouragement as they collaborate with others and support each other to improve and develop.</p> <p>W Pupils will continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding.</p>	<p>and the ways we can move in and out of them over and under them, on the floor and on the apparatus. Pupils will create sequences combining movements and bridge balances in pairs, applying flow and challenging their creativity.</p> <p>P Pupils will execute ‘excellent’ balances and movements within the ‘bridges’ theme. Applying flow, pupils will link these movements and balances together.</p> <p>C Pupils will apply life skills such as resourcefulness and evaluation as they create their sequences in pairs, making adaptations when necessary.</p> <p>S Pupils will collaborate applying cooperation skills with their partner as they work together to create their sequences and suggest ways to improve.</p> <p>W Pupils will develop their resilience and ability to remain self motivated as they strive to improve their sequences even when they find it hard.</p>	<p>movement through improvisation, introducing unison and matching. Pupils will sustain their characters to add drama and emotion to the dance. Pupils will extend their dance skills by using more complex interacting movements, actions and incorporating apparatus.</p> <p>P Pupils will perform with big and clear movements that flow. They will perform with expression and be able to stay in character.</p> <p>C Pupils will refine their ability to evaluate their own and others’ performances.</p> <p>S Pupils will problem solve and apply resourcefulness as they construct their sequences. Pupils will apply life skills such as cooperation and communication as they work successfully with others to execute their sequences in canon and unison.</p> <p>W Pupils will demonstrate integrity as they continually strive to ensure their sequences are executed to the highest standard.</p>	<p>explore movement through improvisation, introducing unison and matching. Pupils will sustain their characters to add drama and emotion to the dance. Pupils will extend their dance skills by using more complex interacting movements, actions and incorporating apparatus.</p> <p>P Pupils will perform with big and clear movements that flow. They will perform with expression and be able to stay in character.</p> <p>C Pupils will refine their ability to evaluate their own and others’ performances. Pupils will problem solve and apply resourcefulness as they construct their sequences.</p> <p>S Pupils can apply life skills such as cooperation and communication as they work successfully with others to execute their interacting sequences.</p> <p>WPupils will demonstrate integrity as they continually</p>	<p>map, locate points in a set order. Pupils will follow the route they have been given to reach as many points as possible in an allocated time. Pupils will develop their ability to collaborate with others and work as a team to complete the challenges.</p> <p>P Pupils will apply their developing ability to orientate a map and locate points, returning to base as quickly as possible.</p> <p>S Pupils will apply a strong understanding of what makes an effective team and understand how important teamwork is when orienteering.</p> <p>C Pupils will develop life skills such as trust and communication as they collaborate with their team to successfully complete the orienteering challenges.</p> <p>W Pupils will apply integrity and determination as they complete the orienteering challenges. Pupil’s will develop their leadership attributes.</p>	<p>technique, analysing their own performance. Pupils will compare sprinting to running for distance and pacing.</p> <p>P Pupils will be able to apply the correct technique for sprinting.</p> <p>C Pupils will apply a developing understanding of the correct technique for running fast vs pacing.</p> <p>S Pupils will develop life skills such as communication and encouragement as they collaborate with others and support each other to improve and develop.</p>
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				strive to ensure their sequences are executed to the highest standard.		
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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
	<p>(P) Pupils will float for at least 30 seconds and then try to attract attention</p> <p>(C) Pupils understand why it is important to learn to float and why we might need to attract attention.</p> <p>(S) Pupil's can discuss and come up with ideas about how we can attract attention?</p> <p>(W) Pupils try their best.</p>	<p>(P) Pupils will float for at least 30 seconds and then try to attract attention</p> <p>(C) Pupils understand why it is important to learn to float and why we might need to attract attention.</p> <p>(S) Pupil's can discuss and come up with ideas about how we can attract attention?</p> <p>(W) Pupils try their best.</p>	<p>(P) Pupils will float for at least 30 seconds and then try to attract attention</p> <p>(C) Pupils understand why it is important to learn to float and why we might need to attract attention.</p> <p>(S) Pupil's can discuss and come up with ideas about how we can attract attention?</p> <p>(W) Pupils try their best.</p>	<p>(P) Pupils will float for at least 30 seconds and then try to attract attention</p> <p>(C) Pupils understand why it is important to learn to float and why we might need to attract attention.</p> <p>(S) Pupil's can discuss and come up with ideas about how we can attract attention?</p> <p>(W) Pupils try their best.</p>	<p>(P) Pupils will float for at least 30 seconds and then try to attract attention</p> <p>(C) Pupils understand why it is important to learn to float and why we might need to attract attention.</p> <p>(S) Pupil's can discuss and come up with ideas about how we can attract attention?</p> <p>(W) Pupils try their best.</p>	<p>(P) Pupils can swim competitively in a race</p> <p>(C) Pupils select their strongest stroke to use</p> <p>(S) As a team can pupils select the best strokes to use and best positions for everyone to race in</p> <p>(W) Pupils show encouragement and respect to their teammates</p>
	OAA Orienteering	Gymnastics Counter B & Counter T	Dance The Greeks	HRE	Striking and Fielding Cricket	Athletics Competitions
	<p>The unit of work will consolidate pupils' ability to orientate a map, locate points in a set order. They must follow the route they have been given to reach as many points as possible in an allocated time. Pupils will consolidate their ability to collaborate with others</p>	<p>The unit of work will focus on exploring Counter Balance and Counter Tension balances on the floor and on apparatus. Pupils will create sequences by consistently applying flow and challenging their creativity. Pupils will focus on the various ways they can</p>	<p>The unit of work will challenge pupils to create movement using improvisation, to select and choreograph ideas into a sequence. Pupils will be able to use their bodies to perform technical movements with control and balance and good dynamics,</p>	<p>The unit of work will ensure that all pupils understand the meaning of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused</p>	<p>The unit of work will challenge pupils to refine and apply their prior learning of the skills required for both batting and fielding. Pupils will be able to create and apply tactics for both batting, and fielding (including bowling) and apply</p>	<p>The unit of work will challenge pupils to consolidate their knowledge, understanding and ability to sprint effectively, individually and within a team. Pupils will be able to develop their technique for throwing a shot putt and explore and develop an understanding of how to hurdle safely.</p>

<p>and work as a team to complete the challenges.</p> <p>P Pupils will consolidate their developing ability to orientate a map and locate points, returning to base as quickly as possible.</p> <p>C Pupils will consolidate their understanding of what makes an effective team and understand how important teamwork is when orienteering.</p> <p>S Pupils will consolidate life skills such as encouragement as they collaborate with their team to successfully complete the orienteering challenges.</p> <p>W Pupils will apply integrity and self motivation as they complete the challenges. Pupils will consolidate their leadership skills and take responsibility for others.</p>	<p>construct the sequence and link the balances with movements.</p> <p>P Pupils will execute 'excellent' balances and movements within the Counter Balance and Tension theme, accurately applying flow as they link their balances with movement.</p> <p>C Pupils will apply life skills such as evaluation and reflection as they recognise the strengths and weaknesses in their sequences and find ways to improve them.</p> <p>S Pupils will demonstrate communication skills and show respect as they watch others' performances and give feedback on ways to improve.</p> <p>W Pupils will apply integrity and self discipline as they perform their sequences and receive feedback. Pupils will then work hard to improve their sequences.</p>	<p>concluding with an opening ceremony performance.</p> <p>P Pupils can perform accurately and convincingly in character with big bold actions. Pupils can perform with flow and include a change of level and dynamic.</p> <p>C Pupils will consolidate their ability to evaluate their own and others' performances. Pupils will apply effective decision making as they construct their sequences.</p> <p>S Pupils can consistently apply life skills such as cooperation and encouragement as they work successfully with others to execute their sequences and group performance.</p> <p>W Pupils will demonstrate life skills such as resilience and responsibility as they support others to improve and accept feedback on their own performances.</p>	<p>circuits developing their own fitness.</p> <p>P Pupils will be able to complete fitness assessments and participate in circuits that will develop their fitness.</p> <p>C Pupils will understand the impact of exercise on their bodies and the importance of developing their aerobic capacity, strength and flexibility.</p> <p>S Pupils will develop life skills such as encouragement and responsibility as they encourage their partners through the circuits.</p> <p>W Pupils will develop life skills such as self motivation, resilience and integrity as they strive to improve their own performances</p>	<p>these successfully within their teams</p> <p>P Pupils will refine their bowling, throwing, catching, stopping, retrieving and batting skills and apply these with accuracy and consistency to outwit their opponents.</p> <p>C Pupils will create, apply and refine tactics for batting, bowling and fielding, reflecting on the tactics and making any necessary adaptations.</p> <p>S Pupils will develop communication skills as they officiate in game based scenarios.</p> <p>W Pupils will also start to lead their team and manage their games. By facilitating learning through game based scenarios and mini game situations, pupils will be challenged to always try their best, even when their team is losing.</p>	<p>P Pupils will apply the correct technique for sprinting individually and within a team whilst developing their technique for hurdling and throwing the shot put.</p> <p>C Pupils will demonstrate a strong understanding of how to apply the correct technique and why the correct technique is so important.</p> <p>S Pupils will consolidate their ability to encourage and collaborate with other, communicating developmental feedback and showing respect.</p> <p>W Pupils will strive to improve their own technique, ensuring they always apply maximum effort.</p>
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Year 6	Invasion Football	Gymnastics Matching & Mirroring	Invasion Basketball	Invasion Tag Rugby	Striking and Fielding Rounders	Striking and Fielding Cricket
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	<p>Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score.</p> <p>Pupils will in turn apply pressure when defending to regain possession effectively.</p> <p>P Pupils will apply a refined understanding of passing and moving and dribbling to score points against another team</p> <p>C Pupils will demonstrate resourcefulness and problem solving skills by creating a range of attacking and defending tactics, applying these to their games.</p> <p>S Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.</p> <p>W Pupils will constantly apply life skills such as integrity and self discipline by playing by</p>	<p>The unit of work will focus on applying "excellent gymnastics" through matching and mirroring movements. Pupils will create a sequence of movements, bringing together a combination of both matching and mirroring movements, to create a sequence.</p> <p>P Pupils will create a sequence containing both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus.</p> <p>C Pupils will effectively apply life skills such as evaluation and decision making as they identify strengths and weaknesses in their sequences and find ways to improve.</p> <p>S Pupils will demonstrate respect and trust as they give and receive constructive feedback in order to improve their sequences and performances.</p> <p>W Pupils will consistently apply integrity and self discipline as they perform their sequences and receive feedback. Pupils will strive to improve their sequences.</p>	<p>Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score.</p> <p>Pupils will in turn apply pressure when defending to regain possession effectively.</p> <p>P Pupils will apply a refined understanding of passing and moving and dribbling to score points against another team.</p> <p>C Pupils will demonstrate resourcefulness and problem solving skills by creating a range of attacking and defending tactics, applying these to their games.</p> <p>S Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.</p>	<p>Pupils will consolidate their understanding of attacking and defending. Pupils will create tactics for both attack and defence and apply them into game situations, adapting them when necessary.</p> <p>P Pupils will apply a refined understanding of the skills required for both attacking and defending.</p> <p>C Pupils will switch fluidly between attack and defence as possession changes. Pupils will demonstrate resourcefulness and problem solving skills by creating a range of attacking and defending tactics, applying these to their games.</p> <p>S Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.</p>	<p>Pupils will learn to consistently apply effective tactics for both batting and fielding. Pupils will utilise their prior knowledge of batting and fielding tactics and consider when, where and why they will apply these during a game.</p> <p>P Pupils will apply a refined ability to consistently execute throwing, catching, retrieving and batting skills.</p> <p>C Pupils will demonstrate resourcefulness and problem solving skills by creating a range of tactics, applying these into their games.</p> <p>S Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.</p> <p>W Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example.</p>	<p>Pupils will consolidate their knowledge, understanding and ability to effectively apply a range of fielding skills, batting skills and tactics into mini games.</p> <p>P Pupils will consolidate their bowling, throwing, catching, stopping, retrieving and batting skills and apply these with accuracy and consistency into mini games.</p> <p>C Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.</p> <p>S Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example</p>
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the rules and leading others by example.

W Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example.

W Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example

Invasion HRE	Invasion Hockey	Dance Carnival	Problem Solving Tactics and Communication	OAA Orienteering	Athletics Competitions
<p><i>The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness.</i></p> <p><i>P Pupils will be able to complete fitness assessments and participate in circuits that will enhance their fitness.</i></p> <p><i>C Pupils will refine their understanding of the impact of exercise on their bodies and the importance of developing their aerobic capacity, strength and flexibility.</i></p> <p><i>S Pupils will refine life skills such as communication and respect as they encourage their partners through the circuits.</i></p> <p><i>W Pupils will refine life skills such as self motivation, resilience and self discipline as they strive to improve their own performances.</i></p>	<p>Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively.</p> <p>P Pupils will apply a refined understanding of attacking skills when in possession and utilise effective defensive skills to regain possession.</p> <p>C Pupils will demonstrate create a range of attacking and defending tactics, applying these to their games and adapting when applicable.</p> <p>S Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.</p> <p>W Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example.</p>	<p>The unit of work will challenge pupils to experience dances from different cultural traditions. Pupils will develop group movements selecting and applying choreography into a performance. Pupils will continue to use their bodies to perform technical movements with control and rhythm.</p> <p>P Pupils will perform with clarity, fluency, accuracy and consistency as part of a big group. Pupils will always perform with high energy.</p> <p>C Pupils will make effective evaluations of an individual, pairs' or groups strengths and weaknesses. Pupils will reflect on their own performances.</p> <p>SPupils will consistently apply life skills such as respect and trust as they work successfully with others to execute their sequences and group performance.</p> <p>W Pupils will demonstrate effective responsibility as they work with less able pupils and create</p>	<p>The unit of work will consolidate pupil's ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils' ability to lead others, applying skills essential to working within a team as well as create, evaluate and adapt tactics.</p> <p>P Pupils will apply a refined understanding of passing and moving to score points against another team.</p> <p>C Pupils will be able to think tactically and create, evaluate and refine tactics for completing the challenges.</p> <p>S Pupils will apply advanced communication skills, taking the lead to ensure everyone in their team understands their role and the tactics to be executed.</p> <p>W Pupils will constantly apply life skills such as integrity and self motivation by playing by the rules and leading others by example.</p>	<p>The unit of work will refine pupils' ability to orientate a map, locate points in a set order. They must follow the route they have been given to reach as many points as possible in an allocated time. Pupils will refine their ability to collaborate with others and work as a team to complete the challenges.</p> <p>P Pupils will refine their developing ability to orientate a map and locate points, returning to base as quickly as possible.</p> <p>C Pupils will refine their understanding of what makes an effective team and understand how important teamwork is when orienteering.</p> <p>S Pupils will refine life skills such as cooperation as they collaborate with their team to successfully complete the orienteering challenges.</p> <p>W Pupils will apply integrity and self discipline as they complete the orienteering challenges. Pupils will refine their leadership skills and take responsibility for others.</p>	<p>The unit of work will challenge pupils to apply their knowledge, understanding and skills into a series of competitions. Pupils will experience competition across all of the different areas of athletics that they have explored. Pupils will have to work hard individually to apply the correct technique as well as collaborating in teams.</p> <p>P Pupils will apply a refined understanding of running for speed, pacing, throwing and jumping for distance.</p> <p>C Pupils will demonstrate an advanced understanding of how to apply the correct technique in each event and why the correct technique is so important.</p> <p>S Pupils will refine their ability to encourage and collaborate with others, communicating developmental feedback and showing respect.</p> <p>W Pupils will constantly apply life skills such as responsibility and self discipline by applying their best effort every time and leading others by example.</p>

		movement ideas to improve the quality of their work.			
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Design Technology

Overview

	Autumn	Spring	Summer
Nursery	Firework Rockets	Dragon Puppet	Junk Modelling - Minibeasts
Reception	Diwali Candle Holders	Chinese lanterns	Jewelry from around the world
Year 1	Making a Beegu	Lever toy	Fruit Salad
Year 2	Habitat box/Diorama	African patterns	Victoria sponge
Year 3	Salad	Circus toy	Krindlekrax puppets

Year 4	Anglo-Saxon bread	Viking long boat	Alarm systems
Year 5	Space dioramas	Sarcophagus	Pao de queijo
Year 6	Rationing food	Labyrinth	Useful products

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Autumn					
Year group	What will be taught?	Skills	Previous knowledge	Knowledge	Expected outcomes
Nursery	Fruit salad and gingerbread men	To begin to understand food and its uses. LEARNING statements: (Physical development- Gross Motor skills - Nursery) Start to eat independently and learn how to use a knife and fork.	Healthy eating and the ideas surrounding Christmas.	Healthy eating - Healthy eating award Able to name some healthy foods.	Children have an understanding of what foods are healthy and which are not.

		<p>Make healthy choices about food, drink, activity and tooth brushing</p> <p>(EAD - Being imaginative and expressive - Nursery)</p> <p>Join different materials and explore different textures</p>			
Reception	<p>Junk modelling</p> <p>Cooking/ Healthy eating - including 'biscuit bears'</p>	<p>To use their own ideas creatively.</p> <p>LEARNING statements (Physical development - Gross Motor skills - Reception)</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - healthy eating</p> <p>(EAD - Creating with materials - Reception)</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>	<p>Having read the book of Gruffalo they will then create their own. and learning about themselves.</p>	<p>English PSHE Items can be made out of many things. Links to book</p>	<p>Begin to select materials to use themselves</p>

		<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p><i>B Squared Step headings:</i></p> <p><i>D&T: All headings</i></p>			
Year 1	<p>Design make and evaluate a Beegu</p> <p>NC: DESIGN Design purposeful, functional and appealing products for themselves and other uses based on design criteria. Make Select from and use a range of tools to perform practical tasks. Evaluate Evaluate their products and ideas against their design criteria.</p>	<p>LEARNING statements Beginning to understand the basics of sewing.</p> <p>Create simple designs for a product.</p> <p>Use pictures and words to plan what they want to do.</p> <p>Use a range of simple tools to cut, join and combine materials safely.</p> <p>Ask simple questions about their design and creation.</p>	<p>Designing and making in the foundation stage now progresses to include small evaluations.</p>	<p>English Begin to develop sewing skills and understand the weaving technique needed for sewing.</p>	<p>Beginning to build on designing and evaluating skills.</p>
Year 2	<p>Design, make and evaluate a diorama of the great fire of London.</p> <p>NC</p>	<p>LEARNING statements Design purposeful, functional and appealing products for themselves and other uses based on</p>	<p>Deeper designing and the ability to evaluate their product.</p>	<p>History Historical knowledge used to create an image of a historical event.</p>	<p>Understanding of why items need to be well designed.</p>

	<p>DESIGN Design purposeful, functional and appealing products for themselves and other uses based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, templates and I.T.</p> <p>Make Select from and use a range of tools to perform practical tasks.</p> <p>Select and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate Evaluate their products and ideas against their design criteria.</p>	<p>design criteria.(recycled materials)</p> <p>Generate, develop, model and communicate their ideas through talking, templates and I.T.</p> <p>Choose appropriate tools, equipment and materials from a wider range.</p> <p>Safely measure and cut and shape materials from a wide range.</p> <p>Evaluate their products and ideas against their design criteria.</p>			
Year 3	<p>Design make and evaluate a salad.</p> <p>Design and make Understand and apply the principles of a</p>	<p>LEARNING statements</p> <p>Talk about different food groups and name food from each group</p>	<p>Knowledge of foods which are healthy and why.</p>	<p>Healthy eating Links to healthy eating award Do all ingredients have to be healthy?</p>	<p>A healthy salad with ingredients chosen by children from a select group</p>

	healthy and varied diet	<p>Understand that food has to be grown farmed or caught in Europe and the wider world.</p> <p>Use a wide variety of ingredients and techniques to prepare and combine food safely.</p>			
Year 4	<p>Design make and evaluate a nutritious snack</p> <p>Design and make</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>LEARNING statements</p> <p>Understand what makes a healthy and balanced diet</p> <p>Understand seasonality and the advantages of eating local produce.</p> <p>Read and follow recipes which involve several processes and techniques</p>	Taste testing and evaluating of existing products before creation.	<p>PSHE - healthy eating award</p> <p>Knowledge of what makes a healthy snack, can a snack be wholly healthy?</p>	Understanding of the eat well plate and how we can use this to help us to select ingredients.
Year 5	<p>Design make and evaluate dioramas of space</p> <p>Design</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded</p>	<p>LEARNING statements</p> <p>Design prototypes to show ideas</p> <p>Research existing products and use market research to inform design</p> <p>Create prototypes</p> <p>Make careful and precise</p>	Links to Geography, what does the solar system look like?	<p>Geography - Space</p> <p>Knowledge of the planets around us and sizing - knowing that some must be bigger than others.</p>	Understanding of how proportions are vital to a good model

	<p>diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</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>Evaluate</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Technical knowledge</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>measurements so that joins, holes and openings are in the right place</p> <p>Make detailed evaluations of their product and existing products</p>			
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Year 6	<p>Design, make and evaluate wartime food using items available during rationing.</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><u>LEARNING statements</u></p> <p>To understand which food was available and how it was used to make different foods.</p> <p>Plan a series of meals which are healthy using only wartime ingredients.</p> <p>Prepare a savoury dish applying knowledge of ingredients and technical skills</p>	<p>Understanding of why rationing had to happen and why it lasted so long. Why were these the only foods available during war time rationing?</p>	<p>History -</p> <p>Understanding of what rationing is and what it consisted of.</p>	<p>To be able to select from a choice of ingredients which were available at the time.</p>

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Spring					
Year group	What will be taught?	Skills	Previous knowledge	Knowledge	Expected outcomes/evidence
Nursery	Make a supertato.	<p>To use cross - curricular links to design and create their own.</p> <p>(Physical development - Gross Motor skills - Nursery)</p> <p>Use large-muscle</p>	Why foods are healthy	<p>Can show how to wash their hands.</p> <p>Can tell an adult what they would like to eat.</p> <p>Can they explain where potatoes come from?</p>	<p>Observation on SONAR assessment of discussions and photos</p> <p>Free-flow activities - inside and outside</p> <p>Adult led activities- Healthy cooking</p>

		<p>movements to wave flags and streamers, paint and make marks.</p> <p>(Physical development - Fine Motor skills - Nursery)</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors. (EAD - Creating with materials - Nursery)</p> <p>Begin to develop complex stories using small world equipment like animals sets, dolls and dolls houses etc.</p> <p>(EAD - Being imaginative and expressive - Nursery)</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Join different materials and explore different textures.</p>			<p>A thought out product which shows how children understand the characters they are reading.</p>
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		<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>			
Reception	<p>Chinese lanterns and fans</p> <p>Split pin puppets.</p>	<p>To make a moveable object using items available in the classroom.</p> <p>(EAD - Creating with materials - Reception)</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>(Physical development - Gross Motor skills - Reception)</p>	Beginning to select materials	<p>Can they explore different materials freely, in order to develop their ideas about how to use them and what to make?</p> <p>Can they describe how different textiles feel?</p> <p>Can they make a product from textiles by glueing?</p>	<p>Observation on SONAR assessment of discussions and photos</p> <p>Free-flow activities - inside and outside</p> <p>Adult led activities- Healthy cooking</p> <p>A well built puppet</p>

		Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.			
Year 1	<p>Design, make and evaluate a lever toy.</p> <p>DESIGN Design purposeful, functional and appealing products for themselves and other uses based on design criteria.</p> <p>Make Select from and use a range of tools to perform practical tasks.</p> <p>Evaluate Evaluate their products and ideas against their design criteria.</p>	<p>Create simple designs for a product.</p> <p>Use pictures and words to plan what they want to do.</p> <p>Use a range of simple tools to cut, join and combine materials safely. Use axles in a product</p> <p>Use tools to perform simple practical tasks.</p> <p>Ask simple questions about their design and creation.</p>	Able to evaluate and understand why we evaluate	<p>Can they talk with others about how they want to construct their product?</p> <p>Can they select appropriate resources and tools for their building projects?</p> <p>Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?</p>	A well designed toy with attempt to use levers
Year 2	<p>Design make and evaluate African patterns.</p> <p>DESIGN</p>	<p>Design purposeful, functional and appealing products for</p>	Pattern making	<p>Can they measure materials to use in a model or structure?</p> <p>Can they join the material in different ways?</p>	Printing and pattern making for a purpose

	<p>Design purposeful, functional and appealing products for themselves and other uses based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, templates and I.T.</p> <p>Make Select from and use a range of tools to perform practical tasks.</p> <p>Select and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate Evaluate their products and ideas against their design criteria.</p>	<p>themselves and other uses based on design criteria.(recycled materials)</p> <p>Generate, develop, model and communicate their ideas through talking, templates and I.T.</p> <p>Choose appropriate tools, equipment and materials from a wider range.</p> <p>Safely measure and cut and shape materials from a wide range.</p> <p>Evaluate their products and ideas against their design criteria.</p> <p>Evaluate existing products.</p>		<p>Can they use joining, folding or rolling to make it stronger?</p>	
<p>Year 3 Diorama</p>	<p>Design make and evaluate a circus toy.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded</p>	<p>Create designs using annotated sketches, diagrams and simple computer programs.</p> <p>Make suitable choices from a wider range of</p>	<p>Product testing before designing and evaluating in greater detail</p>	<p>Can they join textiles of different types in different ways?</p> <p>Can they choose textiles both for their appearance and also qualities?</p> <p>Soldering skills and</p>	<p>Beginning to think about how existing products can be improved.</p>

	<p>diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</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>Evaluate</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>tools and materials and include how to use them in their plans.</p> <p>Safely measure, mark out and join with some accuracy</p> <p>Strengthen frames</p> <p>Understand how mechanical systems such as levers create movement.</p> <p>Analyse their product.</p>		<p>knowledge of what makes a good toy.</p>	
<p>Year 4</p>	<p>Design make and evaluate a viking long boat.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and</p>	<p>Use knowledge of existing products to design a functional and appealing product.</p> <p>Create designs using exploded diagrams. (example is on google drive)</p>	<p>Understanding of what long boats were used for and how they were designed</p>	<p>Can they measure carefully so as to make sure they have not made mistakes?</p> <p>How have they attempted to make their product strong?</p> <p>History - links to topic of vikings Understand the structure of</p>	<p>A long - boat which when tested floats</p>

	<p>computer-aided design</p> <p>Make</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>Evaluate</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>Use techniques which require more accuracy to cut, shape, join and finish their work.</p> <p>Use a wider range of materials</p> <p>Apply learned techniques to strengthen structures.</p> <p>Evaluate their products and discuss how they might be improved and how they meet the needs of the user.</p>		<p>a long boat and the things that must be included.</p>	
<p>Year 5</p>	<p>Design, make and evaluate their own Sarcophagus.</p> <p>Design</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>To use knowledge of Ancient Egypt to build a miniature sarcophagus</p> <p>Use research into existing products to inform design. Create prototypes to show ideas (can be paper/card before made out of chosen material)</p> <p>Make careful and</p>	<p>Use different resources to cut and shape wood.</p>	<p>History - links to Egypt</p> <p>Are they motivated enough to refine and further improve their product using mouldable materials?</p>	<p>Joining and cutting wood to appropriate sizes and shapes to create a well made sarcophagus with a pharaoh head.</p> <p>CAD/ CAM design</p>

	<p>Make</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>Evaluate</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>precise measurements so that joins, holes and openings are in the right place.</p> <p>Produce a step by step plan of their make demonstrating their knowledge.</p> <p>Make detailed evaluations of their products in order to consider what could be changed.</p> <p>Understand how to use more complex mechanical systems</p>			
Year 6	<p>Design make and evaluate a labyrinth.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>Select from and use a wider range of materials</p>	<p>To use their knowledge to create a working labyrinth.</p> <p>Generate, model and communicate ideas through discussion, sketches, diagrams, prototypes and CAD - CAM design.</p> <p>Apply knowledge of techniques to refine a product to improve its functionality.</p> <p>Use accurate skills and</p>	Understanding of how labyrinths were designed.	<p>Have they thought about how their product could be sold?</p> <p>Have they given considered thought about what would improve their product even more?</p> <p>History - links to topic of greeks Knowledge of how Greeks used to create entertainment with items available to them.</p>	<p>A working labyrinth.</p> <p>CAD/CAM design</p>

	<p>and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>knowledge to problem solve during the making process.</p> <p>Use a wide range of methods to reinforce complex structures.</p> <p>Evaluate</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>			
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Summer					
Year group	What will be taught?	Skills	What was the previous learning?	Links across the curriculum	Expected outcomes/evidence
Nursery	Design and make a creepy crawler	<p>To begin to use levers <u>LEARNING statements</u></p> <p>(Physical development - Fine Motor skills - Nursery)</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	Well thought out product	Linked to Understanding of the world - Technology and EAD - Expressive Arts Knowledge of how things move.	Beginning to make simple designs and follow them

		<p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>(Understanding of the world - The natural world - Nursery)</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>(EAD- Being imaginative and expressive - Nursery)</p> <p>Join different materials and explore different textures.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>			
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Reception	<p>Design and make jewellery from around the world.</p> <p>Design and make a bug hotel</p>	<p>To choose appropriate materials <u>LEARNING statements</u></p> <p>(EAD - Creating with materials - Reception) Create collaboratively sharing ideas, resources and skills.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>(Physical development - Fine motor skills - Reception)</p> <p>Begin to show accuracy and care when drawing (ELG)</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery (ELG)</p>	Learning to design	<p>Linked to Understanding of the world - People and communities. Theme- Around the world. Knowledge of what different jewellery looks like and where these items can come from.</p> <p>Linked to Understanding of the world - The world/ Forest school Sessions</p>	Creating a product for a working purpose
Year 1	<p>Design make and evaluate a fruit salad</p> <p>NC</p>	<p><u>LEARNING statements</u> Talk about what he/she eats at home and begin to discuss what healthy foods are.</p>	Chopping and tasting	Healthy schools award Knowledge: how to chop and mix food.	Working towards healthy school award

	<p>- understand where food comes from.</p> <p>- use the basic principles of a healthy and varied diet to prepare dishes</p>	<p>Say where food comes from and give examples of food that is grown.</p> <p>Make: Use simple tools to help prepare food safely.</p>			
Year 2	<p>Design make and evaluate a habitat box</p> <p>DESIGN Design purposeful, functional and appealing products for themselves and other uses based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, templates and I.T.</p> <p>Make Select from and use a range of tools to perform practical tasks.</p> <p>Select and use a wide range of materials and components including</p>	<p>To use different methods to create a 3 dimensional habitat box</p> <p>LEARNING statements Design purposeful, functional and appealing products for themselves and other uses based on design criteria.(recycled materials)</p> <p>Generate, develop, model and communicate their ideas through talking, templates and I.T.</p> <p>Choose appropriate tools, equipment and materials from a wider range.</p> <p>Safely measure and cut and shape materials from a wide range.</p> <p>Explore and use mechanisms e.g levers in</p>	Knowledge of the topic area	<p>English/ Geography</p> <p>Where animals live and how we can use many different materials to create a fun environment.</p>	<p>A well designed and thought out habitat box which shows the habitat in which children have been learning</p>

	<p>construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate Evaluate their products and ideas against their design criteria.</p> <p>Technical Knowledge:</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>their product.</p> <p>Evaluate their products and ideas against their design criteria.</p> <p>Evaluate existing products.</p>			
Year 3	<p>Design, make and evaluate krindlekrax puppets</p> <p>Generate, develop, model and communicate their ideas through</p>	<p>To build on early sewing skills</p> <p><u>LEARNING statements</u> Create designs using annotated sketches, diagrams and simple computer programs.</p>	Safety with needles.	<p>English - links to book</p> <ul style="list-style-type: none"> - Sewing skills and the different types of sewing - Cross stitch 	To learn the basics of sewing and able to thread, hold and use a needle.

	<p>discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</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>Make</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>Select from and use a wider range of tools and</p>	<p>Make suitable choices from a wider range of tools and materials and include how to use them in their plans.</p> <p>Safely measure, mark out and join with some accuracy</p> <p>Use knowledge of existing products to design and build your own functional product. Analyse their product.</p>			
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	<p>equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Evaluate</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to</p>				
Year 4	<p>Money containers</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>Select from and use a wider range of materials and components, including</p>	<p>To build on joining techniques</p> <p><u>LEARNING statements</u></p> <p>Use knowledge of existing products to design a functional and appealing product.</p> <p>Create designs using exploded diagrams. (example is on google drive)</p> <p>Use techniques which require more accuracy to cut, shape, join and finish their work.</p> <p>Use a wider range of materials</p>	Progression with wood making skills	How wood is joined How we can shape wood to be a moldable material.	Designing for a purpose Justifying why this product was made.

	<p>construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to</p>	<p>Consider how products might be improved and how well they meet the needs of the intended user.</p> <p>Apply learned techniques to strengthen structures.</p> <p>Evaluate their products and discuss how they might be improved and how they meet the needs of the user.</p>			
Year 5	<p>Design make and evaluate Brazillian food Pao de Queijo</p> <p>NC: 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>	<p>Cooking from a recipe</p> <p><u>LEARNING statements</u> Understand the main food groups and the different nutrients that are important for health.</p> <p>Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable/ tasty to eat.</p> <p>Select appropriate ingredients and use a wide range of techniques to combine them.</p>	<p>Understanding of the country of Brazil and the different native and traditional food available.</p>	<p>Geography - links to topic of Brazil</p> <p>Facts: Different spices used in South Africa Different ways of cooking. How they create their recipes.</p>	<p>To taste existing products and use these to create a product with improved taste.</p>

<p>Year 6</p>	<p>Design, make and evaluate a product that they feel will be useful for secondary school</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</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>Evaluate</p> <p>Evaluate their ideas and products against their own design criteria and consider the</p>	<p>To use their DT skills and consolidate these by designing a product of their own choice.</p> <p><u>LEARNING statements</u></p> <p>Generate, develop and model their ideas through discussion, sketches, exploded diagrams, prototypes, and CAD - CAM.</p> <p>Apply technical knowledge and skills to problem solve during the making process.</p> <p>Use a wide range of methods to strengthen, stiffen and reinforce complex structures and use them accurately and appropriately.</p> <p>Use knowledge of famous designs to explain the effectiveness of their product.</p>	<p>Visited secondary schools and have seen and met other students</p>	<p>PSHE - links to them moving towards secondary school.</p> <p>Facts: Items they will need for secondary and why this may be useful.</p>	<p>To use what they have seen upon secondary school visits to design a product which they feel can help them settle in to secondary school life</p>
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	views of others to improve their work				
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Art
Overview

	Autumn	Spring	Summer
Nursery	<u>Self Portraits, Celebrations and Colour Mixing</u> <u>Self Portrait Creating</u>	<u>Chinese New Year Fan Creating and Superhero Designing - People Who Help Us</u> <u>Creating CNY Fans</u> <u>Superhero Designing</u>	<u>The World Around Us and Mini Beasts</u> <u>Our Earth 2D/3D Collage</u> <u>Butterfly Mirror Images</u>
Reception	<u>Where we Live and Celebrations</u> <u>Our Home Art</u>	<u>Chinese New Year / People Who Help Us</u> <u>Emergency Vehicle Designing</u>	<u>Seasonal Changes and Flags from Around the World</u> <u>How Trees Change Art Sequence</u> <u>Design Own Flag</u>
Yr 1	<u>The life and work of Peter Max</u>	<u>The life and work of L.S.Lowry</u>	<u>The life and work of Vincent Van Gogh</u>
Year 2	<u>Seascapes (various artists)</u>	African huts	<u>William Morris - Victorian Wallpaper Patterns</u>
Year 3	<u>Prehistoric Cave Art Paintings and cave printing on clay</u>	<u>Mythical Animals</u> <u>Creating a mythical fairytale animal from two different animals</u> Monet???	<u>Roman Mosaics and head sculpting</u> <u>Designing a Roman-style mosaic and using printing techniques</u> <u>Sculpting bust based on Roman techniques</u>
Year 4	<u>Invaders and Settlers</u> <u>Iron Man Sculpture</u>	<u>Ships Ahoy - Hayley Retstall artwork</u> <u>Viking Longboat Collage</u>	<u>Passport to Europe</u> <u>European Landmarks - Andy Warhol Style</u>
Year 5	<u>Space - Roger Deane</u> <u>Space Art</u>	<u>Ancient Egyptian Art</u> <u>Papyrus and Scarab Beetles</u>	<u>Passport to South America</u> <u>Rainforest Art Collages - Henri Rousseau</u>

Year 6	The life and work of John and Paul Nash	Ancient Greek Art Greek Sculpture and Design (Art/DT)	North America Street Art
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Autumn					
Year group	What will be taught?	Skills	Previous knowledge	Knowledge	Expected outcomes
Nursery	<p><u>Creating Own Self Portrait</u></p> <p><u>Celebrations: Diwali Rangoli Designs</u></p> <p><u>Colour Mixing</u></p>	<p><u>Target Tracker:</u></p> <p><u>EAD- Creating with materials - Nursery -</u></p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p>Is beginning to draw with increasing complexity such as representing a face with a circle</p> <p>Join different materials and explore different textures</p> <p>Explores colour and colour mixing</p>	<p>Children can talk about themselves and their features.</p> <p>Children to apply knowledge based around Diwali when creating their own Rangoli design.</p> <p>Children to recall colour knowledge.</p>	<p>Children will learn about the differences and similarities between themselves. They will learn to identify themselves and each other using mirrors and photographs and transfer their knowledge through their independent artwork.</p> <p>Children to explore patterns through a variety of colours and textures.</p>	<p><u>Art outcome</u></p> <p>Children to continue to develop their own ideas using and applying the skills learnt whilst exploring different textures and materials.</p> <p>Children to gain independence in choosing their own resources.</p> <p>Children to be able to mix colour and identify any new colours formed and appropriately apply this knowledge when creating.</p>

<p>Reception</p>	<p><u>Creating where we live</u></p> <p><u>Celebrations: Diwali - Rangoli Stencil Creating</u></p>	<p><u>Target Tracker:</u></p> <p><u>EAD - Creating with materials - Reception</u></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Creates collaboratively sharing ideas, resources and skills.</p> <p>Is able to return to and build on previous learning, refining ideas and developing abilities to represent them.</p> <p><i><u>B Squared Step headings:</u></i> <i>All headings</i></p>	<p>Children can work collaboratively to plan designs before carrying out a specific brief.</p> <p>Children can apply their knowledge of patterns and shapes.</p>	<p>All children to work together cooperatively to learn how to use specific tools and equipment to safely explore new techniques. design and create a stencil pattern.</p> <p>Support children to follow the design brief of Rangoli stencils and discuss what a design brief is (real life link).</p> <p>Children will use their stencil creations to complete Rangoli outcome.</p>	<p>Children to create artistic representations of where they live and their environment using a variety of media and resources. CC</p> <p>Children will celebrate their own work and the work of others. CC</p> <p>Children will critically assess their own work and the work of others, suggesting improvements.</p>
<p>Year 1</p>	<p><u>The work of Peter Max</u> CC</p> <p><u>N.C: statements:</u></p> <p>Use drawing, painting and sculpture to develop and share ideas, experiences and imagination.</p> <p>Learn about the work of artists, craft makers and designers.</p>	<p><u>Target tracker:</u></p> <p><u>Learning:</u></p> <p>Use artwork to record ideas, observations and experiences</p> <p>Explain what he/she like about the work of others</p> <p>Know the names of tools, techniques and elements that he/she uses</p> <p><u>Techniques:</u></p>	<p>Children have explored colour-mixing using paints to create different colours.</p>	<p>Children will learn about the life and work of the living artist Peter Max.</p> <p>Children to focus in style of Peter Max and explore his colour choices across the spectrum.</p>	<p>Children will know how to mix together colours to create different colours, shades or tones.</p> <p>Children will use these to paint in the style of Peter Max.</p> <p>Children will explore mark-making using a variety of tools to create effects.</p>

		<p>Use a variety of tools including pencils, crayons, paints and pastels to represent objects.</p> <p>Explore mark-making using a variety of tools.</p> <p>Cut, glue and trim material to create images from a variety of media</p>			
Year 2	<p>Seascape Paintings – (focus on the work of Andrew Giddens) CC N.C: statements: Develop a wide range of techniques in using colour, pattern, texture, form and space.</p> <p>Learn about the work of artists, making links to their own work.</p>	<p>Target Tracker:</p> <p>Learning: To know that different artistic works are made by craftspeople from different cultures and times.</p> <p>Give reasons for his/her preferences when looking at art/craft or design work.</p> <p>Techniques: Experiment with basic tools on rigid and flexible materials (pencils, paints and chalks)</p> <p>Represent things observed, remembered or imagined using colour/tools in two and three dimensions.</p>	<p>Children have mixed paint colours to create a range of shades and tones of a single colour.</p>	<p>Children will learn about the work of the living artist Andrew Giddens. Children will learn what a 'seascape' is.</p> <p>Children will learn about the skills and techniques used, including the limited colour palette.</p> <p>Children will learn how to choose, mix and blend colours to create the specific shades and tones needed for their seascape artwork.</p>	<p>Children will know how to mix paints to create a range of shades and tones of a single colour (eg blues). Children can create a seascape painting, in the style of Andrew Giddens, using a limited colour palette and a range of tools and brushes.</p>
Year 3	<p>Prehistoric Cave Art Paintings CC N.C: statements:</p>	<p>Target Tracker:</p> <p>Learning: Know about artists in history and describe their work.</p>	<p>Children have used charcoal and paint to sketch, draw and paint artwork, using simple</p>	<p>Children will learn about the importance of the Cave Art in the caves at Lascaux.</p>	<p>Children will know how to create a whole-class Cave Art display by applying a limited palette of paint colours directly onto the wall, using</p>

	<p>Create a sketch book to record observations and use them to review and revisit ideas.</p>	<p>Experiment with different materials to create a range of effects.</p> <p>Techniques: Compare and recreate the form of natural and man-made artwork and objects.</p> <p>Explore shading using different media.</p>	<p>brushes and tools, and a limited colour palette.</p>	<p>Children will study the cave painting images to learn about the Stone Age technique of painting directly on to a wall.</p>	<p>their fingers/hands and/or simple tools to apply charcoal or paint.</p>
Year 4	<p><u>Invaders and Settlers - Iron Man Sculpture</u></p> <p><u>N.C: statements:</u> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p><u>Target Tracker:</u></p> <p><u>Learning:</u> Use a sketchbook for collecting ideas and developing a plan for a completed piece of art.</p> <p>Describe some of the key ideas, techniques and working practices of artists, architects and designers who they have studied.</p> <p>Techniques: Create different effects by using a variety of tools and techniques.</p> <p>Draw familiar objects with the correct proportion.</p>	<p>Children will know and can explain that all artists create their artwork in their own unique styles.</p>	<p>Children to take inspiration from Ted Hughes' Iron Man to plan and sketch a proposal for a sculpture of the Iron Man.</p> <p>Children to look at the works of Antony Gormley and take inspiration and links when creating their own iron man.</p>	<p>Children will know how to study, identify and discuss the features of the work of this artist.</p> <p>Children to use different media to create their own iron man sculpture through preparatory sketch drawings, exploration of different techniques and media (to include clay, junk modelling, cardboard, adding foil texture) and then creating finalised sculpture.</p>
Year 5	<p><u>Roger Deane - 3D Artwork;</u></p> <p><u>N.C: statements:</u></p>	<p><u>Target Tracker:</u></p> <p><u>Learning:</u></p>	<p>Using mixed media including pencils to sketch images in a range of styles.</p>	<p>Children will learn about the work and style of artist Roger Deane by studying, comparing and discussing his works.</p>	<p>Children will be able to sketch and draw in the style of Deane, using pencils and charcoal before finalising their intended outcome using a range</p>

	<p>Improve their mastery of art and design techniques, including drawing, and painting with a range of materials, for example, pencils and charcoal.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p>	<p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.</p> <p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.</p> <p>Techniques: Use line, tone and shading to represent things seen, remembered or imagined, in three dimensions.</p> <p>Return to work over longer periods of time, and use a wider range of materials.</p>	<p>Making reference to similar artistic effects and creations from previous learning.</p>	<p>Children will learn how Deane has applied different techniques across his wide range of designs.</p>	<p>of media in order to reflect artistic knowledge.</p> <p>Children will use a variety of materials to enhance their background illustration.</p>
<p>Year 6</p>	<p><u>The life and work of John Nash</u></p> <p><u>N.C: statements:</u> Use a sketchbook to record observations and use them to review and revisit ideas.</p> <p>Learn about great artists, architects and designers in history.</p>	<p><u>Target Tracker:</u></p> <p><u>Learning:</u> Describe the work and ideas of artists, architects and designers using appropriate vocabulary and referring to historical and cultural contexts.</p> <p>Explain and justify preferences towards different styles and artists.</p> <p><u>Techniques:</u></p>	<p>Using water colour paints to create our own portraits and landscapes.</p>	<p>Children will learn about the work and style of the British artist John Nash – they will study his watercolour paintings, including those of the battlefields in the First World War.</p> <p>Children will discuss examples of John Nash’s print works and engravings.</p> <p>Children will learn that John Nash’s brother Paul was also an artist; and will compare examples of their work.</p>	<p>Children will create their own artwork in the style of John Nash, using water colours.</p> <p>Children will create a printed piece using an engraved design.</p>

		Use simple perspective in their work, using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their work.			
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Spring					
Year group	What will be taught?	Skills	Previous knowledge	Knowledge	Expected outcomes
Nursery	<p><u>Chinese New Year Chinese Fan Creating</u></p> <p><u>Creating our own Superhero</u></p>	<p><u>Curriculum</u></p> <p><u>EAD - Creating with materials - Nursery</u></p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Is able to create artistic work which conveys emotions and to be able to reason knowledge through communication.</p>	<p>Children to apply previous cutting skills and independent media resourcing.</p> <p>Children will be familiar with other 'Superhero' characters – ask children to name any that they know and display pictures.</p>	<p>Knowledge to be known:</p> <ul style="list-style-type: none"> - Can I retell the story of the Great Race? - Do I know which animal this year represents? - Can I talk about the cultural differences and celebrations? - Can I give some examples of what makes someone a Superhero? 	<p>Children will make their own Chinese style fan using a range of media to include collage, paint and secure cutting techniques.</p> <p>Children will create their own superhero through independent choice of media. The children will convey emotion, noise and movement in their finalised creation.</p>
Reception	<p><u>Chinese New Year Animal - 2021, Year of the Ox Box</u></p>	<p><u>Curriculum</u></p>	<p>Children are aware of and can</p>	<p>Knowledge to be known:</p>	<p>Children will make a paper cut out box which depicts an Ox. Children will explore a variety of materials in order</p>

	<p><u>People Who Help Us - Emergency Vehicles</u></p>	<p><u>EAD - Creating with materials - Reception</u></p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Explores a variety of artistic tools and techniques in order to produce a collaborative display based around people who help us.</p>	<p>talk about different customs, traditions and celebrations from their own experience.</p> <p>Children to draw on existing knowledge of people who help us and to be able to give their own examples and ideas through personal experiences.</p>	<ul style="list-style-type: none"> - Customs and traditions of Chinese New Year, and how this is celebrated. - Story of the Great Race - - Different occupations and ways in which people can help us 	<p>to decorate their item and will apply acquired knowledge of Chinese symbols and animals when decorating.</p> <p>Children will independently resource their creation of different vehicles based on people who help us. Children will demonstrate in their outcome, the variety of materials and techniques such as collage, painting with texture and experimenting with colour.</p>
Year 1	<p><u>The life and work of LS Lowry</u></p> <p><u>N.C. Statements</u></p> <p>To learn about the work of a range of artists, craft makers and designers.</p> <p>To use drawing and painting to develop and share their ideas.</p>	<p><u>Curriculum Learning</u></p> <p>Learn to explain what he/she likes about the work of others.</p> <p>Learn the names of the tools and techniques he/she uses.</p> <p><u>Techniques</u></p> <p>Use a variety of tools including pencils, crayons, charcoal, chalk and other dry media.</p> <p>Glue and trim material to create images from a variety of media.</p> <p>Sort, cut and shape fabrics.</p>	<p>Know about the social history of this period of time, and why Lowry chose to paint scenes of industrial areas and factory workers.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> - Can I recognise the distinctive style used by Lowry to represent the settings and people in his paintings, and learn how this was created? - Can I apply this knowledge when creating own versions of 'Match-stalk Men' artworks? 	<p>Children will work together to create a group or class mural painting, using painting and collage, to depict a typical Lowry industrial scene.</p> <p>Children will be using their knowledge and learning about Lowry's techniques and style in their work.</p>
Year 2	<p><u>African Round Huts</u></p> <p><u>N.C. Statements</u></p>	<p><u>Curriculum Learning</u></p>	<p>Children will use their knowledge of the building used in African tribe</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> - Can I describe the different materials used by tribal 	<p>Children will design and make an African round house; this will be a 3D sculpture using clay as the base.</p>

	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To learn about the work of a range of artists, craft makers and designers.</p>	<p>Know that different artworks are made by craftspeople from different times and cultures.</p> <p>Select particular techniques to create a chosen product and develop some care over materials and use.</p> <p>Techniques Represent things observed using colour and tools in 2D and 3D.</p> <p>Use a variety of techniques including printing, press and fabric printing, or collage.</p>	<p>villages like in their focus book.</p>	<p>people when building their villages?</p> <ul style="list-style-type: none"> - How were these materials sourced? - What could I use to represent these materials? 	<p>Children will paint and decorate the hut appropriately using a range of techniques.</p>
<p>Year 3</p>	<p>The life and work of Claude Monet</p> <p><u>N.C. Statements</u> to Learn about great artists in history.</p> <p>To improve their art and design techniques, including drawing and painting with a range of materials [for example, pencils and paints].</p>	<p><u>Target Tracker</u></p> <p><u>Learning</u> Use a sketchbook for experimenting and recording observations.</p> <p>Experiment with different materials to create a range of effects, and how to use these techniques in the completed piece of work. Learn about some of the great artists in history and describe their work.</p> <p><u>Techniques</u> Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours; compare and recreate the form of natural and manmade objects</p>	<p>Children are aware of some of Monet's famous paintings, and know his work has become famous around the world.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - What is the Impressionist Movement? - Can I recognise the different styles and techniques which Monet used in his paintings when creating my own painting? 	<p>Children can explain the influence of Monet's life and work on Art today, and how his style remains iconic.</p> <p>Children will create their own versions of Monet's famous paintings 'Water Lilies' and 'Haystacks' using the Impressionist style and imitating Monet's brushwork.</p>

<p>Year 4</p>	<p>Ships Ahoy - Viking Longboat Collage</p> <p><u>N.C. Statements</u> To develop an increasing awareness of different kinds of art, craft and design.</p> <p>To develop their techniques, including their control and their use of materials.</p>	<p><u>Target Tracker</u></p> <p><u>Learning</u></p> <p>Use technical skills to adapt/improve work</p> <p>Articulate how they might improve their work using technical terms and reasoning</p> <p>Describe key ideas, techniques and working practices of artists who he/she has studied.</p> <p>Techniques Use a variety of techniques including marbling and cold water paste.</p> <p>Create different effects by using a variety of tools and techniques. Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.</p>	<p>Links to existing knowledge of invaders and settlers.</p>	<p>TO DO</p> <p>Children to take inspiration from collage artist Hayley Retstall and create their own Viking longboat collage. Children will learn about layering using different media to give varying effects as well developing techniques around use of materials to create mood and feeling.</p> <p>Know that collage is a piece of art made by sticking different materials on to a backing. Know that a self-portrait is an image of the artist created by the artist</p>	<p>Children will create an Islamic 'repeating' mosaic pattern using both Art and Computing skills .</p>
<p>Year 5</p>	<p>The Art of Ancient Egypt</p> <p><u>N.C. Statements</u> to Understand the historical and cultural development of art forms.</p> <p>To improve their mastery of art and</p>	<p><u>Target Tracker</u></p> <p><u>Learning</u></p> <p>Research processes and explain how these were used in the finished product.</p> <p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within their work.</p>	<p>Previous knowledge of well-known aspects of Ancient Egypt, such as the pyramids, mummies and the pharaohs, including Tutankhamen.</p>	<p>TO DO</p> <p>Children will learn about life in Ancient Egypt and link this with what we know about life in Egypt today.</p> <p>Children will learn that hieroglyphs were the formal symbols used by ancient civilizations to record and convey information.</p>	<p>Children can understand and explain the significance of the Art of Ancient Egypt, and the religious beliefs of the people then.</p> <p>Children can describe and explain the importance of messages contained on papyrus.</p>

	<p>design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>Evaluation of work against intended outcome.</p> <p>Techniques Experiment with layers and overlays to create new textures.</p> <p>Learning Develop different ideas which can be used and explain their choices for the materials and techniques used.</p> <p>Techniques Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.</p> <p>Develop skills using clay.</p>		<p>Children will look at papyrus as a resource in Egypt and its purpose to create artwork. Children to make their own papyrus and use this to create their own name in hieroglyphics.</p> <p>Children to learn about the symbolism of the scarab beetle and what it represented to Ancient Egyptians.</p> <p>Children to look at its designs over time and different representations and forms such as in jewellery, model, painted form etc.</p>	
<p>Year 6</p>	<p>The work and ideas of Ancient Greek artists</p> <p><u>N.C. Statements</u> Develop their techniques, including their control and their use of materials, with creativity and experimentation and an increasing awareness of different kinds of art, craft & design.</p>	<p><u>Target Tracker</u></p> <p>Learning Select ideas based on observation or imagination, and develop these through open-ended research.</p> <p>Refine his/her use of learnt techniques.</p> <p>Techniques Produce intricate printing patterns by simplifying and modifying sketchbook designs.</p>	<p>Children have learned about aspects of the culture of Ancient Greece, including their gods, Greek myths, the Olympic Games.</p>	<p>TO DO Children will learn about the civilisation of the Ancient Greeks – the importance of their gods, Mount Olympus, their daily lives in a collection of city-states and their wars.</p> <p>Children will design and create painting patterns in the Ancient Greek style.</p> <p>Create paintings to depict the gods.</p>	<p>Children will create their own versions of the designs and ideas of Ancient Greek artists to use in their own work.</p>

		Produce intricate patterns and textures in malleable materials. Use different techniques, colours and textures and explain choice.			
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Summer					
Year group	What will be taught?	Skills	Previous knowledge	Knowledge	Expected outcomes
Nursery	<u>The World Around Us</u> <u>Mini Beasts</u>	<u>Target Tracker:</u> <u>EAD - Creating with materials - Nursery</u> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Is drawing with increasing complexity and detail using continuous lines and shapes.	Children to draw on previous knowledge of the Earth and the colours which are represented on the globe. Children have previously made simple drawings, paintings and models of animals.	Children to explore shapes and lines and use these when representing objects. Looking at the shape of the Earth, making references to 3D shapes. Ask children what they think a minibeast is. Children to explore the different types of minibeasts though colour, shape and texture.	Children to create a depiction of the Earth using both 2D and 3D techniques through exploration of different materials. Children will design their own butterfly using tissue paper and black card. The children will talk about their finished design and explore how light can be seen through the design and how this changes the colours used.
Reception	<u>Changes of the Seasons</u>	<u>Target Tracker:</u> <u>EAD - Creating with materials - Reception</u> Create collaboratively sharing ideas, resources and skills.	Children are able to talk about the changes that they see in their outside environment through the different seasons. The children are able to explore the current season and predict what may happen over time to	Children can talk about the similarities, differences, patterns and change that happens to trees and leaves throughout the seasons. Children to learn why leaves change colour and to put this knowledge into practice through creative art.	To create a tree sequence depicting a tree and the changes throughout the seasons.

	<u>Flags of the World</u>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)</p> <p>Share their creations, explaining the process they have used (ELG)</p> <p>Explores, uses and refines a variety of artistic effects to express ideas</p>	<p>our trees and leaves as seasons change.</p> <p>Children to talk about the counties they know and those of their families. Children to recall facts about the World such as different locations/counties they may have visited</p>	<p>Children should be able to refer to the metal used and any stones or embellishments.</p> <p>Children to look at the different countries where the children in Reception are from. Children will then look at the flags of those countries as well as others from countries they may know and explore the colours and patterns contained on them.</p>	<p>Children to produce their own flag based on a country of their choice or one which they have designed. The children are able to use a wide variety of resources and techniques and reason why they have created their design.</p>
Year 1	<p><u>The life and work of Vincent Van Gogh</u> <u>N.C. Statements</u> Learn about the work of famous artists, describing the differences and similarities between different practices and making links to their own work.</p>	<p><u>Target Tracker Learning</u> Experiment with different materials to design and make products.</p> <p>Know the names of tools, techniques and elements that he/she uses.</p> <p><u>Techniques</u> Explore mark making using a variety of brushes.</p> <p>Make marks in print using found objects and tools to emulate the style of Van Gogh.</p>	<p>Children have learned about the work of other famous artists and are aware of the significance of their work.</p>	<p>Learn about the life of Vincent Van Gogh as one of the most distinctive and best-loved artists of all time.</p> <p>His work was not popular when he was alive, because it was very different to the styles of other artists at that time. Today he is thought to be one of the finest artists there has ever been. There are about 800 of his oil paintings and over 1000 watercolours and sketches, but there were probably many more.</p>	<p>Children will study the famous painting 'Sunflowers' and talk about what they can see.</p> <p>What do they notice about the brushstrokes? Children will then create their own versions of 'Sunflowers' using watercolours.</p> <p>Ready-mix paints or collage materials in a limited palette.</p>
Year 2	<u>William Morris Victorian</u>	<u>Target Tracker Learning</u>	<p>Children are already familiar with mathematical 'repeating patterns' of</p>	<p>Children will learn that the patterns used in William Morris' designs were inspired mostly</p>	

	<p><u>Wallpaper Patterns</u></p> <p><u>N.C. Statements</u> To use a range of materials creatively to design and make products</p> <p>To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.</p>	<p>Try out different activities and make sensible choices about what to do next.</p> <p>Know that different artistic works are made by craftspeople from different cultures and times.</p> <p>Gives reasons for his/her preferences when looking at art/craft and design work.</p> <p><u>Techniques</u> Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings.</p> <p>Develop techniques to join fabrics and apply decorations such as a running stitch or an over-stitch.</p>	<p>colours, shapes and orientations of shapes. Children to draw on their pattern knowledge and revisit their learning through exploration of patterns containing vertical, horizontal, parallel, diagonal, rotated and symmetrical repeating patterns.</p>	<p>by nature. The children will look at the different plants and flowers which Morris used and how this inspiration was taken from those plants and flowers found in his own garden.</p> <p>The patterns are often 'repeating' and can be simple or complex</p>	<p>Children will create their own William Morris wallpaper design using repeated patterns.</p> <p>Their design should be intended for use as a 'fabric pattern design' and apply appropriate colour schemes as seen in William Morris' work. .</p> <p>Children may create their own template in order to stencil their design onto fabric using the appropriate media and to produce a second fabric design whereby a repeating pattern design is cut from material and sewn onto the fabric in order to demonstrate running or over-stitch techniques.</p>
<p>Year 3</p>	<p><u>Roman Mosaics</u></p> <p><u>N.C. Statements</u> To develop their techniques, including control and use of materials, with creativity and experimentation. To develop an increasing awareness of different kinds of art, craft and design.</p>	<p><u>Target Tracker Learning</u></p> <p>Use a sketchbook for experimenting with techniques or planning out ideas.</p> <p>Explain what he/she likes or dislikes about their finished work.</p> <p><u>Techniques</u> Create printing blocks using relief or impressed techniques.</p>	<ul style="list-style-type: none"> • Children have learned about the importance of the Roman Empire, its leaders, culture and the impact it still has on our lives today. • The children have learned that Roman mosaics were made up of hundreds of tiny coloured stones and 	<ul style="list-style-type: none"> • Children will learn that Mosaic floors were a sign of wealth and importance - used for decoration and to show people how rich you were. • Mosaics were waterproof, easy to clean, and were very strong surfaces for walking on. • They were sometimes used as signs or for advertising! 	<ul style="list-style-type: none"> • Children will design their own mosaic pattern using 2 or 3 different colours. • Based on the images of mosaics studied. The pattern must have regular repetition and symmetry. • The mosaic can then be made using a choice of techniques and media.

		Create a collage using overlapping and layering.	gems, called <i>tesse rae</i> .	<ul style="list-style-type: none"> There are many examples of Roman mosaics that still exist today. 	
Year 4	<p><u>Passport to Europe - Warhol Inspired Landmarks</u></p> <p><u>N.C. Statements</u> Learn about great artists, architects and designers in history.</p> <p>Develop an increasing awareness of different kinds of art, craft and design.</p>	<p><u>Target Tracker</u></p> <p><u>Learning</u></p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.</p> <p>Use taught technical skills to adapt/improve work</p> <p>Describe key ideas and techniques and working practices of artists, architects and designers studied.</p> <p><u>Techniques</u></p> <p>Explore a variety of techniques, including marbling, silkscreen, using cold-water paste and printing on fabrics using tie-dyes or batik.</p> <p>Draws familiar objects with correct proportions</p>	Children use existing knowledge to identify landmarks around Europe.	<p>Children will look at the popular work of Andy Warhol and his importance to popular culture and how this has influenced art today.</p> <p>Children to critique a piece of Warhol's art, focusing four steps:</p> <p><u>Describe</u> – your first impressions - what can you see in the painting?</p> <p><u>Analyse</u> – think about what you can see in terms of shape, form, colours, lines, texture ...</p> <p><u>Interpret</u> – what does the picture tell us ? What does it mean?</p> <p><u>Judgement</u> – give a personal opinion or 'verdict', with reasons.</p>	Children to take inspiration from Andy Warhol pop art when creating images of European Landmarks. Sketch work to be completed to show a range of skills and progression. Use batik process to reproduce four identical images on small pieces of fabric and incorporate pop art effect by dyeing each different colours
Year 5	<p><u>Passport to South America</u></p> <p><u>Rainforest Art Collages</u></p>	<p><u>Target Tracker</u></p> <p><u>Learning</u></p> <p>Use line, tone and shading to represent things seen,</p>	Children will be drawing on existing knowledge based around humanities inputs.	Children will gain knowledge on shading, tone, blending etc through exploration of botanical images. Children to look at the	Children will research and create their own botanical artwork and their own rainforest collage.

	<p><u>N.C. Statements</u> To improve their mastery of art and design techniques, including drawing, painting, collage and sculpture, using a range of materials,</p>	<p>remembered or imagined in three dimensions</p> <p>Discuss their processes and how these were used in the finished product.</p> <p>Confidentiality and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within their work.</p> <p><u>Techniques</u></p> <p>Mix colours to express mood, divide foreground from background or demonstrate tones</p> <p>Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures.</p>		<p>work of Henri Rousseau and key features of his artwork</p>	
<p>Year 6</p>	<p><u>Paper Collages of North America (Art/DT)</u></p> <p><u>N.C. Statements</u> Develop their techniques, including their control and their use of materials,</p>	<p><u>Target Tracker</u></p> <p><u>Learning</u> Select ideas based on first-hand observation, experience, or imagination.</p> <p>Refine his/her use of learnt techniques.</p>	<p>Children have previously learned about different climates around the world including the two polar regions.</p>	<p>Children will be taught facts about North America, including geographical information about mountain ranges, rivers, Oceans, Countries etc...</p>	<p>Children will describe and discuss the unique appearance of different aspects in North America. Children will plan and design a collage of North America, creating a 3D effect and using a limited palette of colours to offset and highlight the different colours. Choose a bright contrast colour – eg a blue for the sky, or the sea – to add interest.</p>

	<p>with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<p>Adapt his/her final work following feedback or discussion based on preparatory ideas.</p> <p>Techniques Use simple perspective in their work, with a single focal point and horizon.</p> <p>Use techniques, colours, tones and effects in an appropriate way to represent things seen.</p> <p>Follow a design brief to achieve an effect for a particular function.</p>			
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Music

Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Me!	My stories	Everyone!	Big B ear Funk!	Our World!	Reflect, Rewind and Replay
Reception	Me!	My stories	Everyone!	Big Bear Funk!	Our World!	Reflect, Rewind and Replay
Year 1	Hey You!	Round and Round	In the Groove	Rhythm in the way we walk and Banana Rap	Use Your Imagination	Reflect, Rewind and Replay
Year 2	Friendship Song	Ho Ho Ho	I wanna play in a band	Zootime	Hands, feet, heart	Reflect, Rewind and Replay
Year 3	Let your spirits fly	Glockenspiel Stage 1	Three Little Birds	Reflect, Rewind and Replay	Bringing us Together	The Dragon Song
Year 4	Mamma Mia!	Glockenspiel Stage 2	Stop!	Lean on me	Blackbird	Reflect, Rewind and Replay
Year 5	Livin' on a prayer	Classroom Jazz 1	Make you feel my love	The fresh prince of Bel Air	Dancing in the street	Reflect, Rewind and Replay
Year 6	A new year carol	Classroom Jazz 2	Happy	You've got a friend	Music and Me	Reflect, Rewind and Replay

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Autumn 1

Autumn 1					
Year group	What will be taught?	Skills	Previous knowledge	Knowledge	Expected outcomes
Nursery	Me!	<p>(EAD - Being imaginative and expressive- Nursery)</p> <p>Remember and sing entire songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	N/A	Familiar songs from a range of different cultures	<p>(EAD- Being imaginative and expressive - Nursery)</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up, and down, down and up) of familiar songs.</p> <p>Photo and video evidence Pupil conferencing</p>
Reception	Me!	<p>(Physical development - Gross motor skills - Nursery)</p> <p>Combine different movements with ease and fluency</p> <p>Sings a few familiar songs.</p> <p>Beginning to move rhythmically.</p>	Refer to Nursery	Familiar songs from a range of different cultures	<p>(EAD- Being imaginative and expressive - Reception)</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>

		<p>Imitates movement in response to music.</p> <p>Taps out simple repeated rhythms.</p> <p>Explores and learns how sounds can be changed.</p>			<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Photo and video evidence Pupil conferencing</p>
Year 1	Hey You!	<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated</p>	Refer to Reception	Songs from a range of different genres/cultures	<p><u>Listen and Appraise</u> - Listen to music with sustained concentration</p> <p><u>Singing</u> - Learn and perform rhythm, raps and songs</p> <p><u>Playing Instruments</u>- Recognise different instruments</p> <p><u>Improvisation</u> -Improvise a simple rhythm using different instruments including voice</p> <p><u>Composition</u> -Use tuned and untuned percussion to compose an improvise</p> <p><u>Perform and Share</u> -Learn to follow the conductor or band leader</p> <p>Photo and video evidence Pupil conferencing</p>
Year 2	Friendship Song	<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes</p>	Refer to Year 1	Songs from a range of different genres/cultures Understanding of rhythm in music	<p><u>Listen and Appraise</u> - Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p><u>Singing</u> - Use his/her voice expressively and creatively by singing songs and</p>

		<p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated</p>			<p>speaking chants and rhymes with growing confidence</p> <p><u>Playing instruments</u> - Understand that timbre describes the layers within the music</p> <p><u>Improvisation</u> - Improvise a simple rhythm using different instruments including voice</p> <p><u>Composition</u>- Understand that textures describe the layers within music</p> <p><u>Perform and Share</u> - Practise, rehearse and present performances to audiences with a growing awareness of the people watching</p> <p>Photo and video evidence Pupil conferencing</p>
Year 3	Let your spirits fly	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and</p>	Refer to Year 2	<p>History of music</p> <p>Beginning to have an understanding of musical notation</p>	<p><u>Listen and Appraise</u> - Listen with direction to a high range of quality music</p> <p>Confidently recognise a range of musical instruments</p> <p><u>Singing</u> - Sings songs with multiple parts with increasing confidence</p> <p><u>Playing instruments</u> -Play and perform in a solo or ensemble contexts with confidence</p> <p><u>Improvisation</u> - Play and perform in a solo or ensemble contexts with confidence</p>

		<p>understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated</p>			<p>Composition- Understand that composition is when a composer writes down and records a musical idea</p> <p>Perform and Share - Play and perform in a solo or ensemble context with confidence</p> <p>Photo and video evidence Pupil conferencing</p>
Year 4	Mamma Mia!	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated</p>	Refer to Year 3	<p>History of music</p> <p>Beginning to have an understanding of musical notation</p>	<p>Listen and Appraise - Confidently recognise a range of musical instruments and the different sounds they make</p> <p>Singing -Sings songs with multiple parts with increasing confidence</p> <p>Playing instruments -Develop an understanding of formal written notation which includes minims and quavers</p> <p>Improvisation - Develop an understanding of formal written notation which includes minims and quavers</p> <p>Composition- Develop an understanding of formal written notation which includes minims and quavers</p> <p>Perform and Share - Play and perform in solo or ensemble contexts with increasing confidence</p> <p>Photo and video evidence Pupil conferencing</p>

Year 5	Livin' on a prayer	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p>Improvise and compose music for a range or purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand stave and other musical notations</p> <p>Play and perform in solo and ensemble contexts, using voice and playing musical instruments with increasing accuracy, fluency, control and expression</p>	Refer to Year 4	<p>History of music</p> <p>Use stave and musical notation</p>	<p><u>Listen and Appraise</u> - Develop a deeper understanding of the history and context of music</p> <p>Appropriately discuss the dimensions of music and recognise them in heard music</p> <p>Listen with attention to detail and recall sounds and increasing aural memory and accuracy</p> <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p><u>Singing</u> - Sing as part of an ensemble with full confidence and precision</p> <p><u>Playing instruments</u> - Deepen an understanding and use of formal, written notation which includes stave, semibreves and dotted crotchets</p> <p><u>Improvisation</u> - Improvise and compose for a range of purposes using the inter-related dimensions of music</p> <p><u>Composition</u>- Create a simple composition and record using formal notation</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p><u>Perform and Share</u> - Play and perform in solo or ensemble contexts and increasing accuracy, control, fluency and expression</p>
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					Photo and video evidence Pupil conferencing
Year 6	A new year carol	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p>Improvise and compose music for a range or purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand stave and other musical notations</p> <p>Play and perform in solo and ensemble contexts, using voice and playing musical instruments with increasing accuracy, fluency, control and expression</p>	See Year 5	<p>History of music</p> <p>Use stave and musical notation</p>	<p><u>Listen and Appraise</u> - Develop a deeper understanding of the history and context of music</p> <p>Appropriately discuss the dimensions of music and recognise them in heard music</p> <p>Listen with attention to detail and recall sounds and increasing aural memory and accuracy</p> <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p><u>Singing</u> - Sing as part of an ensemble with full confidence and precision</p> <p><u>Playing instruments</u> - Deepen an understanding and use of formal, written notation which includes stave, semibreves and dotted crotchets</p> <p><u>Improvisation</u> - Improvise and compose for a range of purposes using the inter-related dimensions of music</p> <p><u>Composition</u>- Create a simple composition and record using formal notation</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>

					<p>Perform and Share - Play and perform in solo or ensemble contexts and increasing accuracy, control, fluency and expression</p> <p>Photo and video evidence Pupil conferencing</p>
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Autumn 2					
Year group	What will be taught?	Skills	Previous knowledge	Knowledge	Expected outcomes
Nursery	My stories	<p>Explores objects by linking together different approaches: shaking and hitting,</p> <p>Joins in singing favourite songs.</p> <p>Creates sounds by banging, shaking, tapping or blowing.</p> <p>Shows an interest in the way musical instruments sound</p>	N/A	Will be able to sing familiar songs from a range of different cultures	<p>(EAD- Being imaginative and expressive - Nursery)</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up, and down, down and up) of familiar songs.</p> <p>Photo and video evidence Pupil conferencing</p>
Reception	My stories	<p>Enjoys joining in with dancing and ring games.</p> <p>Sings a few familiar songs.</p>	Refer to Nursery	<p>Knows familiar songs from a range of different cultures</p> <p>Knows how to use instruments to</p>	(EAD- Being imaginative and expressive - Reception)

		<p>Beginning to move rhythmically.</p> <p>Imitates movement in response to music.</p> <p>Taps out simple repeated rhythms.</p> <p>Explores and learns how sounds can be changed.</p> <p><i>B Squared Step headings:</i> <i>Musical Experience</i> <i>Singing and Musical Instruments</i> <i>Music Creation</i></p>		<p>explore sounds</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Photo and video evidence Pupil conferencing</p>
Year 1	Rhythm in the way we walk and Banana Rap	<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated</p>	Refer to Reception	Knows songs from a range of different genres/cultures	<p><u>Listen and Appraise</u> - Listen to music with sustained concentration</p> <p><u>Singing</u> - Learn and perform rhythm, raps and songs</p> <p><u>Playing Instruments</u>- Recognise different instruments</p> <p><u>Improvisation</u> -Improvise a simple rhythm using different instruments including voice</p> <p><u>Composition</u> -Use tuned and untuned percussion to compose an improvise</p> <p><u>Perform and Share</u> -Learn to follow the conductor or band leader</p> <p>Photo and video evidence Pupil conferencing</p>
Year 2	Ho Ho Ho	<p>Listen with concentration and understanding to a range of high-</p>	Refer to Year 1	Knows songs from a range of different genres/cultures	<p><u>Listen and Appraise</u> - Listen with concentration and understanding to a</p>

		<p>quality live and recorded music</p> <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated</p>			<p>range of high-quality live and recorded music</p> <p><u>Singing</u> - Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence</p> <p><u>Playing instruments</u> - Understand that timbre describes the layers within the music</p> <p><u>Improvisation</u> - Improvise a simple rhythm using different instruments including voice</p> <p><u>Composition</u> - Understand that textures describe the layers within music</p> <p><u>Perform and Share</u> - Practise, rehearse and present performances to audiences with a growing awareness of the people watching</p> <p>Photo and video evidence Pupil conferencing</p>
Year 3	Glockenspiel Stage 1	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes</p>	Refer to Year 2	<p>Will be able to talk about some composers they have been learning about - History of music</p> <p>Beginning to have an understanding of musical notation</p>	<p><u>Listen and Appraise</u> - Listen with direction to a high range of quality music</p> <p>Confidently recognise a range of musical instruments</p> <p><u>Singing</u> - Sings songs with multiple parts with increasing confidence</p> <p><u>Playing instruments</u> - Play and perform in a solo or ensemble contexts with confidence</p>

		<p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated</p>			<p><u>Improvisation</u> - Play and perform in a solo or ensemble contexts with confidence</p> <p><u>Composition</u>- Understand that composition is when a composer writes down and records a musical idea</p> <p><u>Perform and Share</u> - Play and perform in a solo or ensemble context with confidence</p> <p>Photo and video evidence Pupil conferencing</p>
Year 4	Glockenspiel Stage 2	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated</p>	Refer to Year 3	<p>History of music</p> <p>Beginning to have an understanding of musical notation</p>	<p><u>Listen and Appraise</u> - Confidently recognise a range of musical instruments and the different sounds they make</p> <p><u>Singing</u> -Sings songs with multiple parts with increasing confidence</p> <p><u>Playing instruments</u> -Develop an understanding of formal written notation which includes minims and quavers</p> <p><u>Improvisation</u> - Develop an understanding of formal written notation which includes minims and quavers</p> <p><u>Composition</u>- Develop an understanding of formal written notation which includes minims and quavers</p> <p><u>Perform and Share</u> - Play and perform in solo or ensemble contexts with increasing confidence</p> <p>Photo and video evidence</p>

					Pupil conferencing
Year 5	Classroom Jazz 1	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand stave and other musical notations</p> <p>Play and perform in solo and ensemble contexts, using voice and playing musical instruments with increasing accuracy, fluency, control and expression</p>	Refer to Year 4	<p>History of music</p> <p>Use stave and musical notation</p>	<p><u>Listen and Appraise</u> - Develop an increasing understanding of the history and context of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p><u>Singing</u> - Sing as part of an ensemble with increasing confidence and precision</p> <p><u>Playing instruments</u> - Use and develop an understanding of formal, written notation which includes stave, semibreves and dotted crotchet</p> <p><u>Improvisation</u> - Understand how pulse, rhythm and pitch work together</p> <p>Improvise with increasing confidence using own voice, rhythms and varied pitch</p> <p><u>Composition</u> - Compose complex rhythms from an increasing aural memory</p> <p><u>Perform and Share</u> - Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression</p> <p>Photo and video evidence Pupil conferencing</p>
Year 6	Classroom Jazz 2	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers</p>	Refer to Year 5	<p>History of music</p> <p>Use stave and musical notation</p>	<p><u>Listen and Appraise</u> - Develop a deeper understanding of the history and context of music</p>

		<p>and musicians</p> <p>Develop an understanding of the history of music</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand stave and other musical notations</p> <p>Play and perform in solo and ensemble contexts, using voice and playing musical instruments with increasing accuracy, fluency, control and expression</p>		<p>Appropriately discuss the dimensions of music and recognise them in heard music</p> <p>Listen with attention to detail and recall sounds and increasing aural memory and accuracy</p> <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p><u>Singing</u> - Sing as part of an ensemble with full confidence and precision</p> <p><u>Playing instruments</u> - Deepen an understanding and use of formal, written notation which includes stave, semibreves and dotted crotchets</p> <p><u>Improvisation</u> - Improvise and compose for a range of purposes using the inter-related dimensions of music</p> <p><u>Composition</u>- Create a simple composition and record using formal notation</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p><u>Perform and Share</u> - Play and perform in solo or ensemble contexts and increasing accuracy, control, fluency and expression</p> <p>Photo and video evidence Pupil conferencing</p>
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Spring 1					
Year group	What will be taught?	Skills	Previous knowledge	Knowledge	Expected outcomes
Nursery	Everyone!	<p>Explores objects by linking together different approaches: shaking and hitting,</p> <p>Joins in singing favourite songs.</p> <p>Creates sounds by banging, shaking, tapping or blowing.</p> <p>Shows an interest in the way musical instruments sound</p>	N/A	<p>Knows how to use a range of instruments to create music</p>	<p>EAD - Being imaginative and expressive - Nursery)</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up, and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Photo and video evidence Pupil conferencing</p>
Reception	Everyone!	<p>Enjoys joining in with dancing and ring games.</p> <p>Sings a few familiar songs.</p> <p>Beginning to move rhythmically.</p> <p>Imitates movement in response to music.</p> <p>Taps out simple repeated rhythms.</p>	Refer to Nursery	<p>Knows about rhythm and can clap or use an instrument to show a basic rhythm</p> <p>Knows how to use instruments to explore sounds</p>	<p>EAD - Being imaginative and expressive - Reception</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>

		Explores and learns how sounds can be changed.			<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Perform songs, rhymes, poems and stories with others, and when appropriate - try to move in time with music (ELG)</p> <p>Photo and video evidence Pupil conferencing</p>
Year 1	In the Groove	<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated</p>	Refer to Reception	<p>Knows the techniques to sing and use their voice expressively</p> <p>Knows how to play tuned and untuned instruments (beginning)</p>	<p><u>Listen and Appraise</u> - Explores the different sounds of music</p> <p><u>Singing</u> -Learn to follow the conductor or band leader</p> <p><u>Playing Instruments</u>- Recognise different instruments</p> <p><u>Improvisation</u> -Improvise a simple rhythm using different instruments including voice</p> <p><u>Composition</u> -Use tuned and untuned percussion to compose an improvise</p> <p><u>Perform and Share</u> -Learn to follow the conductor or band leader</p> <p>Listen to, repeat a simple rhythm or melody</p> <p>Photo and video evidence Pupil conferencing</p>

Year 2	I wanna play in a band	<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelate</p>	Refer to Year 1	<p>Knows the techniques to sing and use their voice expressively</p> <p>Knows how to play tuned and untuned instruments (beginning)</p>	<p><u>Listen and Appraise</u> - Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Begin to describe a piece of music using a developing understanding of the inter-related musical dimensions</p> <p><u>Singing</u> - Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence</p> <p>Develop an understanding of melody, the words and their importance in the music being listened to</p> <p><u>Playing instruments</u> - Understand that timbre describes the layers within the music</p> <p>Use tuned and untuned classroom percussion to play accompaniments and tunes</p> <p><u>Improvisation</u> - Improvise a simple rhythm using different instruments including voice</p> <p>Use tuned and untuned percussion to compose and improvise</p> <p><u>Composition</u>- Understand that textures describe the layers within music</p> <p>Understand that structure describes how</p>
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					<p>different sections of music are ordered</p> <p>Use tuned and untuned percussion to compose and improvise</p> <p><u>Perform and Share</u> - Practise, rehearse and present performances to audiences with a growing awareness of the people watching</p> <p>Photo and video evidence Pupil conferencing</p>
Year 3	Three Little Birds	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related</p>	Refer to Year 2	<p>Knows how to use their voice expressively singing chants and rhymes</p> <p>Knows how to play tuned and untuned instruments (developing)</p>	<p><u>Listen and Appraise</u> -</p> <p>Confidently recognise a range of musical instruments</p> <p>Find the pulse within the context of different songs/music with ease</p> <p><u>Singing</u> - Sings songs with multiple parts with increasing confidence</p> <p><u>Playing instruments</u> - Play and perform in a solo or ensemble contexts with confidence</p> <p><u>Improvisation</u> - Play and perform in a solo or ensemble contexts with confidence</p> <p><u>Composition</u> - Understand that composition is when a composer writes down and records a musical idea</p> <p><u>Perform and Share</u> - Play and perform in a solo or ensemble context with confidence</p>

					Photo and video evidence Pupil conferencing
Year 4	Stop!	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated</p>	Refer to Year 3	<p>Knows how to use their voice expressively singing chants and rhymes</p> <p>Knows how to play tuned and untuned instruments (developing)</p>	<p><u>Listen and Appraise</u> - Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators</p> <p>Use musical language to appraise a piece or style of music</p> <p><u>Singing</u> -Sings songs with multiple parts with increasing confidence</p> <p><u>Playing instruments</u> -Develop an understanding of formal written notation which includes minims and quavers</p> <p><u>Improvisation</u> - Develop an understanding of formal written notation which includes minims and quavers</p> <p><u>Composition</u>- Develop an understanding of formal written notation which includes minims and quavers</p> <p><u>Perform and Share</u> - Play and perform in solo or ensemble contexts with increasing confidence</p> <p>Photo and video evidence Pupil conferencing</p>

Year 5	Make you feel my love	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p>Improvise and compose music for a range or purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Play and perform in solo and ensemble contexts, using voice and playing musical instruments with increasing accuracy, fluency, control and expression</p>	Refer to Year 4	<p>Knows the different periods of music</p> <p>Knows what a stave is</p> <p>Knows how to us represent musical notation using visual notes or symbols</p>	<p><u>Listen and Appraise</u> - Develop an increasing understanding of the history and context of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p><u>Singing</u> -Sing as part of an ensemble with increasing confidence and precision</p> <p><u>Playing instruments</u> -Use and develop an understanding of formal, written notation which includes stave, semibreves and dotted crotchet</p> <p><u>Improvisation</u> - Understand how pulse, rhythm and pitch work together</p> <p>Improvise with increasing confidence using own voice, rhythms and varied pitch</p> <p><u>Composition</u>- Compose complex rhythms from an increasing aural memory</p> <p><u>Perform and Share</u> - Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression</p> <p>Photo and video evidence Pupil conferencing</p>
Year 6	Happy	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	Refer to Year 5	<p>Knows the different periods of music</p> <p>Knows what a stave is</p>	<p><u>Listen and Appraise</u> - Develop an increasing understanding of the history and context of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>

		<p>Develop an understanding of the history of music</p> <p>Improvise and compose music for a range or purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Play and perform in solo and ensemble contexts, using voice and playing musical instruments with increasing accuracy, fluency, control and expression</p>		<p>Knows how to use represent musical notation using visual notes/symbols or written on a staff</p>	<p><u>Singing</u> - Sing as part of an ensemble with increasing confidence and precision</p> <p><u>Playing instruments</u> - Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchet</p> <p><u>Improvisation</u> - Understand how pulse, rhythm and pitch work together</p> <p>Improvise with increasing confidence using own voice, rhythms and varied pitch</p> <p><u>Composition</u> - Compose complex rhythms from an increasing aural memory</p> <p><u>Perform and Share</u> - Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression</p> <p>Photo and video evidence Pupil conferencing</p>
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Spring 2					
Year group	What will be taught?	Skills	Previous knowledge	Knowledge	Expected outcomes

Nursery	Big Bear Funk!	<p>Explores objects by linking together different approaches: shaking and hitting,</p> <p>Joins in singing favourite songs.</p> <p>Creates sounds by banging, shaking, tapping or blowing.</p> <p>Shows an interest in the way musical instruments sound</p>	N/A	<p>Knows how to use a range of instruments to create music</p>	<p>EAD - Being imaginative and expressive - Nursery)</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up, and down, down and up) of familiar songs.</p> <p>Photo and video evidence Pupil conferencing</p>
Reception	Big Bear Funk!	<p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments</p>	Refer to Nursery	<p>Knows about rhythm and can clap or use an instrument to show a basic rhythm</p> <p>Knows how to use instruments to explore sounds</p>	<p>EAD - Being imaginative and expressive - Reception</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Perform songs, rhymes, poems and stories with others, and when</p>

					<p>appropriate - try to move in time with music (ELG)</p> <p>Photo and video evidence Pupil conferencing</p>
Year 1	Round and Round	<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated</p>	Refer to Reception	<p>Knows the techniques to sing and use their voice expressively</p> <p>Knows how to play tuned and untuned instruments (beginning)</p>	<p><u>Listen and Appraise</u> - Explores the different sounds of music</p> <p><u>Singing</u> -Learn to follow the conductor or band leader</p> <p><u>Playing Instruments</u>- Recognise different instruments</p> <p><u>Improvisation</u> -Improvise a simple rhythm using different instruments including voice</p> <p><u>Composition</u> -Use tuned and untuned percussion to compose an improvise</p> <p><u>Perform and Share</u> -Learn to follow the conductor or band leader</p> <p>Listen to, repeat a simple rhythm or melody</p> <p>Photo and video evidence Pupil conferencing</p>
Year 2	Zootime	<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Use voices expressively and creatively by singing songs and speaking chants</p>	Refer to Year 1	<p>Knows the techniques to sing and use their voice expressively</p> <p>Knows how to play tuned and untuned instruments (beginning)</p>	<p><u>Listen and Appraise</u> - Listen with concentration and understanding to a range of high-quality live and recorded music</p>

		<p>and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated</p>			<p>Begin to describe a piece of music using a developing understanding of the inter-related musical dimensions</p> <p><u>Singing</u> - Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence</p> <p>Develop an understanding of melody, the words and their importance in the music being listened to</p> <p><u>Playing instruments</u> - Use tuned and untuned classroom percussion to play accompaniments and tunes</p> <p><u>Improvisation</u> - Improvise a simple rhythm using different instruments including voice</p> <p>Use tuned and untuned percussion to compose and improvise</p> <p><u>Composition</u>-</p> <p>Understand that structure describes how different sections of music are ordered</p> <p>Use tuned and untuned percussion to compose and improvise</p> <p>Experiment with, creat, select and combine sounds using the inter-related dimensions of music</p> <p><u>Perform and Share</u> - Practise, rehearse and present performances to audiences</p>
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					<p>with a growing awareness of the people watching</p> <p>Photo and video evidence Pupil conferencing</p>
Year 3	Reflect, Rewind and Replay	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated</p>	Refer to Year 2	<p>Knows how to use their voice expressively singing chants and rhymes</p> <p>Knows how to play tuned and untuned instruments (developing)</p>	<p><u>Listen and Appraise</u> - Confidently recognise a range of musical instruments</p> <p>Find the pulse within the context of different songs/music with ease</p> <p><u>Singing</u> - Sings songs with multiple parts with increasing confidence</p> <p><u>Playing instruments</u> - Play and perform in a solo or ensemble contexts with confidence</p> <p><u>Improvisation</u> - Play and perform in a solo or ensemble contexts with confidence</p> <p><u>Composition</u> - Understand that composition is when a composer writes down and records a musical idea</p> <p><u>Perform and Share</u> - Play and perform in a solo or ensemble context with confidence</p> <p>Photo and video evidence Pupil conferencing</p>
Year 4	Lean on me	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	Refer to Year 3	<p>Knows how to use their voice expressively singing chants and rhymes</p> <p>Knows how to play tuned and</p>	<p><u>Listen and Appraise</u> - Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators</p>

		<p>Develop an understanding of the history of music</p> <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated</p>		<p>untuned instruments (developing)</p>	<p>Use musical language to appraise a piece or style of music</p> <p><u>Singing</u> -Sings songs with multiple parts with increasing confidence</p> <p><u>Playing instruments</u> -Develop an understanding of formal written notation which includes minims and quavers</p> <p><u>Improvisation</u> - Develop an understanding of formal written notation which includes minims and quavers</p> <p><u>Composition</u>- Develop an understanding of formal written notation which includes minims and quavers</p> <p><u>Perform and Share</u> - Play and perform in solo or ensemble contexts with increasing confidence</p> <p>Photo and video evidence Pupil conferencing</p>
Year 5	The fresh prince of Bel Air	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p>Improvise and compose music for a range or purposes using the interrelated dimensions of music</p>	Refer to Year 4	<p>Knows the different periods of music</p> <p>Knows what a stave is</p> <p>Knows how to us represent musical notation using visual notes or symbols</p>	<p><u>Listen and Appraise</u> - Develop an increasing understanding of the history and context of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p><u>Singing</u> -Sing as part of an ensemble with increasing confidence and precision</p> <p><u>Playing instruments</u> -Use and develop an understanding of formal, written</p>

		<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Play and perform in solo and ensemble contexts, using voice and playing musical instruments with increasing accuracy, fluency, control and Expression</p>			<p>notation which includes staff, semibreves and dotted crotchet</p> <p><u>Improvisation</u> - Understand how pulse, rhythm and pitch work together</p> <p>Improvise with increasing confidence using own voice, rhythms and varied pitch</p> <p><u>Composition</u>- Compose complex rhythms from an increasing aural memory</p> <p><u>Perform and Share</u> - Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression</p> <p>Photo and video evidence Pupil conferencing</p>
Year 6	You've got a friend	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p>Improvise and compose music for a range or purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other</p>	Refer to Year 5	<p>Knows the different periods of music</p> <p>Knows what a staff is</p> <p>Knows how to use represent musical notation using visual notes/symbols or written on a staff</p>	<p><u>Listen and Appraise</u> - Develop a deeper understanding of the history and context of music</p> <p>Appropriately discuss the dimensions of music and recognise them in heard music</p> <p>Listen with attention to detail and recall sounds and increasing aural memory and accuracy</p> <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p>

		<p>musical notations</p> <p>Play and perform in solo and ensemble contexts, using voice and playing musical instruments with increasing accuracy, fluency, control and expression</p>			<p><u>Singing</u> - Sing as part of an ensemble with full confidence and precision</p> <p><u>Playing instruments</u> - Deepen an understanding and use of formal, written notation which includes stave, semibreves and dotted crotchets</p> <p><u>Improvisation</u> - Improvise and compose for a range of purposes using the inter-related dimensions of music</p> <p><u>Composition</u>- Create a simple composition and record using formal notation</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p><u>Perform and Share</u> - Play and perform in solo or ensemble contexts and increasing accuracy, control, fluency and expression</p> <p>Photo and video evidence Pupil conferencing</p>
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Summer 1					
Year group	What will be taught?	Skills	Previous knowledge	Knowledge	Expected outcomes
Nursery	Our World!	<p>Explores objects by linking together different approaches: shaking and hitting,</p> <p>Joins in singing favourite songs.</p> <p>Creates sounds by banging, shaking, tapping or blowing.</p> <p>Shows an interest in the way musical instruments sound</p>	N/A	<p>Knows how to exploring sounds in the environment (phase 1 phonics)</p> <p>Knows how to use a range of instruments to create music</p>	<p>EAD - Being imaginative and expressive</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Photo and video evidence Pupil conferencing</p>
Reception	Our World!	<p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments.</p>	Refer to Nursery	<p>Knows how to tap out a simple rhythm</p> <p>Knows how to exploring sounds in the environment (phase 1 phonics)</p>	<p>EAD - Being imaginative and expressive - Reception</p> <p>Sing a range of well-known nursery rhymes and sounds. (ELG)</p> <p>ing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Perform songs, rhymes, poems and stories with others, and when appropriate - try to move in time with music (ELG)</p>

					Photo and video evidence Pupil conferencing
Year 1	Use Your Imagination	<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated</p>	Refer to Reception	<p>Using voices expressively</p> <p>Beginning to play tuned and untuned instruments</p>	<p><u>Listen and Appraise</u> - Use the correct musical language to describe a piece of music</p> <p><u>Singing</u> - Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture</p> <p><u>Playing Instruments</u>-Listen to, copy and repeat a simple rhythm or melody</p> <p><u>Improvisation</u> -Improvise a simple rhythm using different instruments including voice</p> <p><u>Composition</u> -Use tuned and untuned percussion to compose an improvise</p> <p><u>Perform and Share</u> -Learn and perform chants,rhythms, raps and songs</p> <p>Photo and video evidence Pupil conferencing</p>
Year 2	Hand, feet, heart	<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p>	Refer to Year 1	<p>Using voices expressively</p> <p>Beginning to play tuned and untuned instruments</p>	<p><u>Listen and Appraise</u> - Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Develop an understanding of melody, the words and their importance in the music being listened to</p> <p><u>Singing</u> - Use his/her voice expressively and creatively by singing songs and</p>

		<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated</p>			<p>speaking chants and rhymes with growing confidence</p> <p>Sing a song in two parts</p> <p><u>Playing instruments</u> - Use tuned and untuned classroom percussion to play accompaniments and tunes</p> <p>Play instruments using the correct techniques with respect</p> <p><u>Improvisation</u> - Improvise a simple rhythm using different instruments including voice</p> <p>Use tuned and untuned percussion to compose and improvise</p> <p><u>Composition</u>- Use tuned and untuned percussion to compose and improvise</p> <p>Experiment with, creat, select and combine sounds using the inter-related dimensions of music</p> <p>Develop an understanding of formal, written notation which includes crochets and rests</p> <p><u>Perform and Share</u> - Practise, rehearse and present performances to audiences with a growing awareness of the people watching</p> <p>Photo and video evidence Pupil conferencing</p>
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Year 3	Bringing us Together	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated</p>	Refer to Year 2	<p>Using voices expressively singing chants and rhymes</p> <p>Continue to play tuned and untuned instruments</p>	<p><u>Listen and Appraise</u> - Listen with direction to a high range of quality music</p> <p>Begin to listen to and recall sounds with increasing aural memory</p> <p><u>Singing</u> - Sings songs with multiple parts with increasing confidence</p> <p><u>Playing instruments</u> - Play and perform in a solo or ensemble contexts with confidence</p> <p><u>Improvisation</u> - Play and perform in a solo or ensemble contexts with confidence</p> <p><u>Composition</u> - Understand that composition is when a composer writes down and records a musical idea</p> <p><u>Perform and Share</u> - Play and perform in a solo or ensemble context with confidence</p> <p>Photo and video evidence Pupil conferencing</p>
Year 4	Blackbird	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p>Use voices expressively and creatively by singing songs and</p>	Refer to Year 3	<p>Using voices expressively singing chants and rhymes</p> <p>Continue to play tuned and untuned instruments</p>	<p><u>Listen and Appraise</u> - Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators</p> <p>Use musical language to appraise a piece or style of music</p> <p><u>Singing</u> - Sings songs with multiple parts with increasing confidence</p>

		<p>speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated</p>			<p><u>Playing instruments</u> -Develop an understanding of formal written notation which includes minims and quavers</p> <p><u>Improvisation</u> - Develop an understanding of formal written notation which includes minims and quavers</p> <p><u>Composition</u>- Develop an understanding of formal written notation which includes minims and quavers</p> <p><u>Perform and Share</u> - Play and perform in solo or ensemble contexts with increasing confidence</p> <p>.Photo and video evidence Pupil conferencing</p>
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Year 5	Dancing in the street	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p>Improvise and compose music for a range or purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand stave and other musical notations</p> <p>Play and perform in solo and ensemble contexts, using voice and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p>Improvise and compose music for a range or purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and</p>	Refer to Year 4	History of music Use stave and musical notation	<p><u>Listen and Appraise</u> - Develop an increasing understanding of the history and context of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p><u>Singing</u> - Sing as part of an ensemble with increasing confidence and precision</p> <p><u>Playing instruments</u> - Use and develop an understanding of formal, written notation which includes stave, semibreves and dotted crotchet</p> <p><u>Improvisation</u> - Understand how pulse, rhythm and pitch work together</p> <p>Improvise with increasing confidence using own voice, rhythms and varied pitch</p> <p><u>Composition</u> - Compose complex rhythms from an increasing aural memory</p> <p><u>Perform and Share</u> - Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression</p> <p>Photo and video evidence Pupil conferencing</p>
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recall sounds with increasing aural memory

Use and understand staff and other musical notations

Play and perform in solo and ensemble contexts, using voice and playing musical instruments with increasing accuracy, fluency, control and expression

Year 6	Music and Me	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p>Improvise and compose music for a range or purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand stave and other musical notations</p> <p>Play and perform in solo and ensemble contexts, using voice and playing musical instruments with increasing accuracy, fluency, control and expression</p>	Refer to Year 5	<p>History of music</p> <p>Use stave and musical notation</p>	
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Summer 2					
Year group	What will be taught?	Skills	Previous knowledge	Knowledge	Expected outcomes

Nursery	Reflect, Rewind and Replay	<p>Explores objects by linking together different approaches: shaking and hitting,</p> <p>Joins in singing favourite songs.</p> <p>Creates sounds by banging, shaking, tapping or blowing.</p> <p>Shows an interest in the way musical instruments sound</p>	N/A	Using a range of instruments to create music	<p>EAD - Being imaginative and expressive</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Photo and video evidence Pupil conferencing</p>
Reception	Reflect, Rewind and Replay	<p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments.</p>	Refer to Nursery	<p>Tapping out a simple rhythm</p> <p>Exploring sounds</p>	<p>EAD - Being imaginative and expressive - Reception</p> <p>Sing a range of well-known nursery rhymes and sounds. (ELG)</p> <p>ing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Perform songs, rhymes, poems and stories with others, and when appropriate - try to move in time with music (ELG)</p> <p>Photo and video evidence Pupil conferencing</p>

Year 1	Reflect, Rewind and Replay	<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated</p>	Refer to Reception	<p>Using voices expressively</p> <p>Beginning to play tuned and untuned instruments</p>	<p><u>Listen and Appraise</u> - Use the correct musical language to describe a piece of music</p> <p><u>Singing</u> - Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture</p> <p><u>Playing Instruments</u>-Listen to, copy and repeat a simple rhythm or melody</p> <p><u>Improvisation</u> -Improvise a simple rhythm using different instruments including voice</p> <p><u>Composition</u> -Use tuned and untuned percussion to compose an improvise</p> <p><u>Perform and Share</u> -Learn and perform chants,rhythms, raps and songs</p> <p>Photo and video evidence and pupil conferencing</p>
Year 2	Reflect, Rewind and Replay	<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-</p>	Refer to Year 1	<p>Using voices expressively</p> <p>Beginning to play tuned and untuned instruments</p>	<p><u>Listen and Appraise</u> - Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Develop an understanding of melody, the words and their importance in the music being listened to</p> <p><u>Singing</u> -Develop an understanding of melody, the words and their importance in the music being listened to</p>

		<p>quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated</p>			<p>Sing a song in two parts</p> <p><u>Playing instruments</u> - Use tuned and untuned classroom percussion to play accompaniments and tunes</p> <p>Play instruments using the correct techniques with respect</p> <p><u>Improvisation</u> - Improvise a simple rhythm using different instruments including voice</p> <p>Use tuned and untuned percussion to compose and improvise</p> <p><u>Composition</u>- Use tuned and untuned percussion to compose and improvise</p> <p>Experiment with, creat, select and combine sounds using the inter-related dimensions of music</p> <p>Develop an understanding of formal, written notation which includes crochets and rests</p> <p><u>Perform and Share</u> - Practise, rehearse and present performances to audiences with a growing awareness of the people watching</p> <p>Photo and video evidence Pupil conferencing</p>
Year 3	The Dragon Song	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Refer to Year 2	<p>Using voices expressively singing chants and rhymes</p> <p>Continue to play tuned and untuned instruments</p>	<p><u>Listen and Appraise</u> - Listen with direction to a high range of quality music</p>

		<p>Develop an understanding of the history of music</p> <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated</p>			<p>Begin to listen to and recall sounds with increasing aural memory</p> <p><u>Singing</u> - Sings songs with multiple parts with increasing confidence</p> <p><u>Playing instruments</u> - Play and perform in a solo or ensemble contexts with confidence</p> <p><u>Improvisation</u> - Play and perform in a solo or ensemble contexts with confidence</p> <p><u>Composition</u>- Understand that composition is when a composer writes down and records a musical idea</p> <p><u>Perform and Share</u> - Play and perform in a solo or ensemble context with confidence</p> <p>Photo and video evidence Pupil conferencing</p>
Year 4	Reflect, Rewind and Replay	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p>	Refer to Year 3	<p>Using voices expressively singing chants and rhymes</p> <p>Continue to play tuned and untuned instruments</p>	<p><u>Listen and Appraise</u> - Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators</p> <p>Use musical language to appraise a piece or style of music</p> <p><u>Singing</u> -Sings songs with multiple parts with increasing confidence</p> <p><u>Playing instruments</u> -Develop an understanding of formal written notation which includes minims and quavers</p>

		<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated</p>			<p><u>Improvisation</u> - Develop an understanding of formal written notation which includes minims and quavers</p> <p><u>Composition</u>- Develop an understanding of formal written notation which includes minims and quavers</p> <p><u>Perform and Share</u> - Play and perform in solo or ensemble contexts with increasing confidence</p> <p>Photo and video evidence Pupil conferencing</p>
Year 5	Reflect, Rewind and Replay	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p>Improvise and compose music for a range or purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Play and perform in solo and ensemble contexts, using voice and playing musical instruments with increasing accuracy, fluency, control and expression</p>	Refer to Year 4	<p>History of music</p> <p>Use stave and musical notation</p>	<p><u>Listen and Appraise</u> - Develop an increasing understanding of the history and context of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p><u>Singing</u> -Sing as part of an ensemble with increasing confidence and precision</p> <p><u>Playing instruments</u> -Use and develop an understanding of formal, written notation which includes stave, semibreves and dotted crotchet</p> <p><u>Improvisation</u> - Understand how pulse, rhythm and pitch work together</p> <p>Improvise with increasing confidence using own voice, rhythms and varied pitch</p>

					<p><u>Composition</u>- Compose complex rhythms from an increasing aural memory</p> <p><u>Perform and Share</u> - Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression</p> <p>Photo and video evidence Pupil conferencing</p>
Year 6	<p>Reflect, Rewind and Replay</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p>Improvise and compose music for a range or purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand stave and other musical notations</p> <p>Play and perform in solo and ensemble contexts, using voice and playing musical instruments with increasing accuracy, fluency, control and expression</p>	Refer to Year 5	<p>History of music</p> <p>Use stave and musical notation</p>	<p><u>Listen and Appraise</u> - Develop a deeper understanding of the history and context of music Appropriately discuss the dimensions of music and recognise them in heard music</p> <p>Listen with attention to detail and recall sounds and increasing aural memory and accuracy</p> <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p><u>Singing</u> - Sing as part of an ensemble with full confidence and precision</p> <p><u>Playing instruments</u> - Deepen an understanding and use of formal, written notation which includes stave, semibreves and dotted crotchets</p> <p><u>Improvisation</u> - Improvise and compose for a range of purposes using the inter-related dimensions of music</p>

					<p><u>Composition</u>- Create a simple composition and record using formal notation</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p><u>Perform and Share</u> - Play and perform in solo or ensemble contexts and increasing accuracy, control, fluency and expression</p> <p>Photo and video evidence Pupil conferencing</p>
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French

Overview based on Language Angels scheme

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Core Vocabulary & Phonetics	I'm Learning French	Little red riding hood	Musical Instruments	Animals	Ancient Britain
Year 4	Presenting Myself	Family	The Vikings Or Habitats	At the café (At the Tea room) The Vikings part 2	The Classroom	Goldilocks

Year 5	The Planets part 1	Do You Have A Pet?	The Weather	Clothes	Habitats	The Olympics
Year 6	World War II	At School	The Weekend	Verbs & Grammar	Healthy Lifestyles	The Planets

Skills color codes

Listening

Speaking

Reading

Writing

Grammar

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Autumn 1				
Year group	What will be taught?	Skills and knowledge	Previous knowledge	Expected outcomes

<p>Year 3</p>	<p>Core Vocabulary & Phonetics</p> <p>Language Angels - Core Vocabulary language teaching.</p> <p>E.g. of language introduced</p> <p>Colours- rouge,jaune Classroom instructions- écoutez, écrivez, pensez Numbers- un,deux,trois,etc</p>	<p>The children will learn:</p> <ul style="list-style-type: none"> -how to pronounce and spell colours in French -how to give some basic commands in French -how to accurately pronounce and spell days of the week, months of the year, numbers -the French alphabet, some basic French letter strings and sounds <p>Show that he/she recognises words and phrases heard by responding.</p> <p>Follow simple instructions and link pictures or actions to language .</p> <p>Ask and answer simple questions for example about personal information.</p> <p>Repeat sentences heard and make simple adaptations to them.</p> <p>Recognise some familiar words and phrases in written form.</p> <p>Read some familiar words aloud using mostly accurate pronunciation.</p> <p>Write single words from memory.</p> <p>Understand that nouns may have different genders and can recognise clues to identify this such as the difference in articles.</p> <p><u>B Squared Step headings:</u> Step 3 Listening Speaking Reading</p>	<p>First year of study</p>	<p>Written evidence in books, differentiated worksheets with standard/lower and higher difficulty for the more able (if applicable)</p> <p>Video evidence- saved on Google drive-children name colors, give and follow classroom instructions, count from 1 to 10 , name the days of the week, months of the year.</p>
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		<i>Writing</i>		
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<p>Year 4</p>	<p>Presenting Myself</p> <p>Language Angles - Intermediate language teaching.</p> <p>E.g. of language introduced</p> <p>Numbers 1 to 20 / ça va? / je m'appelle / comment tu t'appelles? / j'ai ... ans / quel âge as-tu? / j'habite a... / où habites tu? / je suis + nationality</p>	<p>The children will learn:</p> <ul style="list-style-type: none"> -how to ask and reply questions like How are you? E.g. bonjour, ça va? (hello, how are you?) -to ask and answer questions like- Where are you from? Where do you live? - to engage in authentic French conversation <p>Show understanding of a range of familiar spoken phrases, for example acting our part of a familiar story heard.</p> <p>Ask and answer a range of questions on different topics Read aloud using accurate pronunciation and present a short learnt piece for performance.</p> <p>Using familiar sentences as models, make varied adaptations to create new sentences.</p> <p>Read a range of familiar phrases and sentences, recognising their meaning and reading them aloud accurately.</p> <p>Write short words and short phrases from memory.</p> <p>Recognise a wider range of word classes including pronouns and articles and use them appropriately.</p> <p><u>B Squared Step headings:</u> Step 4 Listening Speaking Reading Writing</p>	<p>See year 3 Summer 2</p>	<p>Written evidence in books, differentiated worksheets with standard/lower and higher difficulty for the more able (if applicable)</p> <p>Video evidence- saved on Google drive-children asking and answering questions eg. How are you? Where are you from? Where do you live?</p> <p>End Of Unit Assessment to check the children's level of learning for the unit.</p>
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<p>Year 5</p>	<p>The Planets</p> <p>Language Angels - Progressive language.</p> <p>E.g. of language introduced</p> <p>All the planets (including Pluton / Mercure etc.) detailed complex description of each planet including adjectives covering colour, size, distance</p>	<p>The children will learn</p> <ul style="list-style-type: none"> -the names of the planets in French - Complex sentence structure <p>Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.</p> <p>Create his/her own sentences using knowledge of basic sentence structure.</p> <p>Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.</p> <p>Write a range of phrases and sentences from memory and adapt them to his/her own sentences on a similar topic.</p> <p><u>B Squared Step headings:</u> Step 5 Listening Speaking Reading Writing</p>	<p>See year 4 Summer 2</p>	<p>Written evidence in books, differentiated worksheets with standard/lower and higher difficulty for the more able (if applicable)</p> <p>End of Unit Assessment to check the children's level of learning for the term.</p>
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<p>Year 6</p>	<p>World War II</p> <p>Language Angels - Creative curriculum language teaching.</p> <p>E.g. of language introduced</p> <p>En ville c'est.... plus a range of suitable adjectives for city life (including dangereux etc.) / à la campagne c'est...J'ai vu (past tense) en ville... plus various options campagne.</p> <p>CC</p>	<p>The children will learn:</p> <ul style="list-style-type: none"> -to decode longer passage of text using key information from World War II -the story of Ralph (an evacuee) and his experiences in London and then the countryside -to use comparatives in French using the story of Daisy <p>Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard.</p> <p>Engage in longer conversations, asking for clarification when necessary.</p> <p>Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation.</p> <p>Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions.</p> <p>Know how to conjugate a range of high frequency verbs.</p> <p><u>B Squared Step headings:</u></p> <p>Step 3</p> <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p>	<p>See year 5 Summer 2</p>	<p>Written evidence in books, differentiated worksheets with standard/lower and higher difficulty for the more able (if applicable) and a sample creative writing passage using French letter scaffold.</p> <p>End Of Unit Assessment to check the children's level of learning for the unit.</p>
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Autumn 2

Year group	What will be taught?	Skills and knowledge	Previous learning	Expected outcomes evidence
Year 3	<p>I'm Learning French</p> <p>Language Angels - Early language teaching.</p> <p>E.g. of language introduced</p> <p>ça va? Comment tu t'appelles? plus appropriate responses 10 basic colours (including rouge / bleu / vert etc.)</p>	<p>The children will learn:</p> <ul style="list-style-type: none"> - key facts about France, basic geography of France and the countries that surround it. - to ask and say their name - to ask and say how they feel - numbers 1-10 - basic colors <p>Show that he/she recognises words and phrases heard by responding appropriately.</p> <p>Ask and answer simple questions for example about personal information.</p> <p>Use simple adjectives such as colors to describe things orally.</p> <p>Recognise some familiar words and phrases in written form.</p> <p>Learn and remember new words encountered in reading.</p> <p>Write single words from memory.</p> <p>Use simple adjectives such as colors and sizes to describe things in writing.</p> <p>Have basic understanding of the usual order of words in sentences in the target language.</p>	See year 3 Autumn 1	<p>Written evidence in books, differentiated worksheets with standard/lower and higher difficulty for the more able (if applicable)</p> <p>Video evidence- saved on Google drive-children ask and answer basic questions (what is your name?, how are you feeling?), name colors, count from 1 to 10.</p> <p>End Of Unit Assessment to check the children's level of learning for the unit.</p>

		<p><u>B Squared headings:</u> Step 3 Listening Speaking Reading Writing</p>		
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<p>Year 4</p>	<p>Family</p> <p>Language Angles - Intermediate language teaching.</p> <p>E.g. of language introduced</p> <p>Elle or il s'appelle comment? / elle or il s'appelle... As-tu un frère? / as-tu une soeur? plus appropriate answers. Numbers 10 to 100 in units of ten.</p>	<p>The children will learn:</p> <ul style="list-style-type: none"> - the names of the family members - to tell someone their family members and their ages - to work with numbers reaching 100 - the possessive pronouns in relation to family members <p>Show understanding of a range of familiar spoken phrases, for example acting our part of a familiar story heard.</p> <p>Ask and answer a range of questions on different topics.</p> <p>Read a range of familiar phrases and sentences, recognizing their meaning and reading them aloud accurately.</p> <p>Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues.</p> <p>Use a range of adjectives to describe things in more detail, such as describing someone's appearance.</p> <p>Recognise a wider range of word classes including pronouns and articles and use them appropriately.</p> <p><u>B Squared Step headings:</u> Step 4 Listening Speaking Reading</p>	<p>See year 4 Autumn 1</p>	<p>Written evidence in books, differentiated worksheets with standard/lower and higher difficulty for the more able (if applicable)</p> <p>Video evidence- saved on Google drive- children ask and answer basic questions related to family members and their ages.</p> <p>End Of Unit Assessment to check the children's level of learning for the unit.</p>
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		<i>Writing</i>		
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<p>Year 5</p>	<p>Do You Have A Pet?</p> <p>Language Angles - Intermediate language teaching.</p> <p>E.g. of language introduced</p> <p>un chien / une tortue etc. / as-tu un animal? / J'ai... / et / qui s'appelle...</p> <p>CC</p>	<p>The children will learn:</p> <p>-to say the name of various pets using the corresponding article -to ask and answer questions like 'Do you have a pet?'</p> <p>Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarizing in English the key points of what he/she has heard in French.</p> <p>Take part in conversations and express simple opinions giving reasons.</p> <p>Read aloud and understand a short text containing mostly familiar language, using accurate pronunciation.</p> <p>Write phrases and some simple sentences from memory and write short text as an email with support from a word/phrase bank.</p> <p>Understand how to make changes to an adjective for it to agree with the relevant noun.</p> <p><u>B Squared Step headings:</u> Step 5</p> <p>Listening Speaking Reading Writing</p>	<p>See year 5 Autumn 1</p>	<p>Written evidence in books, differentiated worksheets with standard/lower and higher difficulty for the more able (if applicable)</p> <p>Video evidence- saved on Google drive-children asking and answering questions eg. Do you have a pet?</p> <p>End Of Unit Assessment to check the children's level of learning for the unit.</p>
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Year 6	<p>At School</p> <p>Language Angels - Progressive language teaching.</p> <p>E.g. of language introduced</p> <p>les maths / l'anglais etc. / opinions including j'aime... / je n'aime pas...</p>	<p>The children will learn:</p> <ul style="list-style-type: none"> - vocabulary for school subjects -how to express an opinion on school subjects - how to complete a class survey <p>Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.</p> <p>Use pronunciation and intonation effectively to accurately express meaning and engage an audience.</p> <p>Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.</p> <p>Write a range of phrases and sentences from memory and adapt them to his/her own sentences on a similar topic.</p> <p>Know how to conjugate a range of high frequency verbs.</p>	<p>See year 6 Autumn 1</p>	<p>Written evidence in books, differentiated worksheets with standard/lower and higher difficulty for the more able (if applicable)</p> <p>End Of Unit Assessment to check the children's level of learning for the unit.</p>
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<p>Spring 1</p>				
<p>Year group</p>	<p>What will be taught?</p>	<p>Skills and knowledge</p>	<p>What was the previous learning?</p>	<p>Expected outcomes/ evidence</p>

<p>Year 3</p>	<p>Little Red Riding Hood</p> <p>Language Angels - Early language teaching.</p> <p>E.g. of language introduced</p> <p>la la tête, la bouche, les genoux, les oreilles, les yeux</p>	<p>The children will learn:</p> <ul style="list-style-type: none"> -to identify main parts of a story and join in reading stories - to name body parts - to develop listening skills in French <p>Show that he/she recognises words and phrases heard by responding.</p> <p>When listening to stories, rhymes and songs, join in with the repeated sections and identify particular phonemes and rhyming words.</p> <p>Use mostly accurate pronunciation and speak clearly. Repeat sentences heard and make simple adaptations to them.</p> <p>Recognise some familiar words and remember new words encountered in reading. Learn new words and phrases in written form.</p> <p>Write single words from memory.</p> <p><u>B Squared Step headings:</u></p> <p>Step 3</p> <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p>	<p>See year 3 Spring 2</p>	<p>Written evidence in books, differentiated worksheets with standard/lower and higher difficulty for the more able (if applicable)</p> <p>Video evidence- saved on Google drive-children join in reading extracts from a story</p> <p>End Of Unit Assessment to check the children's level of learning for the unit.</p>
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<p>Year 4</p>	<p>The Vikings</p> <p>Language Angels - Intermediate language teaching.</p> <p>E.g. of language introduced</p> <p>Une casque à cornes, une botte, une tunique, les yeux bruns. Il a les cheveux blonds. Il a une tunique brune et jaune. Il a une ceinture.</p> <p>Habitats E.g. of language introduced</p> <p>es habitats, la nourriture, l'eau, l'Amazonie, le Sahara, le désert, la prairie, les cactus, les buissons, le singe araignée, le requin. l'Amazonie, le Sahara</p> <p>CC</p>	<p>The Vikings</p> <p>The children will learn</p> <ul style="list-style-type: none"> - to describe a Viking - to describe a Viking boat - to present a Viking to a partner in French <p>Show understanding of a range of familiar spoken phrases, for example acting our part of a familiar story heard.</p> <p>Listen to and accurately repeat particular patterns in songs and rhymes and begin to make links in spelling.</p> <p>Ask and answer a range of questions on different topics Using familiar sentences as models, make varied adaptations to create new sentences.</p> <p>Follow the written version of a text he/she is listening to.</p> <p>Use a range of adjectives to describe things in more detail, such as describing someone's appearance.</p> <p>Write descriptive sentences using a model but supplying some words from memory.</p> <p>Understand that adjectives may change form according to the noun they relate to, and select the appropriate form.</p> <p>Habitats</p> <p>The children will learn:</p> <ul style="list-style-type: none"> -about the basic elements plants and animals need to survive in a habitats which plants and animals live in each habitat <p>Show understanding of a range of familiar spoken phrases, for example acting our part of a familiar story heard.</p> <p>Ask and answer a range of questions on different topics.</p>	<p>See Year 4 Autumn 2</p>	<p>Written evidence in books, differentiated worksheets with standard/lower and higher difficulty for the more able (if applicable)</p> <p>Video evidence- saved on Google drive-children describe a Viking, name animals and plants that live in different habitats.</p> <p>End Of Unit Assessment to check the children's level of learning for the unit.</p>
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Read a range of familiar phrases and sentences, recognising their meaning and reading them aloud accurately.

Write short words and short phrases from memory.

Recognise a wider range of word classes including pronouns and articles and use them appropriately.

B Squared Step headings:

Step 4

Listening

Speaking

Reading

Writing

<p>Year 5</p>	<p>The Weather</p> <p>Language Angels - Intermediate language teaching.</p> <p>E.g. of language introduced</p> <p>il pleut / il fait froid / il y a un orage</p>	<p>The children will learn:</p> <ul style="list-style-type: none"> -some key weather related phrases -use days of the week to create a weather calendar in French <p>Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in French.</p> <p>Create a short piece of presentation to an audience.</p> <p>Begin to use intonation to differentiate between sentence types.</p> <p>Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.</p> <p>Write phrases and some simple sentences from memory and write short text as an email with support from a word/phrase bank.</p> <p>Know how to conjugate some high frequency verbs.</p> <p>Understand how to make changes to an adjective in order for it to agree with the relevant noun.</p> <p><u>B Squared Step headings:</u></p> <p>Step 5</p> <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p>	<p>See Year 5 Autumn 2</p>	<p>Written evidence in books, differentiated worksheets with standard/lower and higher difficulty for the more able (if applicable)</p> <p>Video evidence- saved on Google drive-children use weather related phrases to describe and talk about weather.</p> <p>End Of Unit Assessment to check the children's level of learning for the unit.</p>
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<p>Year 6</p>	<p>The Weekend</p> <p>Language Angels - Progressive language teaching.</p> <p>E.g. of language Time in detail including et quart / moins le quart etc. / il est., weekend activities including je joue au foot / je vais à la piscine etc</p> <p>CC</p>	<p>The Weekend</p> <p>The children will learn:</p> <ul style="list-style-type: none"> -how to tell what they do in their own time in French. - to name a variety of common weekend activities -how to use a series of connectives to join sentences together developing more fluent phrases in French.(e.g. translate an email from English into French with the use of a dictionary, or online translation) <p>Understand longer and more challenging texts on a range of topic areas, recognizing some details and opinions heard.</p> <p>Engage in longer conversations, asking for clarification when necessary.</p> <p>Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation.</p> <p>Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions.</p> <p>Know how to conjugate a range of high frequency verbs.</p> <p><u>B Squared Step headings:</u></p> <p>Step 6</p> <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p>	<p>See Year 6 Autumn 2</p>	<p>Written evidence in books, differentiated worksheets with standard/lower and higher difficulty for the more able (if applicable)</p> <p>Video evidence- saved on Google drive-children name favourite weekend activities.</p> <p>End Of Unit Assessment to check the children's level of learning for the unit.</p>
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Spring 2

Year group	What will be taught?	Skills and knowledge	What was the previous learning?	Expected outcomes evidence
Year 3	<p>Instruments</p> <p>Language Angels - Early language teaching.</p> <p>E.g. of language introduced</p> <p>la trompette / la guitare le piano / les cymbales,etc.)jouer (to play) using the form je joue (I play).</p>	<p>The children will learn:</p> <ul style="list-style-type: none"> -the noun and adjective for basic instruments - to use the correct form of the verb jouer <p>Show that he/she recognizes words and phrases heard by responding.</p> <p>Repeat sentences heard and make simple adaptations to them.</p> <p>Recognize some familiar words and phrases in written form Learn and remember new words encountered in reading.</p> <p>Write single words from memory.</p> <p>Understand that nouns may have different genders and can recognize clues to identify this such as the difference in articles.</p> <p><u>B Squared Step headings:</u> Step 3 Listening Speaking Reading Writing</p>	See year 3 Spring 1	<p>Written evidence in books, differentiated worksheets with standard/lower and higher difficulty for the more able (if applicable)</p> <p>Video evidence- saved on Google drive-children name some instruments in French using the correct form of the verb-jouer to form sentences.</p> <p>End Of Unit Assessment to check the children's level of learning for the unit.</p>

<p>Year 4</p>	<p>At the Café Or Vikings continuation</p> <p>Language Angels - Intermediate language teaching.</p> <p>E.g. of language introduced</p> <p>Je prends... / s'il vous plaît / selection of French foods and drinks: un jus d'orange, un thé au lait, un croissant, des céréales, un croque-monsieur .</p> <p>CC</p>	<p>Children will learn: - to name breakfast items, French snacks and drinks - how to order a variety of drinks and food in French and ask for the bill in French</p> <p>Show understanding of a range of familiar spoken phrases, for example acting our part of a familiar story heard.</p> <p>Listen to and accurately repeat particular patterns in songs and rhymes and begin to make links in spelling.</p> <p>Ask and answer a range of questions on different topics Using familiar sentences as models, make varied adaptations to create new sentences.</p> <p>Follow the written version of a text he/she is listening to.</p> <p>Use a range of adjectives to describe things in more detail, such as describing someone's appearance.</p> <p>Write descriptive sentences using a model but supplying some words from memory.</p> <p>Understand that adjectives may change form according to the noun they relate to, and select the appropriate form.</p>	<p>See year 4 Spring 1</p>	<p>Written evidence in books, differentiated worksheets with standard/lower and higher difficulty for the more able (if applicable)</p> <p>Video evidence- saved on Google drive- children name food, drinks in French, order food and ask for the bill in French.</p> <p>End Of Unit Assessment to check the children's level of learning for the unit.</p>
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<p>Year 5</p>	<p>Clothes</p> <p>Language Angels - Intermediate language teaching.</p> <p>E.g. of language introduced</p> <p>Verb porter (using the form je porte) /items of clothing including: une jupe / un manteau / des gants etc.</p>	<p>Children will learn</p> <ul style="list-style-type: none"> - To name some items of clothing, - the article and the verb 'porter' <p>Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in French.</p> <p>Take part in conversations and express simple opinions giving reasons.</p> <p>Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.</p> <p>Write phrases and some simple sentences from memory and write short text as an email with support from a word/phrase bank.</p> <p>Use different verbs to describe actions.</p> <p>Know how to conjugate some high frequency verbs.</p> <p><u>BSquared Step headings:</u> Step 5 Listening Speaking Reading Writing</p>	<p>See year 5 Spring 1</p>	<p>Written evidence in books, differentiated worksheets with standard/lower and higher difficulty for the more able (if applicable)</p> <p>End Of Unit Assessment to check the children's level of learning for the unit.</p>
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<p>Year 6</p>	<p>Verbs and grammar</p> <p>Language Angels - Progressive language teaching.</p> <p>E.g. of language introduced</p> <p>French regular -ER verb JOUER, -RE verb VENDRE -IR verb FINIR and irregular Verbs - Aller (to go), Avoir (to have), Faire</p>	<p>Children will learn:</p> <ul style="list-style-type: none"> - personal pronouns -verbs in their infinitive form - French regular -ER verb JOUER, -RE verb VENDRE -IR verb FINIR and irregular Verbs - Aller (to go), Avoir (to have), Faire (to do), Être (to be)in their fully conjugated form <p>Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.</p> <p>Create his/her own sentences using knowledge of basic sentence structure.</p> <p>Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.</p> <p>Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions.</p> <p>Know how to conjugate a range of high frequency verbs.</p> <p><u><i>Bsquared Step headings:</i></u> <i>Step 6</i> <i>Listening</i> <i>Speaking</i> <i>Reading</i> <i>Writing</i></p>	<p>see year 6 Spring 1</p>	<p>Written evidence in books, differentiated worksheets with standard/lower and higher difficulty for the more able (if applicable)</p> <p>End Of Unit Assessment to check the children's level of learning for the unit.</p>
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Summer 1				
Year group	What will be taught?	Skills and knowledge	What was the previous learning?	Expected outcomes/evidence
Year 3	<p>Animals</p> <p>Language Angels - Early language teaching.</p> <p>E.g. of language introduced</p> <p>un lion / un lapin, une vache, un cochon</p>	<p>The children will learn:</p> <ul style="list-style-type: none"> - noun and article for basic animals - to spell correctly the animal nouns - to use the correct article with corresponding noun <p>Show that he/she recognises words and phrases heard by responding.</p> <p>Use mostly accurate pronunciation and speak.</p> <p>Repeat sentences heard and make simple adaptations to them.</p> <p>Recognise some familiar words and phrases in written form.</p> <p>Learn and remember new words encountered in reading.</p> <p>Write single words from memory.</p> <p>Understand that nouns may have different genders and can recognise clues to identify this such as the difference in articles.</p> <p><u><i>BSquared Step headings:</i></u> <i>Step 3</i> <i>Listening</i> <i>Speaking</i></p>	See Year 3 Autumn 2	<p>Written evidence in books, differentiated worksheets with standard/lower and higher difficulty for the more able (if applicable)</p> <p>Video evidence- saved on Google drive-children use the correct article when they name animals in French.</p> <p>End Of Unit Assessment to check the children's level of learning for the unit.</p>

		<i>Reading</i> <i>Writing</i>		
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<p>Year 4</p>	<p>The Classroom</p> <p>Language Angels - Intermediate language teaching.</p> <p>E.g. of language introduced</p> <p>Classroom instructions including écoutez, écrivez, lisez etc.</p> <p>Classroom stationery including un stylo, un livre, une gomme etc.</p> <p>J'ai... / je n'ai pas de...</p>	<p>Children will learn:</p> <ul style="list-style-type: none"> -to name items of classroom stationery grouped by gender (masculine) - to say what they have, don't have in their pencil case <p>Show understanding of a range of familiar spoken phrases, for example acting our part of a familiar story heard.</p> <p>Notice that the target language may contain different phonemes and some similar sounds that might be spelt differently.</p> <p>Ask and answer a range of questions on different topics Using familiar sentences as models, make varied adaptations to create new sentences.</p> <p>Follow the written version of a text he/she is listening to.</p> <p>Write short words and short phrases from memory.</p> <p>Recognise a wider range of word classes including pronouns and articles and use them appropriately.</p> <p><u>Bsquared Step headings:</u></p> <p>Step 4</p> <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p>	<p>See year 4 Spring 2</p>	<p>Written evidence in books, differentiated worksheets with standard/lower and higher difficulty for the more able (if applicable)</p> <p>Video evidence- saved on Google drive-children name stationery items using the correct gender with the corresponding item.</p> <p>End Of Unit Assessment to check the children's level of learning for the unit.</p>
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<p>Year 5</p>	<p>Habitats</p> <p>Language Angels - Intermediate language teaching.</p> <p>E.g. of language introduced</p> <p>les habitats, la nourriture, l'eau, l'Amazonie, le Sahara, le désert, la prairie, les cactus, les buissons, le singe araignée, le requin.</p> <p>CC</p>	<p>Habitats</p> <p>The children will learn:</p> <ul style="list-style-type: none"> -about the main elements animals and plants need to survive in a habitat. - about different habitat types -about what types of plants and animals grow/live in the various habitats <p>Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in French.</p> <p>Take part in conversations and express simple opinions giving reasons.</p> <p>Adapt known complex sentences to reflect a variation in meaning.</p> <p>Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.</p> <p>Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words.</p> <p>Write phrases and some simple sentences from memory and write short text as an email with support from a word/phrase bank.</p> <p>Know how to conjugate some high frequency verbs.</p> <p><u>BSquared Step headings:</u></p> <p>Step 5</p> <p>Listening</p> <p>Speaking</p> <p>Reading</p>	<p>See year 5 Spring 2</p>	<p>Written evidence in books, differentiated worksheets with standard/lower and higher difficulty for the more able (if applicable)</p> <p>Video evidence- saved on Google drive-children name various types of plants that grow and some animals that live in various habitats.</p> <p>End Of Unit Assessment to check the children's level of learning for the unit.</p>
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		<p><i>Writing</i></p>		
<p>Year 6</p>	<p>Healthy Lifestyles</p> <p>Language Angels - Progressive language teaching.</p> <p>E.g. of language introduced</p> <p>food choices (including du poisson / des fruits) / 10 unhealthy food choices (including des frites / du chocolat) / introduction to the concept of 'some' in French (du / de l' / de la / des) / use of the verbs manger and boire in both positive and negative form using the form je only.</p>	<p>The children will learn:</p> <ul style="list-style-type: none"> - to name healthy foods and drinks - To Healthy recipe with instructions in French - To express options for active and non-active physical activities - examples of healthy recipes and various cooking instructions <p>Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.</p> <p>Engage in longer conversations, asking for clarification when necessary.</p> <p>Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation.</p> <p>Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.</p>	<p>See year 6 Spring 2</p>	<p>Written evidence in books, differentiated worksheets with standard/lower and higher difficulty for the more able (if applicable)</p> <p>Video evidence- saved on Google drive-children name the main Roman Gods and how they link to the days of the week.</p> <p>End Of Unit Assessment to check the children's level of learning for the unit.</p>

		<p>Write a range of phrases and sentences from memory and adapt them to his/her own sentences on a similar topic.</p> <p>Know how to conjugate a range of high frequency verbs Have an awareness of similarities and differences in grammar between different languages.</p> <p><u>Esquared Step headings:</u> Step 6 Listening Speaking Reading Writing</p>		
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Summer 2				
Year group	What will be taught?	Skills and knowledge	What was the previous learning?	Expected outcomes/ evidence

<p>Year 3</p>	<p>Ancient Britain</p> <p>Language Angels- Early language teaching.</p> <p>E.g. of language introduced</p> <p>L'ancienne histoire de la Grande Bretagne, l'âge de la pierre, l'âge du bronze, l'âge du fer.</p> <p>CC</p>	<p>The children will learn:</p> <ul style="list-style-type: none"> -about the three ages of Ancient Britain (Stone Age, Bronze Age and Iron Age) - the conjugation of the verb 'to be' <p>Follow simple instructions and link pictures or actions to language.</p> <p>Ask and answer simple questions.</p> <p>Repeat sentences heard and make simple adaptations to them.</p> <p>Recognise some familiar words and phrases in written form Learn and remember new words encountered in reading.</p> <p>Write single words from memory.</p> <p>Recognise the main word classes, e.g. nouns, adjectives, verbs.</p> <p><u><i>Bsquared Step headings:</i></u> <i>Step 3</i> <i>Listening</i> <i>Speaking</i> <i>Reading</i> <i>Writing</i></p>	<p>See year 3 Summer 1</p>	<p>Written evidence in books, differentiated worksheets with standard/lower and higher difficulty for the more able (if applicable)</p> <p>End Of Unit Assessment to check the children's level of learning for the unit.</p>
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<p>Year 4</p>	<p>The Goldilocks</p> <p>Language Angels - Intermediate language teaching.</p> <p>E.g. of language introduced</p> <p>il etait, une fois,trois ours,un jour,la fin.</p>	<p>The children will learn:</p> <ul style="list-style-type: none"> - how to develop their listening skills in French as well as using cognates to develop their understanding of the vocabulary presented in the story - how to write own versions of the story using a structured storyboard <p>Show understanding of a range of familiar spoken phrases, for example acting our part of a familiar story heard.</p> <p>Ask and answer a range of questions on different topics.</p> <p>Read aloud using accurate pronunciation and present a short learnt piece for performance.</p> <p>Follow the written version of a text he/she is listening to.</p> <p>Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues.</p> <p>Write short words and short phrases from memory.</p> <p>Use a range of adjectives to describe things in more detail, such as describing someone's appearance.</p> <p>Write descriptive sentences using a model but supplying some words from memory.</p> <p>Recognise a wider range of word classes including pronouns and articles and use them appropriately.</p> <p>Understand that adjectives may change form according to the noun they relate to, and select the appropriate form.</p> <p><u>BSquared Step headings:</u> Step 5</p>	<p>See year 4 Summer 1</p>	<p>Written evidence in books, using structured storyboards to write their own version of the story.</p> <p>End Of Unit Assessment to check the children's level of learning for the unit.</p>
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Listening
Speaking
Reading
Writing

<p>Year 5</p>	<p>The Olympics</p> <p>Language Angels - Intermediate language teaching.</p> <p>E.g. of language introduced Les jeux Olympiques de l'antiquité, les jeux Olympiques modernes, la flamme, la médaille, Olympic sports (including l'équitation, la boxe, le cyclisme), je fais... plus an Olympic sport, je ne fais pas... plus an Olympic sport, il/elle est... plus sport and nationality.</p> <p>CC</p>	<p>The Olympics</p> <p>The children will learn:</p> <ul style="list-style-type: none"> - the history of the ancient Olympic games - the history & background to the modern Olympic games - to conjugate the verb "to do" in conjunction with sports -to describe sports as a profession. <p>Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in French.</p> <p>Take part in conversations and express simple opinions giving reasons.</p> <p>Create a short piece of presentation to an audience.</p> <p>Begin to use intonation to reflect variation in meaning.</p> <p>Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words.</p> <p>Use a wide range of adjectives to describe people and things, and use different verbs to describe actions.</p> <p>Know how to conjugate some high frequency verbs.</p> <p><u>Bsquared Step headings:</u></p> <p>Step 5</p> <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p>	<p>See year 5 Summer 1</p>	<p>Written evidence in books, differentiated worksheets with standard/lower and higher difficulty for the more able (if applicable)</p> <p>Video evidence- saved on Google drive-children make an oral presentation of an Olympic game(ancient or modern)</p> <p>End Of Unit Assessment to check the children's level of learning for the unit.</p>
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<p>Year 6</p>	<p>The Planets</p> <p>Language Angels - Progressive language.</p> <p>E.g. of language introduced</p> <p>All the planets (including pluto / mercure etc.) detailed complex description of each planet including adjectives covering colour, size, distance</p> <p>CC</p>	<p>The children will learn</p> <ul style="list-style-type: none"> -the names of the planets in French - Complex sentence structure <p>Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.</p> <p>Create his/her own sentences using knowledge of basic sentence structure.</p> <p>Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.</p> <p>Write a range of phrases and sentences from memory and adapt them to his/her own sentences on a similar topic.</p> <p>Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions.</p> <p>Begin to use some adverbs.</p> <p>Know how to conjugate a range of high frequency verbs Understand how to use adverbs in sentences.</p> <p><u>Bsquared Step headings:</u> Step 6 Listening Speaking Reading Writing</p>	<p>See year 6 Summer 1</p>	<p>Written evidence in books, differentiated worksheets with standard/lower and higher difficulty for the more able (if applicable)</p> <p>End of Unit Assessment to check the children's level of learning for the unit.</p>
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Religion

Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	F2 - Which people are special and why? (Transitioning and All About Me)	F4 - Which times are special and why? (Celebrations - Christmas)	F6 - What is special about our world? (People who help us leading into Plants and Flowers)	F1 - Which stories are special and why? (Once upon a time)	F5 - Where do we belong?	F3 - Which places are special and why? (Link to our theme - The world)
Reception	F2 - Which people are special and why? (Transitioning and All About Me)	F4 - Which times are special and why? (Celebrations - Christmas)	F6 - What is special about our world? (People who help us leading into Plants and Flowers)	F1 - Which stories are special and why? (Once upon a time)	F5 - Where do we belong?	F3 - Which places are special and why? (Link to our theme - The world)
Year 1	1.2 - Who is a Muslim and what do they believe?	1.1 - Who is a Christian and what do they believe in?	1.6 How and Why do we celebrate sacred times (Easter)		1.5 - What makes some places sacred? Christians, Muslims and/or Jewish people	
Year 2	1.4 - What can we learn from sacred books (Samuel Pepys burying books)		1.3 - Who is Jewish and what do they believe?	1.7 What does it mean to belong to a faith community? (Compare to tribes in Kenya)	1.8 How should we care for others and the world and why does it matter? (materials, recycling, ecology.)	

Year 3	L2.5 Why are festivals important to religious communities? Christians, Hindus and/or Muslims and/or Jewish	L2.1 What do different people believe about God? Christians, Hindus and/ or Muslims.	L2.4 Why do people pray?	L2.7 What does it mean to be a Christian in Britain?	L2.8 What does it mean to be a Hindu in Britain today?
Year 4	L2.2 Why is the Bible so important for Christians today?	L2.6 Why do some people think that life is like a journey and what significant experiences mark this	L2.9 What can we learn from religions about deciding what is right and wrong	L2.3 Why is Jesus inspiring to some people?	
Year 5	U2.1 Why do some people think God exists? Christians and non-religious (e.g. Humanists) (Y5)	U2.2 - What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) (Y5)	U2.6 What does it mean to be a Muslim in Britain	U2.4 If God is everywhere, why go to a place of worship? Christians, Hindus and/or Jewish people (Y5)	
Year 6	U2.7 What matters most to Christians and Humanists? (Y6) (want to keep here teach twice if possible)	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists) (Y6)	U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? Christians, Hindus and/or Muslims (Y6)	U2.3 What do religions say to us when life gets hard? Christians, Hindus and non-religious (e.g. Humanists) (Y6)	

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Autumn 1					
Year group	What will be taught?	Skills	Previous knowledge	Knowledge	Expected outcomes

Nursery	F2. Which people are special and why? (Page 25)	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	N/A	Begin looking at Key Religious leaders and why they are special. Relate to those who are special to them and friendships.	Role play Photos Art work Simple sentences Vocabulary teaching
Reception	F2 - Which people are special and why? (Reception Page 25)	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	See Nursery Autumn 1	Study stories from Key Religious leaders Bible stories (suggested content)	Role play Photos Art work Simple sentences Vocabulary teaching
Year 1	1.2 - Who is a Muslim and what do they believe? (Page 37)	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	See Reception Autumn 2 and Summer 2	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	Role play Art work Simple descriptions Fact sheets Vocabulary teaching Sketching Matching
Year 2	1.4 - What can we learn from sacred books. (Page 39) (Samuel Pepys burying books)	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	Nursery and Reception Spring 2	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	Role play Art work Simple descriptions Fact sheets Vocabulary teaching

		parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf		parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	Sketching Matching Diaries Letters Descriptions
Year 3	L2.5 Why are festivals important to religious communities? (Page 54) Christians, Hindus and/or Muslims and/or Jewish	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	EYFS Autumn 1 and Year 1 Spring 2	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	Role play Art work Simple descriptions Fact sheets Vocabulary teaching Sketching Matching Diaries Letters Descriptions Comparisons
Year 4	L2.2 Why is the Bible so important for Christians today? (Page 51)	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	EYFS Spring 2 and Year 2 Autumn 1	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	Role play Art work Simple descriptions Fact sheets Vocabulary teaching Sketching Matching Diaries Letters Descriptions Comparisons Personal views Essays
Year 5	U2.1 Why do some people think God exists? Christians and non-religious (e.g. Humanists) (Y5) (Page 60)	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	EYFS Autumn and Year 4 Summer	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	Role play Art work Simple descriptions Fact sheets Vocabulary teaching Sketching

		school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf		school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	Matching Diaries Letters Descriptions Comparisons Personal views Essays Reports
Year 6	U2.7 What matters most to Christians and Humanists? (Y6) (Page 66)	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	EYFS Autumn, Year 4 Summer, Year 5 Autumn	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	Role play Art work Simple descriptions Fact sheets Vocabulary teaching Sketching Matching Diaries Letters Descriptions Comparisons Personal views Essays Reports

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Autumn 2					
Year group	What will be taught?	Skills	Previous knowledge	Knowledge	Expected outcomes
Nursery	F4. Which times are special and why? (Page 27)	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	N/A	Consider which times are special to them How are special events celebrated? How does this link to special events within	See Autumn

		school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf		Religion? Discuss important times in each Religion - names, time of year and the Religion	
Reception	F4. Which times are special and why? (Reception Page 27)	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	Nursery Autumn 2	Further detail into each special time in the Religions and what happens during each time (suggested content) Consider who does and doesn't celebrate certain times of the year including Birthdays	
Year 1	1.1 - Who is a Christian and what do they believe in? (Page 36)	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	EYFS Autumn	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	
Year 2	See Autumn 1				
Year 3	See Autumn 1				
Year 4	See Autumn 1				
Year 5	U2.2 - What would Jesus do? (Can we live	See Bexley agreed syllabus for outlines	Year 4 Summer	See Bexley agreed syllabus for outlines	

	by the values of Jesus in the twenty-first century?) (Y5) (Page 61)	https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf		https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	
Year 6	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists) (Y6) (Page 64)	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	Year 2 Summer and Year 4 Spring	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	

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Spring 1					
Year group	What will be taught?	Skills	What was the previous learning?	Knowledge	Expected outcomes/evidence
Nursery	F6 - What is special about our world? (Page 29) (People who help us leading into Plants and Flowers)	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-	N/A	Children begin to consider the world and God's role within the creation of elements including wonders of the world and life cycles. Children can express ideas about how to look after	See Autumn

		45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf		animals and the natural world.	
Reception	F6 - What is special about our world? (Reception - Page 29) (People who help us leading into Plants and Flowers)	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	Nursery Spring 1	Pupils begin the basics of the creation story Consider other Religions and care for the World and animals Children can express ideas about how to look after animals and the natural world.	
Year 1	1.6 How and Why do we celebrate sacred times (Easter) (Page 41)	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	EYFS Autumn 2	See Bexley agreed syllabus for outlines. Children can identify some ways Christians celebrate the key festivals Christmas/Easter/Pentecost/ Harvest. Think of examples of what believers do: sing, give, pray to remember special celebrations. . Pupils retell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2)	

				<p>Children ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1)</p> <p>https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf</p>	
<p>Year 2</p>	<p>1.3 - Who is Jewish and what do they believe? (Page 38)</p>	<p>See Bexley agreed syllabus for outlines</p> <p>https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf</p>	<p>Year 2 Autumn and Year 1 Summer</p>	<p>See Bexley agreed syllabus for outlines</p> <p>Pupils should be able to talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). • Re-tell at least one Jewish story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2). • Pupils should be able to ask some questions about believing in God and offer some ideas of their own (C1).</p> <p>https://primarysite-prod-sorted.s3.amazonaws.com/</p>	

				parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	
Year 3	L2.1 What do different people believe about God? Christians, Hindus and/or Muslims. (Page 50)	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	EYFS and Year 1 Autumn	See Bexley agreed syllabus for outlines Children will describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). <ul style="list-style-type: none"> • Pupils will ask questions and suggest some of their own responses to ideas about God (C1). • They will also suggest why having a faith or belief can be hard. Explain how and why it can make a difference to people's lives that believe in God. https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-3.pdf	
Year 4	L2.6 Why do some people think that life is like a journey and what	See Bexley agreed syllabus for outlines https://primarysite-	EYFS Summer 1 and 2	See Bexley agreed syllabus for outlines. Pupils can suggest why some people see life as a	

	significant experiences mark this. (Page 55)	prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf		<p>journey and identify some of the key milestones on this journey (A2). • Children can also describe what happens in Christian, and Jewish ceremonies of commitment and say what these rituals mean (A3). • Pupils suggest reasons why marking the milestones of life such as marriage are important to Christian and Jewish people (B2)</p> <p>https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf</p>	
Year 5	U2.6 What does it mean to be a Muslim in Britain? (Page 65)	<p>See Bexley agreed syllabus for outlines</p> <p>https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf</p>	Year 1 Autumn 1	<p>See Bexley agreed syllabus for outlines expected:</p> <p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2) Children to describe and reflect on the significance of the Holy Qur'an to Muslims (B1). Children should make connections between the Mosque and</p>	

				<p>the key beliefs of the Muslims.</p> <p>https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf</p>	
Year 6	<p>U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? <i>Christians, Hindus and/or Muslims</i> (Y6) (Page 67)</p>	<p>See Bexley agreed syllabus for outlines</p> <p>https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf</p>	Year 2 Summer	<p>See Bexley agreed syllabus for outlines Children should connections between beliefs and behaviour in different religions (A1). • They should also outline challenges of being a Hindu, Christian or Muslim in Britain today (B2) Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).</p> <p>https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf</p>	

Spring 2					
Year group	What will be taught?	Skills	What was the previous learning?	Knowledge	Expected outcomes/evidence
Nursery	F1 - Which stories are special and why? (Page 24) (Once upon a time)	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	N/A	Discuss stories linking to Religious stories Look at the Bible and different versions Begin to discuss Bible stories Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked- link to school value of being kind.	See Autumn
Reception	F1 - Which stories are special and why? (Reception - Page 24) (Once upon a time)	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	Nursery Spring 2	Share Bible stories and how they affect behaviour Share stories from other Religions Pupils should identify some of their own feelings in the stories they hear	
Year 1	See Spring 1				

Year 2	1.7 What does it mean to belong to a faith community? (Page 42) (Compare to tribes in Kenya)	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	EYFS Autumn term, Year 1 Autumn and Summer	See Bexley agreed syllabus for outlines Pupils recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). • Children give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). Pupils respond to examples of cooperation between different people. Focus on how we can work together and cooperate in school. https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	
Year 3	L2.4	See Bexley agreed syllabus for outlines	EYFS Spring Year 1 Autumn	See Bexley agreed syllabus for outlines	

	<p>Why do people pray? (Page 54)</p>	<p>https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf</p>	<p>Year 2 Autumn</p>	<p>Pupils describe the practice of prayer in the religions studied (A2).</p> <ul style="list-style-type: none"> • Children make connections between what people believe about prayer and what they do when they pray . <p>Pupils describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3)</p> <p>https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf</p>	
<p>Year 4</p>	<p>L2.9 What can we learn from religions about deciding what is right and wrong (Page 58)</p>	<p>See Bexley agreed syllabus for outlines</p> <p>https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf</p>	<p>Year 2 Summer</p>	<p>See Bexley agreed syllabus for outlines</p> <p>Pupils are able to give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). • They are able to make connections between stories of temptation and why people can find it difficult to be good (A2). • Also pupils</p>	

				<p>can give examples of ways in which some inspirational people have been guided by their religion (B1). • They also can discuss their own and others' ideas about how people decide right and wrong (C3).</p> <p>https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf</p>	
Year 5	See Spring 1				
Year 6	See Spring 1				

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Summer 1					
Year group	What will be taught?	Skills	What was the previous learning?	Knowledge	Expected outcomes/evidence

Nursery	F5. Where do we belong? (Page 28)	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	N/A	Begin to consider the uniqueness and value of people. Children consider how Religions are unique and valuable. Consider different ways Religions have beliefs about God.	See Autumn
Reception	F5 - Where do we belong (Reception Page 28)	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	Nursery Summer 1	Study further into unique features of different religions, symbols of religion ceremonies and celebrations (suggested content)	
Year 1	1.5 - What makes some places sacred? Christians, Muslims and/or Jewish people (Page 40)	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	EYFS Summer 2	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	
Year 2	1.8 How should we care for others and	See Bexley agreed syllabus for outlines	EYFS Spring	See Bexley agreed syllabus for outlines	

	the world and why does it matter? (Page 43) (materials, recycling, ecology.)	https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf		https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	
Year 3	L2.7 What does it mean to be a Christian in Britain? (Page 56)	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	Year 1 Autumn 2	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	
Year 4	L2.3 Why is Jesus inspiring to some people? (Page 52)	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	Year 1 Autumn 2 Year 2 Spring 2 Year 3 Spring 2 and Summer 1	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	
Year 5	U2.4 If God is everywhere, why go to a place of worship?	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	EYFS Summer 2 Year 1 Summer 1 Year 2 Spring 2	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	

	Christians, Hindus and/or Jewish people (Y5) (Page 63)	sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf		sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	
Year 6	U2.3 What do religions say to us when life gets hard? Christians, Hindus and non-religious (e.g. Humanists) (Y6) (Page 62)	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	Year 2 Spring 2 Year 3 Autumn 2 Year 4 Autumn1 and Summer 2	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	

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Summer 2					
Year group	What will be taught?	Skills	What was the previous learning?	Knowledge	Expected outcomes/evidence
Nursery	F3 - Which places are special and why? (Page 26) (Link to our theme - The world)	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	N/A	Consider special places in different Religions Children consider why places are special	See Autumn

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Reception	F3 - Which places are special and why? (Reception Page 26) (Link to our theme - The world)	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	Nursery Summer 2	Consider further detail of different special places in each Religion Children create special place	
Year 1	See Summer 1				
Year 2	See Summer 1				
Year 3	L2.8 What does it mean to be a Hindu in Britain today? (Page 57)	See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf		See Bexley agreed syllabus for outlines https://primarysite-prod-sorted.s3.amazonaws.com/parkway-primary-school/UploadedDocument/1c07744a-7f4e-45d7-8649-4b8bf8b5c44f/bexley-agreed-syllabus-2021-26pdf.pdf	

Year 4	See Summer 1	
Year 5	See Summer 1	
Year 6	See Summer 1	

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PSHE and RSHE Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Being me in the world	Celebrating differences (N) Key text: My mum is fantastic My dad is brilliant (R) Key Text: Blue Chameleon (Reception)	Dreams and goals	Healthy me (N) Key text: Red rockets and rainbow jelly (R) Key text: The family book	Relationships	Changing me (N) Key text: You choose (R) Key text: Mommy, mama and me
Year 1	Being me in the world	Celebrating differences Key text: Max the champion	Dreams and goals	Healthy me Key text: My grandpa is amazing	Relationships	Changing me Key text: My world, your world
Year 2	Being me in the world	Celebrating differences Key text: The great big book of families	Dreams and goals	Healthy me Key text: Just because	Relationships	Changing me Key text: The first slodge
Year 3	Being me in the world	Celebrating differences Key text: This is our house	Dreams and goals	Healthy me Key text: The Hueys in the New jumper	Relationships	Changing me Key text: Dogs don't do ballet

Year 4	Being me in the world	Celebrating differences <i>Key text: The flower</i>	Dreams and goals	Healthy me <i>Key text: King and King</i>	Relationships	Changing me <i>Key text: A Crayon's story</i>
Year 5	Being me in the world	Celebrating differences <i>Key text: Where the poppies now grow</i>	Dreams and goals	Healthy me <i>Key text: How to heal a broken wing</i>	Relationships	Changing me <i>Key text: And Tango makes three</i>
Year 6	Being me in the world	Celebrating differences <i>Key text: My Princess boy</i>	Dreams and goals	Healthy me <i>Key text: The Whisperer</i>	Relationships	Changing me <i>Key text: Dreams of freedom of The Island</i>

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Autumn 1 - Being me in the world (Key objectives in bold)					
Year group	What will be taught?	Skills	Previous knowledge	Knowledge:	Expected outcomes
Nursery/ Reception	The children learn about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children learn about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to	<p><u>Social and emotional skills</u></p> <p>Identify feelings associated with belonging</p> <p>Skills to play co-operatively with others</p> <p>Be able to consider others' feelings</p> <p>Identify feelings of happiness and sadness</p> <p>Be responsible in the setting</p>	N/A	<p><i>Taught knowledge</i></p> <p>Know they have a right to learn and play, safely and happily</p> <p>Know that some people are different from themselves</p> <p>Know that hands can be used kindly and unkindly</p> <p>Know special things about themselves</p> <p>Know how happiness and sadness can be</p>	<p>PSED – ELG: SELF-REGULATION</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>

	<p>the right to learn and the right to play. The children learn what it means to be responsible.</p>			<p>expressed</p> <p>Know that being kind is good</p>	<p>ELG: MANAGING SELF</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS</p> <p>Work and play co-operatively and take turns with others.</p> <p>Show sensitivity to their own and to others' needs.</p>
<p>Year 1</p>	<p>The children are introduced to their Jigsaw Charter. As part of this, they discuss rights and responsibilities, and choices and consequences. The children learn about being special and how to make everyone feel safe in their class as well as recognising their own safety.</p>	<p><u>Social and emotional skills</u></p> <p>Understand that they are safe in their class</p> <p>Identifying helpful behaviours to make the class a safe place</p> <p>Understand that they have choices</p> <p>Understanding that they are special</p> <p>Identify what it's like to feel proud of an achievement</p> <p>Recognise feelings associated with positive and negative consequences</p>	<p>Consolidate EYFS</p>	<p><i>Taught knowledge/outcomes</i></p> <p>Understand their own rights and responsibilities with their classroom</p> <p>Understand that their choices have consequences</p> <p>Understand that their views are important</p> <p>Understand the rights and responsibilities of a member of a class</p>	

<p>Year 2</p>	<p>Children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They learn about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children learn about choices and the consequences of making different choices.</p>	<p><u>Social and emotional skills</u></p> <p>Know how to make their class a safe and fair place</p> <p>Show good listening skills</p> <p>Be able to work co-operatively</p> <p>Recognise own feelings and know when and where to get help</p> <p>Recognise the feeling of being worried</p>	<p>Consolidate EYFS & Yr 1</p>	<p><i>Taught knowledge</i></p> <p>Understand the rights and responsibilities of class members</p> <p>Know about rewards and consequences and that these stem from choices</p> <p>Know that it is important to listen to other people</p> <p>Understand that their own views are valuable</p> <p>Know that positive choices impact positively on self-learning and the learning of others</p> <p>Identifying hopes and fears for the year ahead</p>
<p>Year 3</p>	<p>Children learn to recognise their self-worth and identify positive things about themselves and their achievements. They discuss new challenges and how to face them with appropriate positivity. The children learn about the need for rules and how these relate to rights and responsibilities. They</p>	<p><u>Social and emotional skills</u></p> <p>Make other people feel valued</p> <p>Develop compassion and empathy for others</p> <p>Be able to work collaboratively</p> <p>Recognise self-worth</p> <p>Identify personal strengths</p> <p>Be able to set a personal goal</p>	<p>Consolidate KS1</p>	<p><i>Taught knowledge</i></p> <p>Know that the school has a shared set of values</p> <p>Know why rules are needed and how these relate to choices and consequences</p> <p>Know that actions can affect others' feelings</p> <p>Know that others may hold different views</p> <p>Understand that they are important</p>

	<p>explore choices and consequences, working collaboratively and seeing things from other people's points of view. The children learn about different feelings and the ability to recognise these feelings in themselves and others.</p>	<p>Recognise feelings of happiness, sadness, worry and fear in themselves and others</p>		<p>Know what a personal goal is what a challenge is</p>
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<p>Year 4</p>	<p>Children explore being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children learn about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also learn about considering other people's feelings.</p>	<p><u>Social and emotional skills</u></p> <p>Identify the feelings associated with being included or excluded</p> <p>Be able to take on a role in a group discussion / task and contribute to the overall outcome</p> <p>Know how to regulate my emotions</p> <p>Can make others feel cared for and welcome</p> <p>Recognise the feelings of being motivated or unmotivated</p> <p>Can make others feel valued and included</p> <p>Understand why the school community benefits from a Learning Charter</p> <p>Be able to help friends make positive choices</p>	<p>Consolidate KS1 & Yr 3</p>	<p><i>Taught knowledge</i></p> <p>Know their place in the school community</p> <p>Know what democracy is (applied to pupil voice in school)</p> <p>Know how groups work together to reach a consensus</p> <p>Know that having a voice and democracy benefits the school community</p> <p>Know how individual attitudes and actions make a difference to a class</p> <p>Know about the different roles in the school community</p> <p>Know that their own actions affect themselves and others</p>
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<p>Year 5</p>	<p>Children think and plan for the year ahead, goals they could set for themselves as well as the challenges they may face. They explore their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children learn about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also learn about democracy, how it benefits the school and how they can contribute towards it.</p>	<p><u>Social and emotional skills</u></p> <p>Empathy for people whose lives are different from their own</p> <p>Consider their own actions and the effect they have on themselves and others</p> <p>Be able to work as part of a group, listening and contributing effectively</p> <p>Be able to identify what they value most about school</p> <p>Identify hopes for the school year</p> <p>Understand why the school community benefits from a Learning Charter</p> <p>Be able to help friends make positive choices</p> <p>Know how to regulate my emotions</p>	<p>Consolidate KS1, Yrs 3 & 4</p>	<p><i>Taught knowledge</i></p> <p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute towards the democratic process</p> <p>Understand the rights and responsibilities associated with being a citizen in the wider community and their country</p> <p>Know how to face new challenges positively</p> <p>Understand how to set personal goals</p> <p>Know how an individual’s behaviour can affect a group and the consequences of this</p>
<p>Year 6</p>	<p>Children discuss their year ahead, they learn to set</p>	<p><u>Social and emotional skills</u></p> <p>Know own wants and needs</p>	<p>Consolidate KS1 & KS2</p>	<p><i>Taught knowledge</i></p> <p>Know about children’s universal rights (United</p>

	<p>goals and discuss their fears and worries about the future. The children learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They discuss their choices and actions and how these can have far-reaching effects, locally and globally. The children learn about their own behaviour and how their choices can result in rewards and consequences and how they feel about this. They explore an individual's behaviour and the impact it can have on a group. They learn to talk about democracy, how it benefits the school and how they can contribute towards it.</p>	<p>Be able to compare their life with the lives of those less fortunate</p> <p>Demonstrate empathy and understanding towards others</p> <p>Can demonstrate attributes of a positive role-model</p> <p>Can take positive action to help others</p> <p>Be able to contribute towards a group task</p> <p>Know what effective group work is</p> <p>Know how to regulate my emotions</p> <p>Be able to make others feel welcomed and valued</p>		<p>Nations Convention on the Rights of the Child)</p> <p>Know about the lives of children in other parts of the world</p> <p>Know that personal choices can affect others locally and globally</p> <p>Know how to set goals for the year ahead</p> <p>Understand what fears and worries are</p> <p>Understand that their own choices result in different consequences and rewards</p> <p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute towards the democratic process</p>
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Autumn 2 - Celebrating differences (Key objectives in bold)					
Year group	What will be taught?	Skills	Previous Knowledge	Knowledge:	Expected outcomes
Nursery/ Reception	Children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They discuss being different and how that makes everyone special but also recognise that we are the same in some ways. The	<p><u>Social and emotional skills</u></p> <p>Recognise emotions when they or someone else is upset, frightened or angry</p> <p>Identify and use skills to make a friend</p> <p>Identify some ways they can be different and the same as others</p> <p>Identify and use skills to stand up for themselves</p> <p>Identify feelings associated with being proud</p> <p>Identify things they are good at</p> <p>Be able to vocalise success for themselves and about others successes</p> <p>Recognise similarities and differences between their family and other families</p>	N/A	<p><i>Taught knowledge</i></p> <p>Know what being unique means</p> <p>Know the names of some emotions such as happy, sad, frightened, angry</p> <p>Know why having friends is important</p> <p>Know some qualities of a positive friendship</p> <p>Know that they don't have to be 'the same as' to be a friend</p> <p>Know what being proud</p>	<p>PSED</p> <p>ELG – SELF-REGULATION</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving</p>

	<p>children share their experiences of their homes and are asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.</p>			<p>means and that people can be proud of different things</p> <p>Know that people can be good at different things</p> <p>Know that families can be different</p> <p>Know that people have different homes and why they are important to them</p> <p>Know different ways of making friends</p> <p>Know different ways to stand up for myself</p>	<p>several ideas or actions</p> <p>PSED</p> <p>ELG: MANAGING SELF</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS</p> <p>Work and play co-operatively and take turns with others.</p>
<p>Year 1</p>	<p>Children explore the similarities and differences between people and how these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it</p>	<p><u>Social and emotional skill</u></p> <p>Identify what is bullying and what isn't</p> <p>Understand how being bullied might feel</p> <p>Recognise ways in which they are the same as their friends and ways they are different</p> <p>Know ways to help a person who is being bullied</p> <p>Identify emotions associated with making a new friend</p> <p>Verbalise some of the attributes that make them unique and special</p>	<p>Consolidate EYFS</p>	<p><i>Taught knowledge</i></p> <p>Know what bullying means</p> <p>Know who to tell if they or someone else is being bullied or is feeling unhappy</p> <p>Know that people are unique and that it is OK to be different</p> <p>Know skills to make friendships</p> <p>Know that people have differences and similarities</p>	

	<p>might feel to be bullied and when and who to ask for help. The children discuss friendship, how to make friends and that it is OK to have differences/be different from their friends. The children also discuss being nice to and looking after other children who might be being bullied.</p>			
<p>Year 2</p>	<p>Children learn to recognise gender stereotypes, that boys and girls can have differences and similarities and that is OK. They explore how children can be bullied because they are different, that this shouldn't</p>	<p><u>Social and emotional skills</u></p> <p>Explain how being bullied can make someone feel</p> <p>Know how to stand up for themselves when they need to</p> <p>Understand that everyone's differences make them special and unique</p> <p>Understand that boys and girls can be similar in lots of ways and that is OK</p> <p>Understand that boys and girls can be different in lots of ways and that is OK</p>	<p>Consolidate EYFS & Yr 1</p>	<p><i>Taught knowledge</i></p> <p>Know the difference between a one-off incident and bullying</p> <p>Know that sometimes people get bullied because of difference</p> <p>Know that friends can be different and still be friends</p> <p>Know there are stereotypes about boys and girls</p> <p>Know where to get help if being bullied</p>

	<p>happen and how they can support a classmate who is being bullied. The children share feelings associated with bullying and how and where to get help. They explore similarities and differences and that it is OK for friends to have differences without it affecting their friendship.</p>	<p>Can choose to be kind to someone who is being bullied</p> <p>Recognise that they shouldn't judge people because they are different</p>		<p>Know that it is OK not to conform to gender stereotypes</p> <p>Know it is good to be yourself</p> <p>Know the difference between right and wrong and the role that choice has to play in this</p>
<p>Year 3</p>	<p>Children learn about families, that they are all different and that sometimes they fall out with each other. The children practise methods to calm themselves down and</p>	<p><u>Social and emotional skills</u></p> <p>Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</p> <p>Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary</p> <p>Be able to show appreciation for their families, parents and carers</p> <p>Empathise with people who are bullied</p> <p>Employ skills to support someone who is bullied</p>	<p>Consolidate KS1</p>	<p><i>Taught knowledge</i></p> <p>Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do</p> <p>Know that conflict is a normal part of relationships</p> <p>Know that some words are used in hurtful ways and that this can have consequences</p> <p>Know why families are important</p>

	<p>discuss the 'Solve it together' technique. The children revisit the topic of bullying and discuss being a witness (bystander); they discover how a witness has choices and how these choices can affect the bullying that is taking place. The children also talk about using problem-solving techniques in bullying situations. They discuss name-calling and practise choosing not to use hurtful words. They also learn about giving and receiving compliments and the feelings associated with</p>	<p>Be able to recognise, accept and give compliments</p> <p>Recognise feelings associated with receiving a compliment</p>		<p>Know that everybody's family is different</p> <p>Know that sometimes family members don't get along and some reasons for this</p>
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<p>Year 4</p>	<p>Children consider the concept of judging people by their appearance, of first impressions and of what influences their thinking on what is normal. They explore more about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children share their own uniqueness and what is special about</p>	<p><u>Social and emotional skills</u></p> <p>Be comfortable with the way they look</p> <p>Try to accept people for who they are</p> <p>Be non-judgemental about others who are different</p> <p>Identify influences that have made them think or feel positively/negatively about a situation</p> <p>Identify feelings that a bystander might feel in a bullying situation</p> <p>Identify reasons why a bystander might join in with bullying</p> <p>Revisit the ‘Solve it together’ technique to practise conflict and bullying scenarios</p> <p>Identify their own uniqueness</p> <p>Identify when a first impression they had was right or wrong</p>	<p>Consolidate KS1 & Yr 3</p>	<p><i>Taught knowledge</i></p> <p>Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</p> <p>Know the reasons why witnesses sometimes join in with bullying and don’t tell anyone</p> <p>Know that sometimes people make assumptions about a person because of the way they look or act</p> <p>Know there are influences that can affect how we judge a person or situation</p> <p>Know what to do if they think bullying is or might be taking place</p> <p>Know that first impressions can change</p>
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	<p>themselves. They talk about first impressions and when their own first impressions of someone have changed.</p>			
<p>Year 5</p>	<p>Children explore culture and cultural differences. They link this to racism, debating what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children learn that there are direct and indirect ways of bullying as well as ways to</p>	<p><u>Social and emotional skills</u></p> <p>Appreciate the value of happiness regardless of material wealth</p> <p>Identify their own culture and different cultures within their class community</p> <p>Identify their own attitudes about people from different faith and cultural backgrounds</p> <p>Develop respect for cultures different from their own</p> <p>Identify a range of strategies for managing their own feelings in bullying situations</p> <p>Identify some strategies to encourage children who use bullying behaviours to make other choices</p> <p>Be able to support children who are being bullied</p>	<p>Consolidate KS1, Yrs 3 & 4</p>	<p><i>Taught knowledge</i></p> <p>Know external forms of support in regard to bullying e.g. Childline</p> <p>Know that bullying can be direct and indirect</p> <p>Know what racism is and why it is unacceptable</p> <p>Know what culture means</p> <p>Know that differences in culture can sometimes be a source of conflict</p> <p>Know that rumour- spreading is a form of bullying online and offline</p> <p>Know how their life is different from the lives of children in the developing world</p>

	<p>encourage children to not using bullying behaviours. The children consider happiness regardless of material wealth and respecting other people's cultures.</p>			
<p>Year 6</p>	<p>Children discuss differences and similarities and that, for some people, being different is difficult. The children learn about bullying and how people can have power over others in a group. They discover strategies for dealing with this as well as wider bullying issues. The children learn about people</p>	<p><u>Social and emotional skills</u></p> <p>Empathise with people who are different and be aware of my own feelings towards them</p> <p>Identify feelings associated with being excluded</p> <p>Be able to recognise when someone is exerting power negatively in a relationship</p> <p>Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</p> <p>Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict</p> <p>Identify different feelings of the bully, bullied and bystanders in a bullying scenario</p> <p>Appreciate people for who they are</p> <p>Show empathy</p>	<p>Consolidate KS1 & KS2</p>	<p><i>Taught knowledge</i></p> <p>Know that people can hold power over others individually or in a group</p> <p>Know that power can play a part in a bullying or conflict situation</p> <p>Know that there are different perceptions of 'being normal' and where these might come from</p> <p>Know that difference can be a source of celebration as well as conflict</p> <p>Know that being different could affect someone's life</p> <p>Know why some people choose to bully others</p> <p>Know that people with disabilities can lead</p>

	with disabilities and look at specific examples of disabled people who have amazing lives and achievements.			amazing lives
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Spring 1 - Dreams and goals (Key objectives in bold)					
Year group	What will be taught?	Skills	Previous knowledge	Knowledge	Expected outcomes
Nursery/ Reception	Children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.	<p><u>Social and emotional skills</u></p> <p>Understand that challenges can be difficult</p> <p>Resilience</p> <p>Recognise some of the feelings linked to perseverance</p> <p>Recognise how kind words can encourage people</p> <p>Talk about a time that they kept on trying and achieved a goal</p> <p>Be ambitious</p>	N/A	<p><i>Taught knowledge</i></p> <p>Know what a challenge is</p> <p>Know that it is important to keep trying</p> <p>Know what a goal is</p> <p>Know how to set goals and work towards them</p>	<p>PSED</p> <p>ELG – SELF-REGULATION</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in</p>

		<p>Feel proud</p> <p>Celebrate success</p>		<p>Know which words are kind</p> <p>Know some jobs that they might like to do when they are older</p> <p>Know that they must work hard now in order to be able to achieve the job they want when they are older</p> <p>Know when they have achieved a goal</p>	<p>activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>PSED</p> <p>ELG: MANAGING SELF</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenges</p> <p>PSED – ELG: BUILDING RELATIONSHIPS</p> <p>Work and play co-operatively and take turns with others.</p>
<p>Year 1</p>	<p>The children talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.</p>	<p><u>Social and emotional skills</u></p> <p>Recognise things that they do well</p> <p>Explain how they learn best</p> <p>Recognise their own feelings when faced with a challenge/obstacle</p> <p>Recognise how they feel when they overcome a challenge/obstacle</p> <p>Celebrate an achievement with a friend</p>	<p>Consolidate EYFS</p>	<p><i>Taught knowledge</i></p> <p>Know how to set simple goals</p> <p>Know how to achieve a goal</p> <p>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</p> <p>Know when a goal has been achieved</p>	

		Can store feelings of success so that they can be used in the future		Know how to work well with a partner Know that tackling a challenge can stretch their learning
Year 2	Children explore setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children consider group work and reflect on with whom they work well and with whom they don't. They also reflect on sharing success with other people.	<p><u>Social and emotional skills</u></p> <p>Recognise how working with others can be helpful</p> <p>Be able to work effectively with a partner</p> <p>Be able to choose a partner with whom they work well</p> <p>Be able to work as part of a group</p> <p>Be able to describe their own achievements and the feelings linked to this</p> <p>Recognise their own strengths as a learner</p> <p>Recognise how it feels to be part of a group that succeeds and store this feeling</p>	Consolidate EYFS & Yr 1	<p><i>Taught knowledge</i></p> <p>Know how to choose a realistic goal and think about how to achieve it</p> <p>Know that it is important to persevere</p> <p>Know how to recognise what working together well looks like</p> <p>Know what good group-working looks like</p> <p>Know how to share success with other people</p>
Year 3	Children look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The children identify their own dreams and ambitions and discuss how it will feel when they achieve them. They discuss facing learning challenges and identify their own strategies for overcoming these. The children consider obstacles that might stop them from achieving their goals and how to overcome these.	<p><u>Social and emotional skills</u></p> <p>Can break down a goal into small steps</p> <p>Can manage feelings of frustration linked to facing obstacles</p> <p>Imagine how it will feel when they achieve their dream/ambition</p>	Consolidate KS1	<p><i>Taught knowledge</i></p> <p>Know that they are responsible for their own learning</p> <p>Know what an obstacle is and how they can hinder achievement</p> <p>Know how to take steps to overcome obstacles</p>

	<p>They reflect on their progress and successes and identify what they could do better next time.</p>	<p>Recognise other people’s achievements in overcoming difficulties</p> <p>Recognise how other people can help them to achieve their goals</p> <p>Can share their success with others</p> <p>Can store feelings of success (in their internal treasure chest) to be used at another time</p>		<p>Know what dreams and ambitions are important to them</p> <p>Know about specific people who have overcome difficult challenges to achieve success</p> <p>Know how they can best overcome learning challenges</p> <p>Know what their own strengths are as a learner</p> <p>Know how to evaluate their own learning progress and identify how it can be better next time</p>
<p>Year 4</p>	<p>Children consider their hopes and dreams. They discuss how it feels when dreams don’t come true and how to cope with/overcome feelings of disappointment. The children discuss making new plans and setting new goals even if they have been disappointed. The class explore group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge.</p>	<p><u>Social and emotional skills</u></p> <p>Have a positive attitude</p> <p>Can identify the feeling of disappointment</p> <p>Be able to cope with disappointment</p> <p>Can identify what resilience is</p> <p>Can identify a time when they have felt disappointed</p> <p>Can talk about their hopes and dreams and the feelings associated with these</p> <p>Help others to cope with disappointment</p> <p>Enjoy being part of a group challenge</p>	<p>Consolidate KS1 & Yr 3</p>	<p><i>Taught knowledge</i></p> <p>Know how to make a new plan and set new goals even if they have been disappointed</p> <p>Know how to work as part of a successful group</p> <p>Know how to share in the success of a group</p> <p>Know what their own hopes and dreams are</p> <p>Know that hopes and dreams don’t always come true</p> <p>Know that reflecting on positive and happy experiences can help them to counteract disappointment</p>

		<p>Can share their success with others</p> <p>Can store feelings of success (in their internal treasure chest) to be used at another time</p>		<p>Know how to work out the steps they need to take to achieve a goal</p>
Year 5	<p>Children share their dreams and goals and how they might need money to help them achieve them. They consider jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look at the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.</p>	<p><u>Social and emotional skills</u></p> <p>Verbalise what they would like their life to be like when they are grown up</p> <p>Appreciate the contributions made by people in different jobs</p> <p>Reflect on the differences between their own learning goals and those of someone from a different culture</p> <p>Appreciate the differences between themselves and someone from a different culture</p> <p>Understand why they are motivated to make a positive contribution to supporting others</p> <p>Appreciate the opportunities learning and education can give them</p>	<p>Consolidate KS1, Yrs 3 & 4</p>	<p><i>Taught knowledge</i></p> <p>Know about a range of jobs that are carried out by people I know</p> <p>Know the types of job they might like to do when they are older</p> <p>Know that young people from different cultures may have different dreams and goals</p> <p>Know that they will need money to help them to achieve some of their dreams</p> <p>Know that different jobs pay more money than others</p> <p>Know that communicating with someone from a different culture means that they can learn from them and vice versa</p> <p>Know ways that they can support young people in their own culture and abroad</p>
Year 6	<p>Children share their own strengths and further stretch themselves by setting challenging and realistic goals. They discuss the learning steps they will</p>	<p><u>Social and emotional skills</u></p> <p>Understand why it is important to stretch</p>	<p>Consolidate KS1 & KS2</p>	<p><i>Taught knowledge</i></p>

	<p>need to take as well as talking about how to stay motivated. The children reflect on various global issues and explore places where people may be suffering or living in difficult situations; whilst doing this, they reflect on their own emotions linked to this learning. The children also discover what they think their classmates like and admire about them, as well as working on giving others praise and compliments.</p>	<p>the boundaries of their current learning</p> <p>Be able to give praise and compliments to other people when they recognise that person's achievements</p> <p>Empathise with people who are suffering or living in difficult situations</p> <p>Set success criteria so that they know when they have achieved their goal</p> <p>Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances</p>		<p>Know their own learning strengths</p> <p>Know what their classmates like and admire about them</p> <p>Know a variety of problems that the world is facing</p> <p>Know some ways in which they could work with others to make the world a better place</p> <p>Know what the learning steps are they need to take to achieve their goal</p> <p>Know how to set realistic and challenging goals</p>
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Spring 2 - Healthy me (Key objectives in bold)					
Year group	What will be taught?	Skills	Previous knowledge	Knowledge	Expected outcomes
Nursery/ Reception	Children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss 'stranger danger' and what they should do if approached by someone they don't know.	<p><u>Social and emotional skills</u></p> <p>Can explain what they need to do to stay healthy</p> <p>Recognise how exercise makes them feel</p> <p>Can give examples of healthy food</p> <p>Can explain what to do if a stranger approaches them</p> <p>Can explain how they might feel if they don't get enough sleep</p> <p>Recognise how different foods can make them feel</p>	N/A	<p>Taught knowledge</p> <p>Know what the word 'healthy' means</p> <p>Know some things that they need to do to keep healthy</p> <p>Know the names for some parts of their body</p> <p>Know when and how to wash their hands properly</p> <p>Know how to say no to strangers</p> <p>Know that they need to</p>	<p>PSED –</p> <p>ELG: SELF-REGULATION</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>PSED</p> <p>ELG: MANAGING SELF</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to</p>

				<p>exercise to keep healthy</p> <p>Know how to help themselves go to sleep and that sleep is good for them</p> <p>Know what to do if they get lost</p>	<p>the toilet and understanding the importance of healthy food choices.</p>
<p>Year 1</p>	<p>Children learn about healthy and less healthy choices and how these choices make them feel. They explore about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety, and about people who can help them to stay safe.</p>	<p><u>Social and emotional skills</u></p> <p>Keep themselves safe</p> <p>Recognise how being healthy helps them to feel happy</p> <p>Recognise ways to look after themselves if they feel poorly</p> <p>Recognise when they feel frightened and know how to ask for help</p> <p>Feel good about themselves when they make healthy choices</p> <p>Realise that they are special</p>	<p>Consolidate EYFS</p>	<p><i>Taught knowledge</i></p> <p>Know the difference between being healthy and unhealthy</p> <p>Know some ways to keep healthy</p> <p>Know how to make healthy lifestyle choices</p> <p>Know that all household products, including medicines, can be harmful if not used properly</p> <p>Know that medicines can help them if they feel poorly</p> <p>Know how to keep safe when crossing the road</p> <p>Know how to keep themselves clean and healthy</p> <p>Know that germs cause disease/illness</p> <p>Know about people who can keep them safe</p>	
<p>Year 2</p>	<p>Children learn about healthy food; they talk</p>	<p><u>Social and emotional skills</u></p> <p>Feel positive about caring for their bodies</p>	<p>Consolidate EYFS & Yr 1</p>	<p><i>Taught knowledge</i></p>	

	<p>about having a healthy relationship with food and making healthy choices. The children consider what makes them feel relaxed and stressed. They learn about medicines, how they work and how to use them safely. The children make healthy snacks and discuss why they are good for their bodies.</p>	<p>and keeping it healthy</p> <p>Have a healthy relationship with food</p> <p>Desire to make healthy lifestyle choices</p> <p>Identify when a feeling is weak and when a feeling is strong</p> <p>Express how it feels to share healthy food with their friends</p>		<p>Know what their body needs to stay healthy</p> <p>Know what relaxed means</p> <p>Know why healthy snacks are good for their bodies</p> <p>Know which foods given their bodies energy</p> <p>Know that it is important to use medicines safely</p> <p>Know what makes them feel relaxed/stressed</p> <p>Know how medicines work in their bodies</p> <p>Know how to make some healthy snacks</p>
<p>Year 3</p>	<p>Children learn about the importance of exercise and how it helps your body to stay healthy. They also learn about their heart and lungs, what they do and how they are very important. The children discover facts about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The children learn about different types of drugs, the ones you take to make you better, as well as other drugs. The children</p>	<p><u>Social and emotional skills</u></p> <p>Respect their own bodies and appreciate what they do</p> <p>Can take responsibility for keeping themselves and others safe</p> <p>Identify how they feel about drugs</p> <p>Can express how being anxious or scared feels</p> <p>Able to set themselves a fitness challenge</p> <p>Recognise what it feels like to make a healthy choice</p>	<p>Consolidate KS1</p>	<p><i>Taught knowledge</i></p> <p>Know how exercise affects their bodies</p> <p>Know that the amount of calories, fat and sugar that they put into their bodies will affect their health</p> <p>Know that there are different types of drugs</p> <p>Know that there are things, places and people that can be dangerous</p> <p>Know when something feels safe or unsafe</p> <p>Know why their hearts and lungs are such important organs</p>

	consider things, places and people that are dangerous and link this to strategies for keeping themselves safe.			<p>Know a range of strategies to keep themselves safe</p> <p>Know that their bodies are complex and need taking care of</p>
Year 4	<p>Children look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and what role they play. The children reflect on their friendships, how different people make them feel and which friends they value the most. The children also learn about smoking and its effects on health; they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they learn about peer pressure and how to deal with it successfully.</p>	<p><u>Social and emotional skills</u></p> <p>Can identify the feelings that they have about their friends and different friendship groups</p> <p>Recognise negative feelings in peer pressure situations</p> <p>Can identify the feelings of anxiety and fear associated with peer pressure</p> <p>Can tap into their inner strength and know-how to be assertive</p> <p>Recognise how different people and groups they interact with impact on them</p> <p>Identify which people they most want to be friends with</p>	Consolidate KS1 & Yr 3	<p><i>Taught knowledge</i></p> <p>Know that there are leaders and followers in groups</p> <p>Know the facts about smoking and its effects on health</p> <p>Know the facts about alcohol and its effects on health, particularly the liver</p> <p>Know ways to resist when people are putting pressure on them</p> <p>Know what they think is right and wrong</p> <p>Know how different friendship groups are formed and how they fit into them</p> <p>Know which friends they value most</p> <p>Know that they can take on different roles according to the situation</p> <p>Know some of the reasons some people start to smoke</p> <p>Know some of the reasons some people drink alcohol</p>
Year 5	Children investigate the risks associated with smoking and how it affects the lungs, liver and heart.	<p><u>Social and emotional skills</u></p> <p>Respect and value their own bodies</p>	Consolidate KS1, Yrs 3 & 4	<p><i>Taught knowledge</i></p> <p>Know basic emergency procedures, including the</p>

	<p>Likewise, they learn about the risks associated with alcohol misuse. They are taught a range of basic first aid and emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children investigate how body types are portrayed in the media, social media and celebrity culture. They also learn about eating disorders and people's relationships with food and how this can be linked to negative body image pressures.</p>	<p>Can reflect on their own body image and know how important it is that this is positive</p> <p>Recognise strategies for resisting pressure</p> <p>Can identify ways to keep themselves calm in an emergency</p> <p>Can make informed decisions about whether or not they choose to smoke when they are older</p> <p>Can make informed decisions about whether they choose to drink alcohol when they are older</p> <p>Accept and respect themselves for who they are</p> <p>Be motivated to keep themselves healthy and happy</p>		<p>recovery position</p> <p>Know the health risks of smoking</p> <p>Know how smoking tobacco affects the lungs, liver and heart</p> <p>Know how to get help in emergency situations</p> <p>Know that the media, social media and celebrity culture promotes certain body types</p> <p>Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure</p> <p>Know some of the risks linked to misusing alcohol, including antisocial behaviour</p> <p>Know what makes a healthy lifestyle</p>
<p>Year 6</p>	<p>Children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They learn about different types of drugs and the effects these can have on people's bodies. The children learn about exploitation as well as gang culture and the associated risks they're in. They also learn about</p>	<p><u>Social and emotional skills</u></p> <p>Are motivated to care for their own physical and emotional health</p> <p>Suggest strategies someone could use to avoid being pressured</p> <p>Can use different strategies to manage stress and pressure</p> <p>Are motivated to find ways to be happy and</p>	<p>Consolidate KS1 & KS2</p>	<p><i>Taught knowledge</i></p> <p>Know how to take responsibility for their own health</p> <p>Know what it means to be emotionally well</p> <p>Know how to make choices that benefit their own health and well-being</p> <p>Know about different types of drugs and their uses</p> <p>Know how these different types of drugs can affect</p>

	<p>mental health/illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.</p>	<p>cope with life's situations without using drugs</p> <p>Identify ways that someone who is being exploited could help themselves</p> <p>Recognise that people have different attitudes towards mental health/illness</p>		<p>people's bodies, especially their liver and heart</p> <p>Know that stress can be triggered by a range of things</p> <p>Know that being stressed can cause drug and alcohol misuse</p> <p>Know that some people can be exploited and made to do things that are against the law</p> <p>Know why some people join gangs and the risk that this can involve</p>
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Summer 1 - Relationships (Key objectives in bold)					
Year group	What will be taught?	Skills	Previous knowledge	Knowledge	Expected outcome
Nursery/ Reception	<p>Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend.</p>	<p><u>Social and emotional skills</u></p> <p>Can identify what jobs they do in their family and those carried out by parents/carers and siblings</p> <p>Can suggest ways to make a friend or help someone who is lonely</p> <p>Can use different ways to mend a friendship</p> <p>Can recognise what being angry feels like</p>	N/A	<p>Taught knowledge</p> <p>Know what a family is</p> <p>Know that different people in a family have different responsibilities (jobs)</p> <p>Know some of the characteristics of</p>	<p>PSED – ELG</p> <p>SELF-REGULATION</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what</p>

	<p>They are introduced to simple strategies they can use to mend friendships.</p>	<p>Can use Calm Me when angry or upset</p>		<p>healthy and safe friendships</p> <p>Know that friends sometimes fall out</p> <p>Know some ways to mend a friendship</p> <p>Know that unkind words can never be taken back and they can hurt</p> <p>Know how to use Jigsaw's Calm Me to help when feeling angry</p> <p>Know some reasons why others get angry</p>	<p>the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS</p> <p>Form positive attachments to adults and friendships with peers.</p>
<p>Year 1</p>	<p>Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the lessons on healthy and safe</p>	<p><u>Social and emotional skills</u></p> <p>Can express how it feels to be part of a family and to care for family members</p> <p>Can say what being a good friend means</p> <p>Can identify forms of physical contact they prefer</p> <p>Can say no when they receive a touch they don't like</p> <p>Can show skills of friendship</p>	<p>Consolidate EYFS</p>	<p>Taught knowledge</p> <p>Know that everyone's family is different</p> <p>Know that families are founded on belonging, love and care</p> <p>Know that physical contact can be used as a greeting</p> <p>Know how to make a friend</p> <p>Know who to ask for help in the school community</p> <p>Know that there are lots of different types of families</p>	

	<p>relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Children also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.</p>	<p>Can praise themselves and others</p> <p>Can recognise some of their personal qualities</p> <p>Can say why they appreciate a special relationship</p>		<p>Know the characteristics of healthy and safe friends</p> <p>Know about the different people in the school community and how they help</p>
<p>Year 2</p>	<p>Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve it</p>	<p><u>Social and emotional skills</u></p> <p>Can identify the different roles and responsibilities in their family</p> <p>Can recognise the value that families can bring</p> <p>Can recognise and talk about the types of physical contact that is acceptable or unacceptable</p> <p>Can identify the negative feelings associated with keeping a worry secret</p> <p>Can identify who they trust in their own relationships</p> <p>Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict</p>	<p>Consolidate EYFS & Yr 1</p>	<p><i>Taught knowledge</i></p> <p>Know that there are lots of forms of physical contact within a family</p> <p>Know how to stay stop if someone is hurting them</p> <p>Know there are good secrets and worry secrets and why it is important to share worry secrets</p> <p>Know what trust is</p> <p>Know that everyone’s family is different</p> <p>Know that families function well when there is trust, respect, care, love and co-operation</p> <p>Know some reasons why friends have conflicts</p> <p>Know that friendships have ups and downs and sometimes</p>

	<p>together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also learn about people who can help them if they are worried or scared.</p>	<p>Can identify the feelings associated with trust</p> <p>Can give and receive compliments</p> <p>Can say who they would go to for help if they were worried or scared</p>		<p>change with time</p> <p>Know how to use the Mending Friendships or Solve it together problem-solving methods</p>
<p>Year 3</p>	<p>Children revisit family relationships and identify the different</p>	<p><u>Social and emotional skills</u></p> <p>Can identify the responsibilities they have within their family</p>	<p>Consolidate KS1</p>	<p><i>Taught knowledge</i></p> <p>Know that different family members carry out different</p>

	<p>expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate, e.g. Mum is the carer, Dad goes to work. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust and co-operation. Children are reminded about the Solve it together technique for negotiating conflict situations and the concept of a win-win outcome is introduced.</p> <p>Online relationships through gaming and apps are explored and children are introduced to some rules for staying safe online. Children also learn that they are part of a global</p>	<p>Know how to access help if they are concerned about anything on social media or the internet</p> <p>Can empathise with people from other countries who may not have a fair job or are less fortunate</p> <p>Understand that they are connected to the global community in many different ways</p> <p>Can use Solve it together in a conflict scenario and find a win-win outcome</p> <p>Can identify similarities in children’s rights around the world</p> <p>Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</p>		<p>roles or have different responsibilities within the family</p> <p>Know some of the skills of friendship, e.g. taking turns, being a good listener</p> <p>Know some strategies for keeping themselves safe online</p> <p>Know that they and all children have rights (UNCRC)</p> <p>Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc</p> <p>Know how some of the actions and work of people around the world help and influence my life</p> <p>Know the lives of children around the world can be different from their own</p>
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	<p>community and they are connected to others they don't know in many ways, e.g. through global trade. They investigate the wants and needs of other children who are less fortunate and compare these with their own. Children's universal rights are also revisited.</p>			
<p>Year 4</p>	<p>Learning in this year group starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The</p>	<p><u>Social and emotional skills</u></p> <p>Can identify feelings and emotions that accompany jealousy</p> <p>Can suggest positive strategies for managing jealousy</p> <p>Can identify people who are special to them and express why</p> <p>Can identify the feelings and emotions that accompany loss</p> <p>Can suggest strategies for managing loss</p> <p>Can tell you about someone they no longer see</p> <p>Can suggest ways to manage relationship</p>	<p>Consolidate KS1 & Yr 3</p>	<p><i>Taught knowledge</i></p> <p>Know some reasons why people feel jealousy</p> <p>Know that loss is a normal part of relationships</p> <p>Know that negative feelings are a normal part of loss</p> <p>Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe</p> <p>Know that jealousy can be damaging to relationships</p> <p>Know that memories can support us when we lose a special person or animal</p>

	<p>children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable.</p>	<p>changes including how to negotiate</p>		
<p>Year 5</p>	<p>Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as offline, as mental health can be damaged by excessive comparison with</p>	<p><u>Social and emotional skills</u></p> <p>Can suggest strategies for building self-esteem of themselves and others</p> <p>Can identify when an online community/social media group feels risky, uncomfortable, or unsafe</p> <p>Can suggest strategies for staying safe online/ social media</p>	<p>Consolidate KS1, Yrs 3 & 4</p>	<p><i>Taught knowledge</i></p> <p>Know that there are rights and responsibilities in an online community or social network</p> <p>Know that there are rights and responsibilities when playing a game online</p> <p>Know that too much screen time isn't healthy</p> <p>Know how to stay safe when using technology to</p>

	<p>others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking. They learn about age-limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want.</p>	<p>Can say how to report unsafe online/social network activity</p> <p>Can identify when an online game is safe or unsafe</p> <p>Can suggest ways to monitor and reduce screen time</p> <p>Can suggest strategies for managing unhelpful pressures online or in social networks</p>		<p>communicate with friends</p> <p>Know that a personality is made up of many different characteristics, qualities and attributes</p> <p>Know that belonging to an online community can have positive and negative consequences</p>
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	<p>Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time. This Puzzle aims to help children to be more discerning when viewing anything online or on social media.</p>			
<p>Year 6</p>	<p>Children learn more about mental health and how to take care of their own mental well-being. They explore the grief cycle and its various stages, and discuss the different causes of grief and loss. The children learn about people who can try to control them or have power over them. They investigate online safety, learning how to judge if something is safe and helpful, as well</p>	<p><u>Social and emotional skills</u></p> <p>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</p> <p>Can help themselves and others when worried about a mental health problem</p> <p>Recognise when they are feeling grief and have strategies to manage them</p> <p>Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</p> <p>Can resist pressure to do something online that might hurt themselves or others</p> <p>Can take responsibility for their own safety</p>	<p>Consolidate KS1 & KS2</p>	<p><i>Taught knowledge</i></p> <p>Know that it is important to take care of their own mental health</p> <p>Know ways that they can take care of their own mental health</p> <p>Know the stages of grief and that there are different types of loss that cause people to grieve</p> <p>Know that sometimes people can try to gain power or control them</p> <p>Know some of the dangers of being ‘online’</p> <p>Know how to use technology safely and positively to communicate with their friends and family</p>

as talking about communicating with friends and family in a positive and safe way.

and well-being

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Summer 2 - Changing me
(Key objectives in bold)

Year group	What will be taught?	Skills	previous knowledge	Knowledge	Expected outcomes
Nursery/ Reception	<p>Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and</p>	<p><u>Social and emotional skills</u></p> <p>Recognise that changing class can elicit happy and/or sad emotions</p> <p>Can say how they feel about changing class/ growing up</p> <p>Can identify how they have changed from a baby</p> <p>Can say what might change for them they get older</p> <p>Can identify positive memories from the past year in school/home</p>	N/A	<p>Taught knowledge</p> <p>Know the names and functions of some parts of the body (see vocabulary list)</p> <p>Know that we grow from baby to adult</p> <p>Know who to talk to if they are feeling worried</p> <p>Know that sharing how they feel can help solve a worry</p> <p>Know that remembering happy times can help us move on</p>	<p>PSED –</p> <p>ELG: SELF-REGULATION</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS</p> <p>Show sensitivity to their own and to others’ needs.</p>

	<p>that sharing these can help. They also consider the role that memories can have in managing change.</p>			<p><u>Vocabulary</u></p> <p>Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories</p>	
<p>Year 1</p>	<p>Children are introduced to life cycles, e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that</p>	<p><u>Social and emotional skills</u></p> <p>Understand and accept that change is a natural part of getting older</p> <p>Can suggest ways to manage change, e.g. moving to a new class</p> <p>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</p> <p>Can express why they enjoy learning</p>	<p>Consolidate EYFS</p>	<p><i>Taught knowledge</i></p> <p>Know the names of male and female private body parts</p> <p>Know that there are correct names for private body parts and nicknames, and when to use them</p> <p>Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know that animals including humans have a life cycle</p> <p>Know that changes happen when we grow up</p> <p>Know that people grow up at different rates and that is normal</p> <p>Know that learning brings about change</p>	

	<p>nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p>			
<p>Year 2</p>	<p>Children compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept</p>	<p><u>Social and emotional skills</u></p> <p>Can say who they would go to for help if worried or scared</p> <p>Can say what types of touch they find comfortable/ uncomfortable</p> <p>Be able to confidently ask someone to stop if they are being hurt or frightened</p> <p>Can appreciate that changes will happen and that some can be controlled and others not</p> <p>Be able to express how they feel about changes</p> <p>Show appreciation for people who are older</p> <p>Can recognise the independence and</p>	<p>Consolidate EYFS & Yr 1</p>	<p><i>Taught knowledge</i></p> <p>Know the physical differences between male and female bodies</p> <p>Know that private body parts are special and that no one has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know there are different types of touch and that some are acceptable and some are unacceptable</p> <p>Know the correct names for private body parts</p> <p>Know that life cycles exist in nature</p> <p>Know that aging is a natural process including old age</p> <p>Know that some changes are out of an individual's control</p>

	<p>private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.</p>	<p>responsibilities they have now compared to being a baby or toddler</p> <p>Can say what greater responsibilities and freedoms they may have in the future</p> <p>Can say what they are looking forward to in the next year</p>		<p>Know how their bodies have changed from when they were a baby and that they will continue to change as they age</p>
<p>Year 3</p>	<p>The start of the unit begins learning about babies and what they need to grow and develop including parenting. Children are taught that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is</p>	<p><u>Social and emotional skills</u></p> <p>Can express how they feel about puberty</p> <p>Can say who they can talk to about puberty if they have any worries</p> <p>Can suggest ways to help them manage feelings during changes they are more</p>	<p>Consolidate KS1</p>	<p><i>Taught knowledge</i></p> <p>Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</p> <p>Know some of the outside body changes that happen during puberty</p> <p>Know some of the changes on the inside that happen</p>

	<p>introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm, it passes out of the body as a period. Sexual intercourse and the birth of the baby are not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.</p>	<p>anxious about</p> <p>Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry</p> <p>Can express how they feel about babies</p> <p>Can describe the emotions that a new baby can bring to a family</p> <p>Can identify changes they are looking forward to in the next year</p>		<p>during puberty</p> <p>Know that in animals and humans lots of changes happen between conception and growing up</p> <p>Know that in nature it is usually the female that carries the baby</p> <p>Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</p> <p>Know that babies need love and care from their parents/carers</p> <p>Know some of the changes that happen between being a baby and a child</p>
<p>Year 4</p>	<p>Children learn that bodily changes at puberty are revisited with some additional vocabulary, particularly</p>	<p><u><i>Social and emotional skills</i></u></p> <p>Can appreciate their own uniqueness and that of others</p> <p>Can express any concerns they have</p>	<p>Consolidate KS1 & Yr 3</p>	<p><i>Taught knowledge</i></p> <p>Know that personal characteristics are inherited from birth parents and this is brought about by an ovum</p>

	<p>around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. It ends by looking at the feelings associated with change and how to manage these.</p>	<p>about puberty</p> <p>Have strategies for managing the emotions relating to change</p> <p>Can express how they feel about having children when they are grown up</p> <p>Can say who they can talk to about puberty if they are worried</p> <p>Can apply the circle of change model to themselves to have strategies for managing change</p>		<p>joining with a sperm</p> <p>Know that babies are made by a sperm joining with an ovum</p> <p>Know the names of the different internal and external body parts that are needed to make a baby</p> <p>Know how the female and male body change at puberty</p> <p>Know that change can bring about a range of different emotions</p> <p>Know that personal hygiene is important during puberty and as an adult</p> <p>Know that change is a normal part of life and that some cannot be controlled and have to be accepted</p>
<p>Year 5</p>	<p>Children revisit self-esteem, self-image and body image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this.</p>	<p><u>Social and emotional skills</u></p> <p>Can celebrate what they like about their own and others' self-image and body image</p> <p>Can suggest ways to boost self-esteem of self and others</p> <p>Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</p>	<p>Consolidate KS1, Yrs 3 & 4</p>	<p><i>Taught knowledge</i></p> <p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know that sexual intercourse can lead to conception</p> <p>Know that some people need help to conceive and might use IVF</p> <p>Know that becoming a teenager involves various changes</p>

	<p>Puberty is revisited in further detail, explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception, e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager</p>	<p>Can ask questions about puberty to seek clarification</p> <p>Can express how they feel about having a romantic relationship when they are an adult</p> <p>Can express how they feel about having children when they are an adult</p> <p>Can express how they feel about becoming a teenager</p> <p>Can say who they can talk to if concerned about puberty or becoming a teenager/adult</p>		<p>and also brings growing responsibility</p> <p>Know what perception means and that perceptions can be right or wrong</p>
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	<p>means for them with an increase in freedom, rights and responsibilities. They also consider the perceptions that surround teenagers and reflect whether they are always accurate, e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend, etc.</p>			
<p>Year 6</p>	<p>Children learn about puberty in boys and girls and the changes that will happen; they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They explore what it means to be physically attracted to someone and the effect this can have upon the relationship. They learn about different relationships and the importance of mutual respect and not</p>	<p><u>Social and emotional skills</u></p> <p>Recognise ways they can develop their own self-esteem</p> <p>Can express how they feel about the changes that will happen to them during puberty</p> <p>Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to</p> <p>Recognise how they feel when they reflect on the development and birth of a baby</p> <p>Can celebrate what they like about their own and others' self-image and body image</p>	<p>Consolidate KS1 & KS2</p>	<p><i>Taught knowledge</i></p> <p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know how a baby develops from conception through the nine months of pregnancy and how it is born</p> <p>Know how being physically attracted to someone changes the nature of the relationship</p> <p>Know the importance of self-esteem and what they can do to develop it</p> <p>Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class</p>

	<p>pressuring/being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to/are worried about and how they can prepare themselves mentally.</p>	<p>Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</p>		
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Useful books:

<https://www.goodreads.com/shelf/show/pshe>

Anti-bullying: <https://www.anti-bullyingalliance.org.uk>

Useful websites:

<https://www.bBCE.co.uk/teach/ks1-pshe/zfyskmn>

EYFS and KS1

<https://www.bBCE.co.uk/teach/ks2-pshe/zbrq7nb>

KS2

Computing - Overview

	Autumn	Spring	Summer
Nursery	<p>2 - We can take turns 9 - We can listen 7 - We can exercise 8 - We are healthy go to page</p> <p>1 - Computer 2 - The Internet go to page</p>	<p>12 - We are talkers 10 - We can understand instructions 21 - We are game players 16 - We can count go to page</p> <p>3 - Searching the internet 4 - Personal information 5 - Games and Apps 6 - Calming Down go to page</p>	<p>4 - We have feelings 22 - We are creative 6 - We are DJs go to page</p> <p>7 - Being Careful 8 - Internet Safety Rules 9 - Be nice 10 - Staying Safe Online go to page</p>
Reception	<p>18 - We are shape makers 2 - We can take turns 7 - We can exercise 8 - We are healthy 10 - We can understand instructions go to page</p> <p>1 - Computer 2 - The Internet 3 - Searching the internet 4 - Personal information go to page</p>	<p>21 - We are game players 16 - We can count 17 - We are designers 23 - We can record soundtracks go to page</p> <p>Using audacity on iPads go to page</p> <p>5 - Games and Apps 6 - Calming Down 7 - Being Careful 8 - Internet Safety Rules go to page</p>	<p>4 - We have feelings 12 - We are talkers 24 - We are film producers 3 - We are successful go to page</p> <p>9 - Be nice 10 - Staying Safe Online go to page</p>
Year 1 Course A	<p>I can predict the behaviour of a programmed toy. (Coding) I can explain that an algorithm is a step by step set of instructions. (Coding) Lesson 2: Learn to Drag and Drop Lesson 3: Happy Maps Lesson 4: Sequencing with Scrat go to page</p> <p>Word processing using Google docs Identifying technologies and parts of a computer Lesson 2: Learn to Drag and Drop go to page</p> <p>Lesson 1: Safety in My Online Neighbourhood</p>	<p>Lesson 5: Programming with Scrat Lesson 6: Programming with Rey and BB-8 Lesson 7: Happy Loops Lesson 8: Loops with Scrat go to page</p> <p>Creating an illustration using Sketchio go to page</p> <p>2. Personal information 3. Searching the Internet go to page</p>	<p>Lesson 9: Loops with Laurel Lesson 10: Ocean Scene with Loops Lesson 11: The Big Event Jr. Lesson 12: On the Move with Events Lesson 13: End of course project go to page</p> <p>Creating a presentation using Google slides go to page</p> <p>4. Exploring online BBCE Bitesize - using the web safely. go to page</p>

	<p>Lesson 2: Learn to Drag and Drop 1. The Internet 7. Being safe online go to page</p>		
<p>Year 2 Course B</p>	<p>I can predict the behaviour of a programmed toy, clearly relating each action to part of an algorithm. (Coding) I can create a simple program to perform a task. (Coding) I can understand that programs run by following clear instructions. (Coding)</p> <p>Lesson 2: Move It, Move It Lesson 3: Sequencing with Angry Birds Lesson 4: Programming with Angry Birds go to page</p> <p>Identifies how different technologies may be used differently by different people go to page</p> <p>I know I need to keep my personal information private. (E-Safety) Lesson 1: Digital Trails 10. Staying safe online 6. Games and apps go to page</p>	<p>I can create and debug simple programs. (Coding) I can find and fix simple bugs in programs. (Coding)</p> <p>Lesson 5: Programming with Harvester Lesson 6: Getting Loopy Lesson 7: Loops with Harvester Lesson 8: Loops with Laurel go to page</p> <p>I can recognise how others use technology outside of school. (Computers) I can find, open, edit and save files I am working on. (Using Computer) I can use different software programs and discuss the benefits of their usage. (Using Computer) go to page</p> <p>8. Online stories 9. Online rules go to page</p>	<p>Lesson 9: Drawing Gardens with Loops Lesson 11: The Big Event Jr. Lesson 12: A Royal Battle with Events Lesson 13: End of course project</p> <p>go to page</p> <p>Lesson 10: The Right App go to page</p> <p>5. Using emails BBCE Bitesize - taking care of your personal information go to page</p>
<p>Year 3 Course C</p>	<p>Lesson 3: Programming with Angry Birds Lesson 4: Debugging in Maze Lesson 5: Collecting Treasure with Laurel Lesson 6: Creating Art with Code go to page</p> <p>I can use a search engine to find web pages. (Net Searching) I understand that not all websites are as reliable as others. (Net Searching) go to page</p>	<p>Lesson 7: My Loopy Robotic Friends Jr. Lesson 8: Loops with Rey and BB-8 Lesson 9: Harvesting Crops with Loops Lesson 10: Mini Project - sticker art</p> <p>go to page</p> <p>I understand that computer networks allow data to be transferred and shared. (Networks)</p>	<p>Lesson 11: The Big Event Lesson 12: Build a Flappy Game Lesson 13: Mini Project - Chase Game Lesson 14: Picturing Data Lesson 15: Binary Bracelets Lesson 16: End of Course Project go to page</p> <p>I can make choices on which program is best for a given task. (Using Computer) Lesson 17: Picturing Data go to page</p>

	<p>I know I need to keep my password and personal information secure. (E-Safety) I can recognise acceptable and unacceptable behaviour online. (E-Safety) 1.Intro to E-safety 2.Exploring online Lesson 1: Putting a STOP to Online Meanness Lesson 2: Powerful Passwords go to page</p>	<p>I understand that the internet is a large network that enables computers to share information. (Networks) go to page</p> <p>3.Communication devices 4.Communicating online go to page</p>	<p>https://curriculum.code.org/csf-20/coursesec/12/ Revision/Research - BBCE Bitesize - should I trust everything I read online go to page</p>
<p>Year 4 Course D</p>	<p>Decompose programs into smaller parts. (Coding) Use logical reasoning to detect and correct errors in algorithms and programs. (Coding) Select, use and combine a variety of software, systems and content that accomplish given goals. (Coding) Lesson 2: Graph Paper Programming Lesson 3: Introduction to Online Puzzles Lesson 4: Relay Programming Lesson 5: Debugging with Laurel Lesson 6: Events in Bounce Lesson 7: Build a Star Wars Game Lesson 8: Dance Party go to page</p> <p>With support select and use a variety of software on a range of digital devices. (Using Computer) go to page</p> <p>Lesson 1: Password Power up- 1.Intro to E-safety 6. Games and apps go to page</p>	<p>Lesson 9: Lesson 8: Loops in Ice Age Lesson 10: Drawing Shapes with Loops Lesson 11: Nested Loops in Maze Lesson 12: Conditionals with Cards Lesson 13: Looking Ahead with Minecraft Lesson 14: If/Else with Bee go to page</p> <p>Use other input devices such as cameras or sensors (Computers). Understand how results are selected and ranked by search engines. (Net Searching) go to page</p> <p>Use technology responsibly and understand that communication online may be seen by others.(E-Safety) Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies. (E-Safety) (E-Safety) 7. Cyberbullying 8.Online situations go to page</p>	<p>Lesson 15: While Loops in Farmer Lesson 16:Until Loops in Maze Lesson 17: End of Course of Project go to page</p> <p>With support select, use and combine a variety of software on a range of digital devices to accomplish given goals. (Using Computer) go to page</p> <p>9. Being smart online Lesson 18: Digital Citizenship Revision/Research - BBCE Bitesize go to page</p>
<p>Year 5 Course E</p>	<p>I can write increasingly complex programs. (Coding) I can use IF statements to alter the way my programs run. (Coding) Lesson 1: Sequencing in the Maze Lesson 2: Drawing with Loops Lesson 3: Conditionals in Minecraft: Voyage Aquatic Lesson 4: Conditionals with the Farmer Lesson 5: Simon Says Lesson 6: Swimming Fish with Sprite Lab</p>	<p>Lesson 7: Alien Dance Party with Sprite Lab Lesson 9: About Me with Sprite Lab Lesson 11: Nested Loops in Maze Lesson 12: Fancy Shapes using Nested Loops go to page</p> <p>I can select appropriate software to use for a given task. (Using Computer) I can confidently use a range of software tools. (Using Computer) https://curriculum.code.org/csf-20/courseee/3/</p>	<p>I can explain how increasingly complex algorithms solve a given problem. (Coding) I can control external hardware from within my programs. (Coding) Lesson 13: Nested Loops with Frozen Lesson 14: Songwriting Lesson 15: Functions in Minecraft Lesson 16: Functions with Harvester Lesson 17: Functions with Artist Lesson 18: Designing for Accessibility Lesson 19:End of Course Project</p>

	<p>go to page</p> <p>1.Intro to E-safety (session 1) 3.Cyberbullying go to page</p>	<p>Lesson 10: Digital Sharing go to page</p> <p>I understand how to choose online content for my age group. (E-Safety)</p> <p>9.Online behaviour 10.Staying safe online Lesson 8: Digital Sharing go to page</p>	<p>go to page</p> <p>I can use more advanced features when searching online. (Net Searching)</p> <p>I can use a range of search tools to find exactly what I'm looking for. (Net Searching)</p> <p>Lesson 8: Private and Personal Information Lesson 9: About Me with Sprite Lab go to page</p> <p>4. Online communication 5. Digital Footprint go to page</p>
<p>Year 6 Course F</p>	<p>I can combine software and hardware to solve real life problems. (Coding)</p> <p>I can break code up into related instructions, making debugging easier and quicker. (Coding)</p> <p>I can use loops, variables and IF statements to alter the way my programs run. (Coding)</p> <p>Lesson 1: Introducing Sprite Lab Lesson 2: Making Sprites Lesson 3: Sprites in Action Lesson 4: Mini Project - Virtual Pet Lesson 5 The Power of Words Lesson 6:Blank Space Stories Lesson7: Text and Prompts Lesson 8: Mini Project - User Input Programs go to page</p> <p>I can use more than one piece of software to complete a task. (Using Computer)</p> <p>I can recognise trustworthy sources of information on the internet. (Net Searching)</p> <p>I can use a broad range of resources online to find exactly what I'm looking for. (Net Searching)</p> go to page <p>I understand how to report concerns about content and contact in and out of school. (E-Safety) 1.Intro to E-safety 2. Social media go to page</p>	<p>Lesson 9: Drawing with Loops Lesson 10: Changing Variables with Artist Lesson 11:Programming with the Bee Lesson 12: Variables with the Bees Lesson 13: For Loops For Fun Lesson 14: For Loops with Bee Lesson 15:For Loops with Artist Lesson 17: Outbreak Lesson 18: AI for Oceans go to page</p> <p>I can use software to help me analyse and present data and information. (Using Computer)</p> <p>Lesson 16: Simulating Experiments</p> <p>I understand how computers are able to communicate and share information. (Networks)</p> <p>Lesson 19: The Internet go to page</p> <p>6. Online scams 7.Online chatting go to page</p>	<p>I can combine software and hardware to solve real life problems. (Coding)</p> <p>I can use logical thinking to identify and solve potential bugs during coding. (Coding)</p> <p>I can design a program for a given audience. (Using Computer)</p> <p>Lesson 20: End of Course Project go to page</p> <p>I can use and combine services on the internet to share information. (Networks)</p> go to page <p>I understand how to protect my computer or device from harm on the internet. (E-Safety)</p> <p>I understand how to report concerns about content and contact in and out of school. (E-Safety)</p> <p>8. Being online and wellbeing Lesson 6: The Power of Words Revision/Research - BBCE Bitesize go to page</p>



Autumn

Year group	What will be taught?	Skills	Previous knowledge	Links across the curriculum	Expected outcomes
Autumn Nursery Computing Top	<p>2 - We can take turns 9 - We can listen 7 -We can exercise 8 - We are healthy</p> <p>Computer Science Information & Communication</p>	<p>2. Manipulating objects on screen Playing and exploring <i>Showing a can do attitude</i> <i>Taking a risk, engaging in new experiences – learning through trial and error</i> Active learning <i>Pride in method of achievement and end product</i> 9. Using technology to communicate verbally Playing and exploring <i>Engaging in an open-ended activity</i> <i>Taking a role in play</i> Being involved and concentrating <i>Maintaining focus on their activity for a period of time</i> 7. Using digital timers and thermometers Active learning <i>Maintaining focus on their activity for a period of time.</i> <i>Showing high levels of energy and fascination</i> Playing and exploring <i>Showing a “can do” attitude</i> 8. Internet research, opening applications Playing and exploring – engagement <i>Showing curiosity about objects, events and people</i> Active learning – motivation <i>Maintaining focus on their activity for a period of time</i> <i>Persisting with an activity when challenges occur</i></p>	N/A	<p>2. Personal, social and emotional development: making relationships. <i>The children play cooperatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</i> Other - Communication and language: speaking Expressive arts and design: exploring and using media and materials 9. Communication and language: listening and attention. <i>The children listen attentively in a range of situations. They give their attention to what others say and respond appropriately while engaged in another activity.</i> Other Personal, social and emotional development: making relationships Expressive arts and design: being imaginative 7. Physical development: health and self-care. <i>The children know that physical exercise makes an important contribution to keeping healthy.</i> Other Language: speaking Physical development: moving and handling 8. Physical development: health and self-care <i>Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.</i> Other Literacy: reading Communication and language: listening and attention</p>	<p>2. A video/photograph showing taking turns and photograp a picture or file showing picture or pattern created. 9. Video or photograph showing communication between two areas of a role-play area using walkie-talkies or other technology 7. An interactive display about the importance of exercise. This could include their use of thermometers and countdown timers, with information and photographs/videos showing how they used them and the data they recorded. 8. A digital healthy eating plate with images from an Internet search.You could include videos of them talking about healthy eating and photographs or videos of them searching on the internet.</p>

Year group	What will be taught?	Skills	Previous knowledge	Links across the curriculum	Expected outcomes
Nursery Esafety Top	Early Years E-Safety: 1 - Computer 2 - The Internet E-safety	<p>1 I can explain what a computer is I can identify different types of computers I understand computers can be used to connect us to the internet</p> <p>2 I understand the internet is not a real place I understand that the internet connects computers all around the world I can talk about how I use the internet</p>		<p>Making relationships Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity.</p> <p>Speaking Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Technology Children recognise that a range of technology is used in places such as homes and schools.</p> <p>Listening and attention Maintains attention, concentrates and sits quietly during appropriate activity</p> <p>Exploring and using media and materials Constructs with a purpose in mind, using a variety of resources.</p> <p>Writing Writes their own name and other things such as labels,captions.</p>	<p>1 Labelled photo or image with labels 'computer' and 'not a computer'. Video or photos of Treasure Hunt and Make me a computer</p> <p>2 Photographs of labelled drawings of what they or their family use the internet for and their model of the internet.</p> <p>Glossary of internet terms.</p>

Year group	What will be taught?	Skills	Previous knowledge	Links across the curriculum	Expected outcomes
Autumn Reception Computing Top	18 - We are shape makers 2 - We can take turns 7 - We can exercise 8 - We are Healthy 10 - We can understand instruction Computer Science Information & Communication	18. Using light projectors, switching on Technology Playing and exploring – engagement <i>Showing curiosity about objects, events and people</i> Active learning – motivation <i>Paying attention to detail</i> Creating and thinking critically <i>Reviewing how well the approach worked</i> 2. Manipulating objects on screen Playing and exploring <i>Showing a can do attitude</i> <i>Taking a risk, engaging in new experiences – learning through trial and error</i> Active learning <i>Pride in method of achievement and end product</i> 7. Using digital timers and Thermometers Active learning <i>Maintaining focus on their activity for a period of time.</i> <i>Showing high levels of energy and fascination</i> Playing and exploring <i>Showing a “can do” attitude</i> 8. Internet research, opening applications Playing and exploring – engagement <i>Showing curiosity about objects, events and people</i> Active learning – motivation <i>Maintaining focus on their activity for a period of time</i> <i>Persisting with an activity when challenges occur.</i> 10. Using video cameras to record video clips Playing and exploring – engagement <i>Using their senses to explore the world around them.</i> Active learning – motivation <i>Maintaining focus on their activity for a period of time</i>	N/A	18. Mathematics: shape, space and measure <i>The children use everyday language to talk about size and position. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</i> Other Communication and language: speaking Expressive arts and design: exploring and using media and materials 2. Personal, social and emotional development: making relationships. <i>The children play cooperatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</i> Other Communication and language: speaking Expressive arts and design: exploring and using media and materials 7. Physical development: health and self-care. <i>The children know that physical exercise makes an important contribution to keeping healthy.</i> Other Language: speaking Physical development: moving and handling 8. Physical development: health and self-care <i>Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.</i> Other Literacy: reading Communication and language: listening and attention	18. Photographs/videos of identify and creating regular and irregular shape pictures or patterns 2. A video/photograph showing taking turns and photograph and a picture or file showing picture or pattern created 7. An interactive display about the importance of exercise. This could include their use of thermometers and countdown timers, with information and photographs/videos showing how they used them and the data they recorded. 8. A digital healthy eating plate with images from an Internet search. You could include videos of them talking about healthy eating and photographs or videos of them searching on the internet 10. Photographs/videos of the different stages of the recipe, including using a microwave and sound files explaining the process.

		<i>Pride in method of achievement and end product.</i>		<p>10. Communication and language: understanding The children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences.</p> <p>Other Communication and language: speaking Mathematics: shape, space and measure</p>	
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Year group	What will be taught?	Skills	Previous knowledge	Links across the curriculum	Expected outcomes
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<p>Autumn Reception Esafety</p> <p>Top</p>	<p>1 - Computer 2 - The Internet 3 - Searching the internet 4 - Personal information</p> <p>E-safety</p>	<p>1 Early Years E-Safety: Computers I can explain what a computer is I can identify different types of computers I understand computers can be used to connect us to the internet</p> <p>2 Early Years E-Safety: The internet I understand the internet is not a real place I understand that the internet connects computers all around the world I can talk about how I use the internet</p> <p>3 Early Years E-Safety: Searching the internet I can explore a website opened by a trusted adult I use pictures and words to find information</p> <p>4 Early Years E-Safety: Personal Information I know what my personal information is and not to share it online I know to speak to a trusted adult if I feel worried about something online</p>		<p>Making relationships Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity.</p> <p>Speaking Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Technology Children recognise that a range of technology is used in places such as homes and schools. Knows that information can be retrieved from computers</p> <p>Listening and attention Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Exploring and using media and materials Constructs with a purpose in mind, using a variety of resources.</p> <p>Writing Writes own name and other things such as labels,captions. Attempts to write short sentence in a meaningful context Uses some clearly identifiable letters to communicate meaning</p> <p>Physical Development Experiments with different ways of moving</p>	<p>1 Labelled photo or image with labels 'computer' and 'not a computer'.</p> <p>Video or photos of Treasure Hunt and Make me a computer</p> <p>2 Photographs of labelled drawings of what they or their family use the internet for and their model of the internet. Glossary of internet terms.</p> <p>3 Photo of visual poster of the golden rule of always asking for permission from a trusted adult to search the internet and photo or video of children researching on the internet.</p> <p>4 Video of role play – not sharing personal information without permission from a trusted adult. Photo or video of drawings (named) of trusted adult, and yes /no activity.</p>
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Year group	What will be taught?	Skills	Previous knowledge	Links across the curriculum	Expected outcomes
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<p>Autumn Year 1 Computers and coding</p> <p>Top</p>	<p>I can predict the behaviour of a programmed toy. (Coding) I can explain that an algorithm is a step by step set of instructions. (Coding)</p> <p>Computer Science</p> <p>Lesson 2: Move It, Move It Lesson 3: Sequencing with Angry Birds Lesson 4: Programming with Angry Birds</p>	<p>I can predict the behaviour of a programmed toy. (Coding) <i>Pupils can predict simple behaviours in programmed toys.</i> <i>Pupils can accurately predict the behaviour of a programmed toy.</i> I can explain that an algorithm is a step by step set of instructions. (Coding) <i>Understand the term 'algorithm' as being a precise set of step by step instructions.</i> Lesson 2: Learn to Drag and Drop <i>Recognize what is expected when students transition into the computer lab.</i> <i>Use appropriate terminology when referring to a computer mouse, trackpad, or touchscreen.</i> Lesson 3: Happy Maps <i>Translate an algorithm into a program</i> <i>Decode and run a program created by someone else</i> <i>Identify and address bugs or errors in sequenced instructions</i> Lesson 4: Sequencing with Scrat <i>Model proper computer lab behaviors</i> <i>Experiment with standard block-based programming actions such as: clicking, drag and drop, etc.</i></p>	<p>Nursery and Reception Autumn Exploring and playing digital games Create a path for a programmable toy</p> <p>Reception Spring Using a range of games</p>	<p>English - Describe position, direction and movement; Ask simple questions and communicate their findings. Maths - Sequence events in chronological order; Describe position and direction and movement. Science - Ask simple questions and recognise that they can be answered in different ways; Use observations and ideas to suggest answers to simple questions. DT - Use pictures and words to describe what they want to do.</p>	<p>A written record or video of children's predictions of Beebots behaviours and video or written set of instructions of how to make a jam sandwich. Lesson 2: Learn to Drag and Drop Video evidence showing them making and testing predictions of simple behaviours in programmed toys and or using the Beebot emulator to show the recognition of what is expected when using computers and to use appropriate terminology when referring to a computer mouse, trackpad, or touchscreen. Lesson 3: Happy Maps Completed Happy match cards worksheet To show they are able to translate an algorithm into a program, decode and run a program created by someone else and to identify and address bugs or errors in sequenced instructions Lesson 4: Sequencing with Scrat Completed Code Studio - Maze intro:programming in blocks 1-7. To show the modelling of proper computer lab behaviours and to experiment with standard block-based programming actions such as: clicking, drag and drop, etc</p> <p>Vocabulary</p> <p>Reflection in an online journal.</p>
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Year group	What will be taught?	Skills	Previous knowledge	Links across the curriculum	Expected outcomes
Autumn Year 1 Computers Using Computers Top	Word Processing - use app such as Google docs	I can use a program to create a simple document. (Using Computer) <i>Create and edit simple documents.</i>	N/A		Document created showing a change of font, size and colour of text select individual words and format them as bold or italics. The document should be reopened, renamed and saved. Worksheet labelling and identifying the buttons and the functions they perform in a word processing application.
Top	Using technologies Information & Communication Lesson 2: Learn to Drag and Drop	I can recognise how I use technology in my home and at school. (Computers) BBCE bitesize - <i>Identify different technologies that they use in school and in the wider world</i> <i>Use appropriate terminology in identifying and describing the function of common physical components of computing systems (hardware).</i> <i>Describe basic hardware and software problems using accurate terminology.</i>	Nursery and Reception Autumn - Using the Internet Searching the Internet	PSHE - About how the internet and digital devices can be used safely to find things out and to communicate with others; About the role of the internet in everyday life	Pupils are able to name a limited range of technologies e.g. computers, tablets, set-top boxes and games consoles; Completed worksheet or create a poster indicating how we use technologies at school and in the wider world Match names to a range of technologies Match name and range of functions for computing systems To show that they can confidently name a range of technologies, including computers, tablets, set-top boxes and games consoles; Vocabulary Reflection in an online journal.

Year group	What will be taught?	Skills	Previous knowledge	Links across the curriculum	Expected outcomes
Autumn Year 1 Esafety Top	Lesson 1: Safety in My Online Neighbourhood Lesson 2: Learn to Drag and Drop E-safety	I know to tell an adult if I see anything worrying online. (E-Safety) <i>Work respectfully and responsibly with others online. Keep login information private, and log off of devices appropriately.</i> Discover that the internet can be used to visit faraway places and learn new things. Compare how staying safe online is similar to staying safe in the real world. Explain rules for traveling safely on the internet. Lesson 1: Safety in My Online Neighbourhood Discover that the internet can be used to visit faraway places and learn new things. Compare how staying safe online is similar to staying safe in the real world. Explain rules for traveling safely on the internet. Lesson 2: Learn to Drag and Drop Recognize what is expected when students transition into the computer lesson.	Nursery and Reception Autumn Identifying computer and not computer. Introduction to ESafety Spring Personal Information Being careful Internet Safety rules Summer Staying safe online	PSHE - That not all information seen online is true; About the different roles and responsibilities people have in their community; About what rules are, why they are needed, and why different rules are needed for different situations: how to ask for help if a friendship is making them feel unhappy; basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them	Completed Pause & Think Moment handout Pupils can show that they can work respectfully and responsibly with others online. Pupils explain why they should keep login information private, and log off of devices appropriately. Pupils keep their logins private and always log off. Pupils to explain what they would do and who to tell if something or someone upsets them on the Internet.
	1. The Internet 7. Being safe online E-safety	1 Year 1 & 2 - ESafety: The Internet <i>I can talk about how I use the internet I can discover that the internet can be used to visit faraway places and learn new things</i> 7 Year 1 & 2 - ESafety: Being Careful Online <i>I can explain what being careful means</i>			Video of roleplay using the internet and list detailing what they use the internet for. Decorated think worksheet and class list about being careful online. Vocabulary list

		<i>I can identify different ways to stay safe in real life and online I know what to do if I don't feel safe online</i>			
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Year group	What will be taught?	Skills	Previous knowledge	Links across the curriculum	Expected outcomes
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<p>Autumn Year 2 Computers - coding Top</p>	<p><u>I can predict the behaviour of a programmed toy, clearly relating each action to part of an algorithm. (Coding)</u> <u>I can create a simple program to perform a task. (Coding)</u> <u>I can understand that programs run by following clear instructions. (Coding)</u></p> <p>Lesson 2: Move It, Move It Lesson 3: Sequencing with Angry Birds Lesson 4: Programming with Angry Birds</p> <p>Computer Science</p>	<p>I can predict the behaviour of a programmed toy, clearly relating each action to part of an algorithm. (Coding) Demonstrate a clear understanding of what will happen when programs run I can create a simple program to perform a task. (Coding) <i>Understand that programs are written for the purpose of completing a given task.</i> I can understand that programs run by following clear instructions. (Coding) <i>Understand that an algorithm will function identically time and time again, without deviation.</i> Lesson 2: Move It, Move It <i>Define a list of steps (algorithm) to get a friend from their starting position to their goal</i> <i>Translate a list of steps into a series of physical actions</i> <i>Identify and fix errors in the execution of an algorithm</i> Lesson 3: Sequencing with Angry Birds <i>Model proper computer lab behaviors</i> <i>Experiment with standard block-based programming actions such as: clicking, drag and drop, etc.</i> Lesson 4: Programming with Angry Birds <i>Translate movements into a series of commands</i></p>	<p>Year 1</p> <p>I can predict the behaviour of a programmed toy. (Coding)</p> <p>I can explain that an algorithm is a step by step set of instructions. (Coding)</p>		<p>Written or video showing prediction and justification of some of their reasons to explain the behaviour of a programmed toy and the use of logical reasoning to clearly explain the behaviour of a programmed toy. A simple program that will draw a simple shape. written answers or video of answers to questions relating to beebots algorithm. Lesson 2: Move It, Move It Video of Move-it activity and completed worksheet, showing, practically, how to identify and fix bugs in their programs. Lesson 3: Sequencing with Angry Birds Drag and drop activity - online or video of practical activity. Completed Code Studio - Maze intro:programming in blocks 1-7. Lesson 4: Programming with Angry Birds To experiment with standard block-based programming actions such as: clicking, drag and drop, etc. Completed Code Studio - 1-10 Online Puzzles To translate movements into a series of commands.</p> <p>Journal Reflection Vocabulary</p>
<p>Year group</p>	<p>What will be taught?</p>	<p>Skills</p>	<p>Previous knowledge</p>	<p>Links across the curriculum</p>	<p>Expected outcomes</p>

<p>Autumn Year 2 Computing - ICT</p> <p>Top</p>	<p><u>Identifies how different technologies may be used differently by different people</u></p> <p>Information & Communication</p>	<p>I can recognise how others use technology outside of school. (Computers) <i>Identify how different technologies may be used differently by different people</i></p>	<p>Year 1 I can recognise how I use technology in my home and at school. (Computers)</p>	<p>Evidence of discussing computing technologies that have changed the world and express how those technologies influence, and are influenced by, cultural practices - this could be a mind map, video discussion or an appropriate alternative assessment - ie google slide show. They should be able to name a broad range of technologies used by other people and are beginning to recognise how different people may use technology differently. name a broad range of technologies used by other people and can describe a range of ways in which they are used.</p> <p>Journal evaluation</p> <p>Vocabulary</p>
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<p>Autumn Year 2 Esafety</p> <p>Top</p>	<p>I know I need to keep my personal information private. (E-Safety) Lesson 1: Digital Trails 10.Staying safe online 6. Games and apps</p> <p>E-safety</p>	<p>I know I need to keep my personal information private. (E-Safety) <i>Discuss the implications of sharing personal information with other people, even if a this stage the implications are limited</i> Lesson 1: Digital Trails <i>Learn that the information they share online leaves a digital footprint or "trail".</i> <i>Explore what information is OK to be shared online.</i></p> <p>6 Year 1 & 2 - ESafety: Exploring Online <i>I can explain which games I enjoy and which I don't</i> <i>I know what to do if I get into trouble or feel worried when playing a game</i> <i>I can explain some dangers of playing online games and apps</i></p> <p>10 Year 1 & 2 - ESafety: Staying Safe Online <i>I can understand how to stay safe online</i> <i>I can explain top tips to stay safe online</i></p>	<p>Year 1 I know to tell an adult if I see anything worrying online. (E-Safety)</p>		<p>A list of instructions to keep personal information private. Lesson 1: Digital Trails Animal Tracks Student Handout 6 Year 1 & 2 - ESafety: Exploring Online Classlist of favourite games. Video of roleplay. Drawing of popup 10 Year 1 & 2 - ESafety: Staying Safe Online Completed internet safety worksheet</p> <p>Journal evaluation</p> <p>Vocabulary</p>
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Year group	What will be taught?	Skills	Previous knowledge	Links across the curriculum	Expected outcomes
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<p>Autumn Year 3 Computing - coding Top</p>	<p>I can explain how simple algorithms solve a given problem. (Coding)</p> <p>I can produce a simple program that completes a given task. (Coding)</p> <p>Lesson 3: My Robotic Friends Jr. Lesson 4: Programming with Angry Birds Lesson 5: Debugging in Maze Lesson 6: Collecting Treasure with Laurel Lesson 7: Creating Art with Code</p> <p>Computer Science</p>	<p>Lesson 3: My Robotic Friends Jr <i>Attend to precision when creating instructions</i> <i>Identify and address bugs or errors in sequenced instructions</i></p> <p>Lesson 4: Programming with Angry Birds <i>Translate movements into a series of commands.</i> <i>Identify and locate bugs in a program.</i></p> <p>Lesson 5: Debugging in Maze <i>Predict where a program will fail.</i> <i>Modify an existing program to solve errors.</i> <i>Reflect on the debugging process in an age-appropriate way.</i></p> <p>Lesson 6: Collecting Treasure with Laurel <i>Order movement commands as sequential steps in a program.</i> <i>Represent an algorithm as a computer program.</i> <i>Develop problem solving and critical thinking skills by reviewing debugging practices.</i></p> <p>Lesson 7: Creating Art with Code <i>Create a program to complete an image using sequential steps.</i> <i>Break complex shapes into simple parts.</i></p>	<p>Year 2</p> <p>I can predict the behaviour of a programmed toy, clearly relating each action to part of an algorithm. (Coding)</p> <p>I can understand that programs run by following clear instructions. (Coding)</p> <p>I can create a simple program to perform a task. (Coding)</p> <p>I can create and debug simple programs. (Coding)</p>		<p>Lesson 3: My Robotic Friends Jr. Video of cup stacking activity to show precision when creating instructions and to identify and address bugs or errors in sequenced instructions.</p> <p>Lesson 4: Programming with Angry Birds Completed Code Studio - 1-11 Maze intro - programming with blocks to show that they can translate movements into a series of commands and identify and locate bugs in a program.</p> <p>Lesson 5: Debugging in Maze Completed Code Studio - 1-10 To be able to debug with the step button to predict where a program will fail, modify an existing program to solve errors and reflect on the debugging process in an age-appropriate way.</p> <p>Lesson 6: Collecting Treasure with Laurel Completed Code Studio - 1-13 The Collector Demonstrates the ability to order movement commands as sequential steps in a program, to represent an algorithm as a computer program and to develop problem solving and critical thinking skills by reviewing debugging practices.</p> <p>Lesson 7: Creating Art with Code Completed Code Studio - 1-10 Creating Art with Code To show the ability to create a program to complete an image using sequential steps and to break complex shapes into simple parts.</p> <p>Journal Reflection</p> <p>Vocabulary</p>
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<p>Autumn Year 3 Computing – ICT and Networks Top</p>	<p>I can use a search engine to find web pages. (Net Searching) I understand that not all websites are as reliable as others. (Net Searching)</p> <p>Information & Communication</p>	<p>I can use a search engine to find web pages. (Net Searching) <i>To understand why search engines are necessary to find web pages on the internet, as well as how to use them.</i></p> <p>I understand that not all websites are as reliable as others. (Net Searching) Understand that not all websites on the internet are reliable and trustworthy and that, as a result, they should take care https://docs.google.com/document/d/1rBU_ScDvBryo8s5y4zT_tjiKFtj4VsMx5pLFXLgpbRQ/edit?usp=sharing when browsing. manipulated.</p>			<p>Journal showing searches and annotated screenshots</p>
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<p>Autumn Year 3 Esafety</p> <p>Top</p>	<p>I know I need to keep my password and personal information secure. (E-Safety) I can recognise acceptable and unacceptable behaviour online. (E-Safety) 1.Intro to E-safety 2.Exploring online Lesson 1: Putting a STOP to Online Meanness Lesson 2: Powerful Passwords</p> <p>E-safety</p>	<p>I know I need to keep my password and personal information secure. (E-Safety) I can recognise acceptable and unacceptable behaviour online. (E-Safety)</p> <p>1 Year 3 & 4 - ESafety Session 1 plan: Introduction to ESafety <i>Understand what ESafety means</i> <i>Recognise when it is and is not safe online</i></p> <p>2 Year 3 & 4 - ESafety Session 2 plan: Exploring Online <i>Compare how staying safe online is similar to staying safe in the real world</i> <i>Explain and identify rules for travelling safely on the Internet</i> Lesson 1: Putting a STOP to Online Meanness <i>Understand what online meanness can look like and how it can make people feel.</i> <i>Identify ways to respond to mean words online, using S-T-O-P.</i> Lesson 2: Powerful Passwords <i>Understand the functions of passwords.</i> <i>Identify strategies for creating and protecting secure passwords.</i> <i>Create their own secure passwords using the lesson guidelines</i></p>	<p>Year 2 I know I need to keep my personal information private. (E-Safety)</p>		<p>Notes about using the E-safety and Information poster about Strangers. Class notes about rules for a day out and online rules. Putting a STOP to Online Meanness reflection demonstrating the ability to analyze online behaviours that could be considered cyberbullying, explaining how to deal with a cyberbullying situation and recognising the importance of engaging a trusted adult if experiencing cyberbullying. Powerful Passwords worksheet showing a knowledge of the functions of passwords, identifying strategies for creating and protecting secure passwords and creating their own secure passwords using the lesson guidelines. Document explaining why and how they should work respectfully and responsibly with others online. Keep login information private, and log off of devices appropriately. Explain what passwords are and why we use them, and use strong passwords to protect devices and information from unauthorized access. Poster or slideshow outlining acceptable use and legislation associated with the internet.</p>
<p>Year group</p>	<p>What will be taught?</p>	<p>Skills</p>	<p>Previous knowledge</p>	<p>Links across the curriculum</p>	<p>Expected outcomes</p>

<p>Autumn Year 4 Computing - Coding Top</p>	<p>Decompose programs into smaller parts. (Coding) Use logical reasoning to detect and correct errors in algorithms and programs. (Coding) Select, use and combine a variety of software, systems and content that accomplish given goals. (Coding)</p> <p>Computer Science</p> <p>Lesson 1: Graph Paper Programming Lesson 2: Introduction to Online Puzzles Lesson 3: Relay Programming Lesson 4: Debugging with Laurel Lesson 5: Events in Bounce Lesson 6: Build a Star Wars Game Lesson 7: Dance Party</p> <p>Computer Science</p>	<p>Decompose programs into smaller parts. (Coding) Use logical reasoning to detect and correct errors in algorithms and programs. (Coding) Select, use and combine a variety of software, systems and content that accomplish given goals. (Coding)</p> <p>Lesson 1: Graph Paper Programming <i>Reframe a sequence of steps as an encoded program</i> <i>Explain constraints of translating problems from human language to machine language</i> Lesson 2: Introduction to Online Puzzles <i>Order movement commands as sequential steps in a program.</i> <i>Modify an existing program to solve errors.</i> <i>Break down a long sequence of instructions into the largest repeatable sequence.</i> Lesson 3: Relay Programming <i>Define ideas using code and symbols.</i> <i>Verify work done by teammates.</i> <i>Identify signs of frustration</i> Lesson 4: Debugging with Laurel <i>Read and comprehend given code.</i> <i>Identify a bug and the problems it causes in a program.</i> <i>Describe and implement a plan to debug a program.</i> Lesson 5: Events in Bounce <i>Identify actions that correlate to input events.</i> <i>Create an interactive game using sequence and event-handlers.</i> <i>Share a creative artifact with other students.</i> Lesson 6: Build a Star Wars Game <i>Create an animated, interactive game using sequence and events.</i></p>	<p>Year 3 I can explain how simple algorithms solve a given problem. (Coding)</p> <p>I can produce a simple program that completes a given task. (Coding)</p>		<p>Annotated screenshots or videos describing how they debugged the programs. A list of instructions and / or annotated screenshots should be used to show how they import images and sounds into their program</p> <p>Lesson 1: Graph Paper Programming Graph paper programming sheet showing the creation of a sequence of steps as an encoded program and an explanation of constraints of translating problems from human language to machine language.</p> <p>Lesson 2: Introduction to Online Puzzles Completed Code Studio - 1-10 Maze Intro Showing the ability to order movement commands as sequential steps in a program, to modify an existing program to solve errors and to break down a long sequence of instructions into the largest repeatable sequence.</p> <p>Lesson 3: Relay Programming Completed Code Studio - 1-9 Debugging using the step button To show that they are able to read and comprehend given code, to identify a bug and the problems it causes in a program and to describe and implement a plan to debug a program.</p> <p>Lesson 4: Debugging with Laurel Completed Code Studio - 1-8 Online puzzle Show that they are able to identify actions that correlate to input events, to create an interactive game using sequence and event-handlers and to share a creative artifact with other students.</p> <p>Lesson 5: Events in Bounce Completed Code Studio - 1-10 Online puzzle To create an animated, interactive game using sequence and events and identify actions that correlate to input events.</p> <p>Lesson 6: Build a Star Wars Game Completed Code Studio - 1-10 To use events to build a game that they can share online</p> <p>Lesson 7: Dance Party</p>
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		<p><i>Identify actions that correlate to input events.</i></p> <p><u>Lesson 7: Dance Party</u></p> <p><i>Develop programs that respond to timed events</i></p> <p><i>Develop programs that respond to user input</i></p> <p><i>Create dance animations with code</i></p>			<p>Completed Code Studio Level 1-13</p> <p>Online Puzzles</p> <p>To develop programs that respond to timed events, to develop programs that respond to user input and to create dance animations with code</p> <p>Journal Reflection</p> <p>Vocabulary</p>
<p>Autumn Year 4 Computing ICT</p> <p>Top</p>	<p>With support select and use a variety of software on a range of digital devices. (Using Computer)</p> <p>Information & Communication</p>	<p>With support select and use a variety of software on a range of digital devices. (Using Computer)</p>	<p>Year 3</p> <p>I can make choices on which program is best for a given task. (Using Computer)</p>		<p>A document to outline their reasons for using software and hardware -including the strengths and weaknesses. An example to illustrate using an appropriate piece of software.</p>
<p>Autumn Year 4 – Computing - E-safety</p> <p>Top</p>	<p><u>1.Intro to E-safety</u></p> <p><u>6. Games and apps</u></p> <p>E-safety</p>	<p>1 Year 3 & 4 - ESafety Session 1 plan: Introduction to ESafety</p> <p><i>Compare how staying safe online is similar to staying safe in the real world</i></p> <p><i>Explain and identify rules for travelling safely on the Internet</i></p> <p>6 Year 3 & 4 - ESafety Session 6 plan: Online Gaming and Apps</p> <p>How to stay safe when using online games and apps</p> <p>Identify online games and apps</p> <p>Recognise the dangers of online gaming</p>			<p>1 Year 3 & 4 - ESafety Session 1 plan: Introduction to ESafety</p> <p>Terms and definitions on jargon buster handout. and poster displaying Stranger Danger.</p> <p>Understand what ESafety means and recognise when it is and is not safe online.</p> <p>6 Year 3 & 4 - ESafety Session 6 plan: Online Gaming and Apps</p> <p>The whole class list of all the games which the class like to play and why, and poster about all the do's and don'ts when playing online games or apps.</p> <p>To Identify online games and apps, to recognise the dangers of online gaming and explain how to stay safe when using online games and apps.</p>
Year group	What will be taught?	Skills	Previous knowledge	Links across the curriculum	Expected outcomes

<p>Autumn Year 5 Computing Top</p>	<p>I can write increasingly complex programs. (Coding) I can use IF statements to alter the way my programs run. (Coding) Computer Science <u>Lesson 1: Sequencing in the Maze</u> <u>Lesson 2: Drawing with Loops</u> <u>Lesson 3: Conditionals in Minecraft: Voyage Aquatic</u> <u>Lesson 4: Conditionals with the Farmer</u> <u>Lesson 5: Simon Says</u> <u>Lesson 6: Swimming Fish with Sprite Lab</u></p>	<p>I can write increasingly complex programs. (Coding) I can use IF statements to alter the way my programs run. (Coding) <u>Lesson 1: Sequencing in the Maze</u> <i>Order movement commands as sequential steps in a program.</i> <i>Modify an existing program to solve errors.</i> <i>Break down a long sequence of instructions into the largest repeatable sequence.</i> <i>Predict where a program will fail.</i> <i>Modify an existing program to solve errors.</i> <i>Reflect on the debugging process in an age-appropriate way.</i> <u>Lesson 2: Drawing with Loops</u> <i>Identify the benefits of using a loop structure instead of manual repetition.</i> <i>Differentiate between commands that need to be repeated in loops and commands that should be used on their own.</i> <u>Lesson 3: Conditionals in Minecraft: Voyage Aquatic</u> <i>Define circumstances when certain parts of a program should run and when they shouldn't.</i> <i>Determine whether a conditional is met based on criteria.</i> <u>Lesson 4: Conditionals with the Farmer</u> <i>Define circumstances when certain parts of a program should run and when they shouldn't.</i> <i>Determine whether a conditional is met based on criteria.</i> <u>Lesson 5: Simon Says</u> <i>Play through the puzzles to find any potential problem areas for your class.</i> <i>Make sure every student has a journal.</i> <u>Lesson 6: Swimming Fish with Sprite Lab</u></p>	<p>Year 4 Decompose programs into smaller parts. (Coding) Select, use and combine a variety of software, systems and content that accomplish given goals. (Coding) Use logical reasoning to detect and correct errors in algorithms and programs. (Coding)</p>		<p>A video or written explanation for the purpose of different aspects of coding. A video or written explanation for the purpose of the use logic of coding, this could be scenario based. Lesson 1: Sequencing in the Maze Completed Code Studio Level 1-12 Online Puzzles Order movement commands as sequential steps in a program. To modify an existing program to solve errors, to break down a long sequence of instructions into the largest repeatable sequence, to predict where a program will fail, to modify an existing program to solve errors and to reflect on the debugging process in an age-appropriate way Lesson 2: Drawing with Loops Completed Code Studio Level 1-11 Online Puzzles To identify the benefits of using a loop structure instead of manual repetition and differentiate between commands that need to be repeated in loops and commands that should be used on their own. Lesson 3: Conditionals in Minecraft: Voyage Aquatic Completed Code Studio Level 1-11 Online Puzzles To define circumstances when certain parts of a program should run and when they shouldn't and to determine whether a conditional is met based on criteria. Lesson 4: Conditionals with the Farmer Completed Code Studio Level 1-13 Online Puzzles To define circumstances when certain parts of a program should run and when they shouldn't and determine whether a conditional is met based on criteria. Lesson 5: Simon Says</p>
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		<p>Define “sprite” as a character or object on the screen that can be moved and changed. Create new sprites and assign them costumes and behaviors.</p>			<p>Video to show pupils are able to play through the puzzles to find any potential problem areas for your class and make sure every student has a journal. Lesson 6: Swimming Fish with Sprite Lab Completed Code Studio Level 1-9 To define “sprite” as a character or object on the screen that can be moved and changed and to create new sprites and assign them costumes and behaviors. Online Puzzles</p> <p>Reflection in Journal</p> <p>vocabulary</p>
<p>Autumn Year 5 Esafety Top</p>	<p>1.Intro to E-safety (session 1) 3.Cyberbullying</p> <p>E-safety</p>	<p>1 Year 5&6 - 'ESafety' Session 1 plan: ESafety Introduction <i>Understand what is meant by ESafety</i> <i>How to be smart on the internet</i></p> <p>3. Year 5&6 - 'ESafety' Session 3 plan: Cyber-bullying <i>Understand what cyber-bullying is</i> <i>Identify cyber-bullying and its consequences</i> <i>Learn how to deal with cyber-bullying</i></p>	<p>Year 4 Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies. (E-Safety)</p>		<p>Group graffiti wall and Do's & Don'ts of being online poster to show an understanding of what is meant by ESafety and how to be smart on the internet</p> <p>Video or class notes to show understanding of what cyberbullying is to identify cyber-bullying and its consequences and to learn how to deal with cyber-bullying</p>
Year group	What will be taught?	Skills	Previous knowledge	Links across the curriculum	Expected outcomes

<p>Autumn Year 6 Top</p>	<p>I can combine software and hardware to solve real life problems. (Coding) I can break code up into related instructions, making debugging easier and quicker. (Coding) I can use loops, variables and IF statements to alter the way my programs run. (Coding) Lesson 1: Functions in Minecraft Lesson 2: Swimming Fish with Sprite Lab Lesson 3: Alien Dance Party with Sprite Lab Lesson 4: Drawing with Loops Lesson 5: Simon Says Lesson 7: Envelope Variables Lesson 8: Variables with Artist</p> <p>Computer Science</p>	<p>I can combine software and hardware to solve real life problems. (Coding) I can break code up into related instructions, making debugging easier and quicker. (Coding) I can use loops, variables and IF statements to alter the way my programs run. (Coding) Lesson 1: Functions in Minecraft <i>Use functions to simplify complex programs.</i> <i>Use pre-determined functions to complete commonly repeated tasks.</i> Lesson 2: Swimming Fish with Sprite Lab <i>Define "sprite" as a character or object on the screen that can be moved and changed.</i> <i>Create new sprites and assign them costumes and behaviors.</i> Lesson 3: Alien Dance Party with Sprite Lab <i>Identify actions that correlate to input events.</i> <i>Create an interactive animation using sprites, behaviors, and events.</i> Lesson 4: Drawing with Loops <i>Identify the benefits of using a loop structure instead of manual repetition.</i> <i>Differentiate between commands that need to be repeated in loops and commands that should be used on their own.</i> Lesson 5: Simon Says <i>Play through the puzzles to find any potential problem areas for your class.</i> <i>Make sure every student has a journal.</i> Lesson 7: Envelope Variables <i>Identify variables and determine their values.</i> <i>Define and call variables in the context of real-life activities.</i> <i>Create situations which require the use of variables.</i></p>	<p>Year 5 I can explain how increasingly complex algorithms solve a given problem. (Coding)</p> <p>I can control external hardware from within my programs. (Coding)</p> <p>I can write increasingly complex programs. (Coding)</p> <p>I can use loops to repeat tasks within a program. (Coding) I can use IF statements to alter the way my programs run. (Coding)</p>		<p>A game which shows the use of variables, if statements and loops, This could be evidenced as a video or annotated screenshots. They should show how they debug by breaking up the code into related instructions.</p> <p>Lesson 1: Functions in Minecraft Completed Code Studio - 1-12 To show they are able to use functions to simplify complex programs and use pre-determined functions to complete commonly repeated tasks.</p> <p>Lesson 2: Swimming Fish with Sprite Lab Completed Code Studio - 1-9 To be able to define "sprite" as a character or object on the screen that can be moved and changed and to create new sprites and assign them costumes and behaviors.</p> <p>Lesson 3: Alien Dance Party with Sprite Lab Completed Code Studio - 1-9 To be able to identify actions that correlate to input events and create an interactive animation using sprites, behaviors, and events.</p> <p>Lesson 4: Drawing with Loops Completed Code Studio - 1-11 To identify the benefits of using a loop structure instead of manual repetition and differentiate between commands that need to be repeated in loops and commands that should be used on their own.</p> <p>Lesson 5: Simon Says Video to show that they can play through the puzzles to find any potential problem areas for your class and make sure every student has a journal.</p> <p>Lesson 7: Envelope Variables Envelope Variables worksheet completed to show Identify variables and determine their values, define and call variables in the context of real-life activities and create situations which require the use of variables.</p> <p>Lesson 8: Variables with Artist Completed Code Studio - 1-9 To show they can assign values to existing variables and to utilise variables in place of repetitive values inside of a program.</p>
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		<u>Lesson 8: Variables with Artist</u> <i>Assign values to existing variables. Utilize variables in place of repetitive values inside of a program.</i>			Journal Reflection Vocabulary
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<p>Autumn Year 6 ICT Top</p>	<p>I can use more than one piece of software to complete a task. (Using Computer) I can recognise trustworthy sources of information on the internet. (Net Searching) I can use a broad range of resources online to find exactly what I'm looking for. (Net Searching)</p> <p>Lesson 14: The Internet</p> <p>Information & Communication</p>	<p>I can use more than one piece of software to complete a task. (Using Computer) <i>Pupils should be familiar with a range of software and use them to carryout appropriate tasks.</i> I can recognise trustworthy sources of information on the internet. (Net Searching) <i>To understand that, since anyone can publish a website on the Internet, some may be more reliable than others.</i> I can use a broad range of resources online to find exactly what I'm looking for. (Net Searching) <i>To be competent in using online search technologies to locate information and resources</i></p> <p>Lesson 14: The Internet Learn about the complexity of sending messages over the internet. Translate URLs into IP Addresses.</p>	<p>Year 5 I can select appropriate software to use for a given task. (Using Computer)</p> <p>I can select appropriate software to use for a given task. (Using Computer)</p>		<p>Portfolio of software usage Mindmap and analysis of search results and website</p> <p>Lesson 14: The Internet To develop a better understanding of the internet and its associated terminology..</p>
<p>Autumn Year 6 Esafety Top</p>	<p>I understand how to report concerns about content and contact in and out of school. (E-Safety) 1.Intro to E-safety 2. Social media https://www.thinkuknow.co.uk/8_10/</p> <p>E-safety</p>	<p>I understand how to report concerns about content and contact in and out of school. (E-Safety) 1 Year 5&6 - 'ESafety' Session 1 plan: ESafety Introduction <i>Understand what is meant by ESafety</i> <i>How to be smart on the internet</i> 2 Year 5&6 - 'ESafety' Session 2 plan: Social Media <i>Understand the positive and negative uses of social media</i> <i>Understand the impact of social media on our behaviour, emotions & lives</i></p>	<p>Year 5 I understand how to choose online content for my age group. (E-Safety)</p>		<p>Document or slideshow showing what they would do if they were concerned with an Esafety issue - this should include a wide range of issues both in school, ie- inappropriate websites and outside of school - ie social media, grooming, etc.</p> <p>1.Intro to E-safety Group graffiti wall and Do's & Don'ts of being online poster to show an understanding of what is meant by ESafety and how to be smart on the internet</p> <p>2. Social media Video of social scenarios game and group notes on positives and negatives of social media to show an understanding of the positive and negative uses of social media and the impact of social media on our behaviour, emotions & lives</p>

Spring					
Year group	What will be taught?	Skills	Previous knowledge	Links across the curriculum	Expected outcomes

<p>Spring Nursery Computing</p> <p>Top</p>	<p>12 - We are talkers 10 - We can understand instructions 21 - We are game players 16 - We can count</p> <p>Computer Science Information & Communication</p>	<p>12. Using video cameras to record video clips Playing and exploring <i>Showing a can do attitude</i> <i>Taking a risk, engaging in new experiences – learning through trial and error</i></p> <p>Creating and thinking critically <i>Checking how well the approach worked</i></p> <p>10. Using video cameras to record video clips Playing and exploring – engagement <i>Using their senses to explore the world around them.</i> Active learning – motivation <i>Maintaining focus on their activity for a period of time</i> <i>Pride in method of achievement and end product.</i></p> <p>21 Opening and closing Files Active learning <i>Persisting with the activity when challenges occur</i></p> <p>Creating and thinking critically <i>Finding ways to solve problems</i> <i>Testing their ideas</i></p> <p>16 Programming a programmable toy Playing and exploring <i>Engaging in open-ended activities</i> <i>Taking a risk, engaging in new experiences – learning through trial and error</i></p> <p>Creating and thinking critically <i>Finding ways to solve problems</i> <i>Reviewing how well the approach worked</i></p>	<p>12. Communication and language: speaking The children use talk to organise, sequence and clarify thinking, ideas, feelings and events. They express themselves effectively, showing awareness of listeners' needs.</p> <p>Other Literacy: reading Expressive arts and design: being imaginative</p> <p>10. Communication and language: understanding The children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences.</p> <p>Other Communication and language: speaking Mathematics: shape, space and measure</p> <p>21 Understanding the world: technology <i>The children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</i></p> <p>Other Personal, social and emotional development Physical development: moving and handling</p> <p>16 Mathematics: number <i>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</i></p> <p>Other Understanding the world: the</p>	<p>10. Photographs/videos of the different stages of the recipe, including using a microwave and sound files explaining the process.</p> <p>21 Video of children playing a game, discussing what they have to do to win, etc and comparison to other games. Photo or video of children playing a range of games.</p> <p>16 Picture of houses and roadway along which a programmable toy can move. Video or photo of children attempting to program the programmable toy.</p>
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				<i>world</i> Expressive arts and design: <i>exploring and using media and materia</i>	
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<p>Spring Nursery Esafety</p> <p>Top</p>	<p>3 - Searching the internet 4 - Personal information 5 - Games and Apps 6 - Calming Down</p> <p>E-safety</p>	<p>3 Early Years E-Safety: Searching the internet I can explore a website opened by a trusted adult I use pictures and words to find information</p> <p>4 Early Years E-Safety: Personal Information I know what my personal information is and not to share it online I know to speak to a trusted adult if I feel worried about something online</p> <p>5 Early Years E-Safety: Games and Apps I can explain some of the dangers of online apps and games I know what to do if I get in trouble or feel worried when playing a game</p> <p>6 Early Years E-Safety: Calming Down I can understand that sometimes things online may make me worried or get overwhelming I can begin to recognise how I am feeling I know what to do if I feel frustrated or worried online</p>		<p>Writing Attempts to write short sentence in a meaningful context Uses some clearly identifiable letters to communicate meaning</p> <p>Physical Development Experiments with different ways of moving</p> <p>Technology Knows that information can be retrieved from computers Children recognise that a range of technology is used in places such as homes and schools.</p> <p>Listening and attention Maintains attention, concentrates and sits quietly during appropriate activity Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Speaking Uses language to imagine and recreate roles and experiences in play situations Links statements and sticks to the main theme or intention</p> <p>Making relationships Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity.</p> <p>Exploring and using media and materials Uses simple tools and techniques competently and appropriately.</p>	<p>3 Early Years E-Safety: Searching the internet Photo of visual poster of the golden rule of always asking for permission from a trusted adult to search the internet and photo or video of children researching on the internet.</p> <p>4 Early Years E-Safety: Personal Information Video of role play – not sharing personal information without permission from a trusted adult. Photo or video of drawings (named) of trusted adult, and yes /no activity</p> <p>5 Early Years E-Safety: Games and Apps Video of electronic money game and group discussion about dilemmas that the children may face when playing games and apps. Photo of childrens example of a pop-up that might come up during a game.</p> <p>6 Early Years E-Safety: Calming Down Photo of poster – on the one side what they shouldn't do and on the other side what they could do to calm down. Photos of emojis to show good feelings and bad feelings when online. Photos of completed online feelings poem.</p>
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<p>Spring Reception Computing</p> <p>Top</p>	<p>21 - We are game players 16 - We can count 17 - We are designers 23 - We can record soundtracks</p> <p>Computer Science Information & Communication</p>	<p>21 Opening and closing Files Active learning <i>Persisting with the activity when challenges occur</i> Creating and thinking critically <i>Finding ways to solve problems</i> <i>Testing their ideas</i> 16 Programming a programmable toy Playing and exploring <i>Engaging in open-ended activities</i> <i>Taking a risk, engaging in new experiences – learning through trial and error</i> Creating and thinking critically <i>Finding ways to solve problems</i> 17 Controlling a remote controlled toy Playing and exploring <i>Taking a risk, engaging in new experiences – learning through trial and error</i> Active learning <i>Showing a belief that more effort or a different approach will pay off</i> Creating and thinking critically <i>Planning, making decisions about a how to approach a task, solve a problem and reach a goal</i> 23 Recording a sound track Playing and exploring <i>Engaging in open-ended activities</i> Active learning <i>Paying attention to details</i> Creating and thinking critically <i>Finding a new way to do thing</i></p>		<p>21 Understanding the world: technology <i>The children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</i> Other Personal, social and emotional development Physical development: moving and handling 16 Mathematics: number <i>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</i> Other Understanding the world: the world Expressive arts and design: exploring and using media and materials 17 Mathematics: shape, space and measure <i>Children use everyday language to talk about position and distance to solve problems.</i> Other Communication and language: speaking Personal, social and emotional development: making relationships 23 Expressive arts and design: being imaginative <i>The children represent their own ideas, thoughts and feelings through music and stories.</i> Other Communication and language: speaking and understanding</p> <p>7 Photo of the environment around which remote-controlled toys can travel. Video of making the environment and using a remote control toy in their environment. 23 An audio performance of a favourite story 21 Video of children playing a game, discussing what they have to do to win, etc and comparison to other games. Photo or video of children playing a range of games. 16 Picture of houses and roadway along which a programmable toy can move. Video or photo of children attempting to program the programmable toy.</p>
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Spring Reception ICT Top	Using audacity on iPads Information & Communication	Selects and uses technology for particular purposes			Recordings of soundtrack using sound editing software to experience recording and playing back sound effects using ICT.
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<p>Spring Reception Esafety</p> <p>Top</p>	<p>5 - Games and Apps 6 - Calming Down 7 - Being Careful 8 - Internet Safety Rules</p> <p>E-safety</p>	<p>5 Early Years E-Safety: Games and Apps <i>I can explain some of the dangers of online apps and games</i></p> <p><i>I know what to do if I get in trouble or feel worried when playing a game</i></p> <p>6 Early Years E-Safety: Calming Down <i>I can understand that sometimes things online may make me worried or get overwhelming</i></p> <p><i>I can begin to recognise how I am feeling</i></p> <p><i>I know what to do if I feel frustrated or worried online</i></p> <p>7 Early Years E-Safety: Being Careful <i>I can explain what being careful means</i></p> <p><i>I can identify different ways to stay safe in real life and online</i></p> <p><i>I know what to do if I feel unsafe online</i></p> <p>8 Early Years E-Safety: Internet Safety Rules <i>I can explain what being careful means</i></p> <p><i>I can identify different ways to stay safe in real life and online</i></p> <p><i>I know what to do if I feel unsafe online</i></p>		<p>Making relationships Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity.</p> <p>Speaking Links statements and sticks to the main theme or intention. Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Technology Children recognise that a range of technology is used in places such as homes and schools.</p> <p>Listening and attention Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Exploring and using media and materials Uses simple tools and techniques competently and appropriately.</p> <p>Writing Attempts to write short sentences in meaningful contexts.</p> <p>Reading Hears and says the initial sound in words.</p> <p>Moving and handling Handles tools, objects, construction and malleable materials safely and with increasing control.</p>	<p>5 Early Years E-Safety: Games and Apps Video of electronic money game and group discussion about dilemmas that the children may face when playing games and apps. Photo of children's example of a pop-up that might come up during a game.</p> <p>6 Early Years E-Safety: Calming Down Photo of poster – on the one side what they shouldn't do and on the other side what they could do to calm down. Photos of emojis to show good feelings and bad feelings when online. Photos of completed online feelings poem</p> <p>7 Early Years E-Safety: Being Careful Videos or photographs of being careful and roleplay. Photographs of completed cloze activity.</p> <p>8 Early Years E-Safety: Internet Safety Rule Photograph of class agreed internet safety rules and 3D title, and drawing of the rule. Internet safety video.</p>
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Year group	What will be taught?	Skills	Previous knowledge	Links across the curriculum	Expected outcomes
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<p>Spring Year 1 Computing coding</p> <p>Top</p>	<p>Lesson 5: Programming with Scrat Lesson 6: Programming with Rey and BB-8 Lesson 7: Happy Loops Lesson 8: Loops with Scrat</p> <p>Computer Science</p>	<p>Lesson 5: Programming with Scrat <i>Construct a program by reorganizing sequential movements</i> <i>Build a computer program from a set of written instructions</i> <i>Choose appropriate debugging practices when solving problems</i> Lesson 6: Programming with Rey and BB-8 <i>Sequence commands in a logical order.</i> <i>Recognize problems or "bugs" in a program and develop a plan to resolve the issues.</i> Lesson 7: Happy Loops <i>Identify repeating code and shorten multiple actions into a single loop.</i> <i>Interpret a program with loops as a series of multiple actions.</i> Lesson 8: Loops with Scrat <i>Construct a program using structures that repeat areas of code</i> <i>Improve existing code by finding areas of repetition and moving them into looping structures</i></p>	<p>Reception Autumn Following instructions</p>		<p>Lesson 5: Programming with Scrat Completed Code Studio level 1 - 12 Programming with Scrat - showing reorganizing sequential movements building a computer program from a set of written instructions and appropriate debugging practices when solving problems Lesson 6: Programming with Rey and BB-8 Completed Code Studio level 1 - 12 Programming with Rey and BB-8 showing sequencing commands in a logical order and recognise problems or "bugs" in a program and develop a plan to resolve the issue Lesson 7: Happy Loops Pictures of children's Happy Loops games showing an understanding that repeating code can be used to shorten multiple actions, identify a single loop. and to interpret a program with loops as a series of multiple actions Lesson 8: Loops with Scrat Completed Code Studio level 1 - 12 creating Loops with Scrat Construct a program using structures that repeat areas of code and improve existing code by finding areas of repetition and moving them into looping structures</p> <p>Vocabulary</p> <p>Reflection in Journal</p>
<p>Spring Year1 Computing - ICT</p> <p>Top</p>	<p>Using a Drawing App - Sketchpad 5.1 -</p> <p>Information & Communication</p>	<p>I can use a program to create a simple document. (Using Computer) <i>Create and edit simple drawings.</i> <i>Carry out research on the Internet</i></p>			<p>In Journal record ideas for internet search to find ideas for an illustration. Copy of original images and images created and changed on the computer; for a particular purpose. Labelled menu items showing how to add shapes, colours, text and fonts. A description of how using a computer for illustration differs from using paint and paper. Open a new document, open and edit, save. import graphics to enhance their document Know how to save, retrieve and change their work Journal review of creation process and act on feedback received</p>

<p>Spring Year 1 Esafety</p> <p>Top</p>	<p>2. Personal information 3. Searching the Internet</p> <p>E-safety</p>	<p>2 Year 1 & 2 - ESafety: Personal Information <i>I can identify what personal information is and who I can share it with</i> <i>I can recognise why personal information is special</i> <i>I know what action to take if I feel in danger</i></p> <p>3 Year 1 & 2 - ESafety: Searching the internet <i>learn how to search online by using the alphabet</i> <i>understand how to search for a specified letter of the alphabet on a children's directory site</i> <i>apply the results of their alphabet search to create a picture dictionary</i></p>			<p>Notes from groups and journal notes on Personal information. Answers to questions about searching the internet. Group answers and searches and individual animal pictures.</p>
<p>Year group</p>	<p>What will be taught?</p>	<p>Skills</p>	<p>Previous knowledge</p>	<p>Links across the curriculum</p>	<p>Expected outcomes</p>



<p>Spring Year 2 Computers - Coding Top</p>	<p>I can create and debug simple programs. (Coding) I can find and fix simple bugs in programs. (Coding) Lesson 5: Programming with Harvester Lesson 6: Getting Loopy Lesson 7: Loops with Harvester Lesson 8: Loops with Laurel</p> <p>Computer Science</p>	<p>I can create and debug simple programs. (Coding) <i>Understand that programs follow precise instructions and that errors in programs are commonly caused by errors in code.</i></p> <p>I can find and fix simple bugs in programs. (Coding) <i>Continue to develop their skills in debugging so they can more confidently relate errors they observe to code they have written.</i></p> <p><u>Lesson 5: Programming with Harvester</u> <i>Translate movements into a series of commands. Identify and locate bugs in a program.</i> <u>Lesson 6: Getting Loopy</u> <i>Repeat actions initiated by the instructor. Translate a picture program into a real-world dance. Convert a series of multiple actions into a single loop.</i> <u>Lesson 7: Loops with Harvester</u> <i>Identify the benefits of using a loop structure instead of manual repetition. Break down a long sequence of instructions into the smallest repeatable sequence possible. Create a program for a given task which loops a sequence of commands. Employ a combination of sequential and looped commands to reach the end of a maze.</i> <u>Lesson 8: Loops with Laurel</u> <i>Identify the benefits of using a loop structure instead of manual repetition. Break down a long sequence of instructions into the smallest repeatable sequence possible.</i></p>			<p>Annotated code detailing errors and how they were fixed. Annotated code predicting errors and how they could be fixed.</p> <p>Lesson 5: Programming with Harvester Completed Code Studio - 1-15 The Harvester To translate movements into a series of commands and identify and locate bugs in a program.</p> <p>Lesson 6: Getting Loopy Completed Getting Loopy worksheet - Practically demonstrating repeat actions initiated by the instructor. Translating a picture program into a real-world dance and converting a series of multiple actions into a single loop.</p> <p>Lesson 7: Loops with Harvester Completed Code Studio - 1-13 Online puzzle Identify the benefits of using a loop structure instead of manual repetition. Break down a long sequence of instructions into the smallest repeatable sequence possible. Create a program for a given task which loops a sequence of commands. Employ a combination of sequential and looped commands to reach the end of a maze.</p> <p>Lesson 8: Loops with Laurel Completed Code Studio - 1-13 Loops in Collector Identify the benefits of using a loop structure instead of manual repetition. Break down a long sequence of instructions into the smallest repeatable sequence possible.</p> <p>Journal Reflection Vocabulary</p>
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<p>Spring Year 2 Computing ICT</p> <p>Top</p>	<p>I can recognise how others use technology outside of school. (Computers) I can find, open, edit and save files I am working on. (Using Computer) I can use different software programs and discuss the benefits of their usage. (Using Computer)</p> <p>Information & Communication</p>	<p>I can find, open, edit and save files I am working on. (Using Computer) <i>Open and save files reliably, including from a shared location such as a server.</i></p> <p>I can use different software programs and discuss the benefits of their usage. (Using Computer) <i>Explain why a program is well suited to a given task. To do this, they should understand what different pieces of software do e.g. spreadsheets, word documents or desktop publishing software.</i></p> <p>I can recognise how others use technology outside of school. (Computers) <i>Identify how different technologies may be used differently by different people e.g. recognising that they may use a tablet for gaming whereas a parent may use it for email.</i></p>	<p>Year 1 I can use a program to create a simple document. (Using Computer)</p>		<p>A mindmap, recording all the different uses for a single technology. This can be evidenced through a unit of work where students are expected to continue working on a file across a number of sessions. They should be able to double click' on folders reliably to open their contents, or 'single click' and then use the 'Open' button. They can explain this through video or by writing down a list of instructions. Video or written explanation of why a program is well suited to a given task clearly justifying their choice of a particular piece of software, with reference to the software's functionality</p>
<p>Year 2 Summer Esafety</p> <p>Top</p>	<p>8. Online stories 9. Online rules</p> <p>E-safety</p>	<p>8 Year 1 & 2 - ESafety: Online Stories <i>I can explain how to help someone if they get into trouble online I know who to tell if I get into trouble whilst using the internet Understand how online stories can make you feel Begin to recognise online safety rules</i></p> <p>9 Year 1 & 2 - ESafety: Internet Safety Rules <i>I can identify rules which will help me stay safe when using the internet I know what action to take if I don't follow a rule by mistake</i></p>			<p>Written feedback or video from story time to show that they can explain how to help someone if they get into trouble online, know who to tell if I get into trouble whilst using the internet, understand how online stories can make you feel and begin to recognise online safety rules Class list of rules and a video about all the internet safety rules.</p>
<p>Year group</p>	<p>What will be taught?</p>	<p>Skills</p>	<p>Previous knowledge</p>	<p>Links across the curriculum</p>	<p>Expected outcomes</p>

<p>Spring Year 3 Computing - Coding Top</p>	<p>Lesson 8: Binary Bracelets Lesson 9: My Loopy Robotic Friends Jr. Lesson 10: Loops with Rey and BB-8 Lesson 11: Harvesting Crops with Loops Lesson 12: Looking Ahead with Minecraft Lesson 13: Sticker Art with Loops</p> <p>Computer Science</p>	<p>Lesson 8: Binary Bracelets <i>Encode letters into binary. Decode binary back to letters. Relate the idea of storing letters on paper to the idea of storing information in a computer.</i> Lesson 9: My Loopy Robotic Friends Jr. <i>Identify repeated patterns in code that could be replaced with a loop Write instructions that use loops to repeat patterns</i> Lesson 10: Loops with Rey and BB-8 <i>Identify the benefits of using a loop structure instead of manual repetition. Break down a long sequence of instructions into the largest repeatable sequence. Employ a combination of sequential and looped commands to reach the end of a maze.</i> Lesson 11: Harvesting Crops with Loops <i>Write a program for a given task which loops a single command. Identify when a loop can be used to simplify a repetitive action. Employ a combination of sequential and looped commands to move and perform actions.</i> Lesson 12: Looking Ahead with Minecraft <i>Define circumstances when certain parts of a program should run and when they shouldn't. Determine whether a conditional is met based on criteria.</i> Lesson 13: Sticker Art with Loops <i>Identify the benefits of using a loop structure instead of manual repetition. Differentiate between commands that need to be repeated in loops and</i></p>			<p>Lesson 8: Binary Bracelets Binary Bracelets worksheet. Showing an understanding of encoding letters into binary and then decoding binary back to letters and also comparing the idea of storing letters on paper to the idea of storing information in a computer Lesson 9: My Loopy Robotic Friends Jr. Video of stacking cups to show the Identification of repeated patterns in code that could be replaced with a loop and writing instructions that use loops to repeat patterns Lesson 10: Loops with Rey and BB-8 Completed Code Studio Level 1-14 Programming with Rey and BB-8 showing that they can identify the benefits of using a loop structure instead of manual repetition, break down a long sequence of instructions into the largest repeatable sequence and employ a combination of sequential and looped commands to reach the end of a maze. Lesson 11: Harvesting Crops with Loops Completed Code Studio Level 1-14 To show that loops repeat an action (such as harvesting pumpkins) and that they can think about the movements before and after that action, Lesson 12: Looking Ahead with Minecraft Completed Code Studio Level 1-14 Online puzzle Define circumstances when certain parts of a program should run and when they shouldn't. Determine whether a conditional is met based on criteria. Lesson 13: Sticker Art with Loops Completed Code Studio Level 1-9 Sticker Art To identify the benefits of using a loop structure instead of manual repetition and differentiate between commands that need to be repeated in loops and commands that should be used on their own.</p> <p>Reflection in Journal</p>
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		<i>commands that should be used on their own.</i>			vocabulary
Spring Year 3 Computing - Networks Top	<p>I understand that computer networks allow data to be transferred and shared. (Networks) I understand that the internet is a large network that enables computers to share information. (Networks)</p> <p>Information & Communication</p>	<p>I understand that computer networks allow data to be transferred and shared. (Networks) <i>To understand that computers can be interconnected and that this enables them to share information</i> I understand that the internet is a large network that enables computers to share information. (Networks) <i>To understand that the internet is a large network of interconnected computers and devices that enables them to share information.</i></p>			Completed network worksheet
Year 3 Computing - Esafety Top	<p>3.Communication devices 4.Communicating online</p> <p>E-safety</p>	<p>3 Year 3 & 4 - ESafety Session 3 plan: Communication Channels <i>The different ways to communicate with people online</i> <i>To understand different communication channels</i> <i>The positives and negatives of communication channels</i> 4 Year 3 & 4 - ESafety Session 4 plan: Communicating Online Understand different forms of communication Identify how to communicate safely online</p>			Class list of activities that can be done on digital devices and completed device danger worksheet. Completed device design giving tips on how to stay safe. Communication worksheet containing sample text and group blog showing understanding of the different online communication methods.
Year group	What will be taught?	Skills	Previous knowledge	Links across the curriculum	Expected outcomes

<p>Spring Year 4 Computing Top</p>	<p>Computer Science</p> <p>Lesson 8: Loops in Ice Age Lesson 9: Drawing Shapes with Loops Lesson 10: Nested Loops in Maze Lesson 11: Conditionals with Cards Lesson 12: If/Else with Bee</p>	<p>Lesson 8: Loops in Ice Age Construct a program using structures that repeat areas of code Improve existing code by finding areas of repetition and moving them into looping structures Lesson 9: Drawing Shapes with Loops <i>Identify the benefits of using a loop structure instead of manual repetition.</i> <i>Differentiate between commands that need to be repeated in loops and commands that should be used on their own.</i> Lesson 10: Nested Loops in Maze <i>Break complex tasks into smaller repeatable sections.</i> <i>Recognize large repeated patterns as made from smaller repeated patterns.</i> <i>Identify the benefits of using a loop structure instead of manual repetition.</i> Lesson 11: Conditionals with Cards Lesson <i>Translate spoken language conditional statements into a program.</i> <i>Solve puzzles using a combination of looped sequences and conditionals.</i> 12: If/Else with Bee <i>Translate spoken language conditional statements into a program.</i> <i>Solve puzzles using a combination of looped sequences and conditionals.</i></p>			<p>Lesson 8: Loops in Ice Age Completed Code Studio - 1-12 Preview Loops in Ice Age To construct a program using structures that repeat areas of code and improve existing code by finding areas of repetition and moving them into looping structures Lesson 9: Drawing Shapes with Loops Completed Code Studio Level 1-11 Online Puzzles To identify the benefits of using a loop structure instead of manual repetition.and differentiate between commands that need to be repeated in loops and commands that should be used on their own. Lesson 10: Nested Loops in Maze Completed Code Studio Level 1-13 Online Puzzles To be able to break complex tasks into smaller repeatable sections.and recognize large repeated patterns as made from smaller repeated patterns. Identify the benefits of using a loop structure instead of manual repetition. Lesson 11: Conditionals with Cards Examples of pseudo code that show that pupils are able to define circumstances when certain parts of a program should run and when they shouldn't., to determine whether a conditional is met based on criteria.and to traverse a program and predict the outcome, given a set of input Lesson 12: If/Else with Bee Completed Code Studio Level 1-13 Online Puzzles translate spoken language conditional statements into a program and solve puzzles using a combination of looped sequences and conditionals</p> <p>Reflection in Journal</p> <p>vocabulary</p>
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<p>Spring Year 4 Computing and Networks Top</p>	<p>Use other input devices such as cameras or sensors (Computers). Understand how results are selected and ranked by search engines. (Net Searching)</p>	<p>Use other input devices such as cameras or sensors. (Computers) Understand how results are selected and ranked by search engines. (Net Searching)</p>	<p>Year 3 I know what input and output devices are and how they are used. (Computers)</p> <p>I can use a range of input and output devices efficiently. (Computers)</p>		<p>A video or a list of instructions to explain how they will attach a printer, etc. Video of pupils identifying the components of a network or an annotated diagram of a network such as the school network. Annotated screenshots of search engine results or a table of keywords and results</p>
<p>Spring Year 4 Computing - Esafety Top</p>	<p>Use technology responsibly and understand that communication online may be seen by others. Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies. (E-Safety) 7. Cyberbullying 8. Online situations E-safety</p>	<p>Use technology responsibly and understand that communication online may be seen by others. (E-Safety) Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies. (E-Safety) 7 Year 3 & 4 - ESafety Session 7 plan: Cyberbullying <i>An understanding of what bullying is</i> <i>To identify incidents of cyberbullying</i> <i>How to keep safe and deal with cyberbullying</i> 8 Year 3 & 4 - ESafety Session 8 plan: Online Situations <i>To identify different types of situations we may face when being online</i> <i>How to deal with online situations</i></p>	<p>Year 3 I know I need to keep my password and personal information secure. (E-Safety)</p> <p>I can recognise acceptable and unacceptable behaviour online. (E-Safety)</p>		<p>Completed person outline and cyberbullying poster to show an understanding of what bullying is, to identify incidents of cyberbullying and how to keep safe and deal with cyberbullying</p> <p>Completed comic book to show that they can identify different types of situations we may face when being online and how to deal with online situations</p>
<p>Year group</p>	<p>What will be taught?</p>	<p>Skills</p>	<p>Previous knowledge</p>	<p>Links across the curriculum</p>	<p>Expected outcomes</p>

<p>Spring Year 5 Computing Top</p>	<p>Lesson 7: Alien Dance Party with Sprite Lab Lesson 10: Designing for Accessibility Lesson 11: Nested Loops in Maze Lesson 12: Fancy Shapes using Nested Loops</p> <p>Computer Science</p>	<p>Lesson 7: Alien Dance Party with Sprite Lab <i>Identify actions that correlate to input events.</i> <i>Create an interactive animation using sprites, behaviors, and events.</i></p> <p>Lesson 10: Designing for Accessibility <i>In their own words, describe the impact of mobile apps on the modern world.</i> <i>Explain why accessibility is an important part of designing an app for users.</i> <i>Improve upon an existing app design by addressing the accessibility needs of users.</i></p> <p>Lesson 11: Nested Loops in Maze <i>Break complex tasks into smaller repeatable sections.</i> <i>Recognize large repeated patterns as made from smaller repeated patterns.</i> <i>Identify the benefits of using a loop structure instead of manual repetition.</i></p> <p>Lesson 12: Fancy Shapes using Nested Loops <i>Combine simple shapes into complex designs with nested loops.</i> <i>Count the number of times an action should be repeated and represent it as a loop.</i> <i>Break complex tasks into smaller repeatable sections.</i></p>			<p>Lesson 7: Alien Dance Party with Sprite Lab Completed Code Studio - 1-9 To identify actions that correlate to input events and create an interactive animation using sprites, behaviors, and events.</p> <p>Lesson 10: Designing for Accessibility An annotated sketch of a redesigned app to describe the impact of mobile apps on the modern world, explain why accessibility is an important part of designing an app for users and to improve upon an existing app design by addressing the accessibility needs of users.</p> <p>Lesson 11: Nested Loops in Maze Completed Code Studio - 1-13 To combine simple shapes into complex designs with nested loops, to count the number of times an action should be repeated and represent it as a loop and break complex tasks into smaller repeatable sections.</p> <p>Lesson 12: Fancy Shapes using Nested Loops Completed Code Studio - 1-12 To combine simple shapes into complex designs with nested loops, count the number of times an action should be repeated and represent it as a loop and break complex tasks into smaller repeatable sections.</p> <p>Journal Reflection</p> <p>Vocabulary</p>
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<p>Spring Year 5 Top</p>	<p>I can select appropriate software to use for a given task. (Using Computer) I can confidently use a range of software tools. (Using Computer) <u>Lesson 10: Designing for Accessibility</u> Information & Communication</p>	<p>I can select appropriate software to use for a given task. (Using Computer) I can confidently use a range of software tools. (Using Computer) <i>Confidently select and use a range of software to independently complete a given task.</i> <u>Lesson 10: Designing for Accessibility</u> <i>In their own words, describe the impact of mobile apps on the modern world.</i> <i>Explain why accessibility is an important part of designing an app for users.</i> <i>Improve upon an existing app design by addressing the accessibility needs of users.</i></p>	<p>Year 4 With support select and use a variety of software on a range of digital devices. (Using Computer) With support select, use and combine a variety of software on a range of digital devices to accomplish given goals. (Using Computer)</p>		<p>Either screenshots of different software with common buttons identified or a video in which they describe how to complete a task using a range of appropriate software. They should also be able to explain why the software that they are using is suitable for specific tasks. <u>Lesson 10: Designing for Accessibility</u> To show recognition of the impact of computing beyond their own lives and that accessibility helps make tech better for everyone..</p>
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<p>Spring Year 5 Esafety Top</p>	<p>I understand how to choose online content for my age group. (E-Safety) 9.Online behaviour 10.Staying safe online Lesson 8: Private and Personal Information E-safety</p>	<p>I understand how to choose online content for my age group. (E-Safety) <i>Understand why some websites, especially social networks, have age restrictions.</i> <i>Understand the implications and identify.' age appropriate websites and resources.</i> Year 5&6 – 'ESafety' Session 9 plan: Online Behaviour <i>Understand who to trust about choices and activities online</i> <i>Learn about ways to manage your privacy and reputation online</i> <i>Identify how to make good choices about sharing content online</i> Year 5&6 – 'ESafety' Session 10 plan: Staying Safe Online <i>Know how to stay safe online</i> <i>Understand what to do if you face a digital dilemma</i> Lesson 8: Private and Personal Information <i>Learn about the benefits and risks of sharing information online.</i> <i>Understand what type of information can put them at risk for identity theft and other scams</i></p>	<p>Year 4 Use technology responsibly and understand that communication online may be seen by others. (E-Safety)</p>		<p>9.Online behaviour Mind-map and bunting of feedback to being a digital citizen Completed wordsearch and bookmark template to show an understanding of who to trust about choices and activities online, 10.Staying safe online Digital pledge and feedback from choices - this should also show that they are aware of age restrictions and know how to find and why to use age appropriate content. Completed choice wheel handout and tablet design with apps to know how to stay safe online and understand what to do if you face a digital dilemma Lesson 8: Private and Personal Information Protect Yourself Student Handout All About Me Handout Journal</p>
Year group	What will be taught?	Skills	Previous knowledge	Links across the curriculum	Expected outcomes

<p>Spring Year 6 Computing Top</p>	<p>Lesson 9: Changing Variables with Bee Lesson 10: Changing Variables with Artist Lesson 11: Simulating Experiments Lesson 12: AI For Oceans Lesson 14: For Loops For Fun Lesson 15: For Loops with Bee Lesson 16: For Loops with Artist Lesson 17: Behaviours in Sprite Lab Lesson 18: Virtual Pet with Sprite Lab</p> <p>Computer Science</p>	<p>Lesson 9: Changing Variables with Bee <i>Identify areas where they can use variables to modify quantities during runtime.</i> <i>Examine code to find places where variables can be substituted for specific values.</i> Lesson 10: Changing Variables with Artist <i>Assign values to existing variables.</i> <i>Utilize variables in place of repetitive values inside of a program.</i> <i>Use variables to change values inside of a loop.</i> Lesson 11: Simulating Experiments <i>Use a computer simulation to collect data about a model</i> <i>Create double line graph to compare data about two different sources</i> <i>Make and test a prediction by modifying simulation variables</i> Lesson 12: AI For Oceans <i>Discuss the role artificial intelligence plays in their lives.</i> <i>Train and test a machine learning model.</i> <i>Reason about how human bias plays a role in machine learning.</i> Lesson 14: For Loop Fun <i>Determine starting value, stopping value, and stepping value for a `for` loop.</i> <i>Illustrate the counter values hit each time through a for loop during runtime.</i> Lesson 15: For Loops with Bee <i>Determine starting value, stopping value, and stepping value for a `for` loop.</i> <i>Recognize when to use a `for` loop and when to use other loops such as `repeat` and `while` loops.</i> Lesson 16: For Loops with Artist</p>			<p>Lesson 9: Changing Variables with Bee Completed Code Studio - 1-8 To identify areas where they can use variables to modify quantities during runtime and to examine code to find places where variables can be substituted for specific values. Lesson 10: Changing Variables with Artist Completed Code Studio - 1-5 To assign values to existing variables, to utilise variables in place of repetitive values inside of a program. and to use variables to change values inside of a loop. Lesson 11: Simulating Experiments Completed running simulation worksheet to show they can use a computer simulation to collect data about a model, to create double line graph to compare data about two different sources and to make and test a prediction by modifying simulation variables Lesson 12: AI For Oceans An introduction to machine learning. Exploring how training data is used to enable a machine learning model to classify new data. Evidence could be either video evidence or student reflection notes. Lesson 14: For Loop Fun Completed Loop for Fun worksheet to show that they can determine starting value, stopping value, and stepping value for a `for` loop and illustrate the counter values hit each time through a for loop during runtime. Lesson 15: For Loops with Bee Completed Code Studio - 1-12 To show that they can determine starting value, stopping value, and stepping value for a `for` loop and to recognize when to use a `for` loop and when to use other loops such as `repeat` and `while` loops. Lesson 16: For Loops with Artist Completed Code Studio - 1-12 To show that they can use `for` loops to change the loop several times with different values and to recognize when to use a `for` loop and when to use other loops such as `repeat` and `while` loops. Lesson 17: Behaviours in Sprite Lab Completed Code Studio - 1-7</p>
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		<p>Use `for` loops to change loop several times with different values. Recognize when to use a `for` loop and when to use other loops such as `repeat` and `while` loops.</p> <p><u>Lesson 17: Behaviours in Sprite Lab</u> Identify actions that correlate to input events. Create an animated, interactive game using sequence and events.</p> <p><u>Lesson 18: Virtual Pet with Sprite Lab</u> Create an interactive virtual pet using events, behaviors, variables, and custom art. Program solutions to problems that arise when designing a virtual pet, like feeding it or monitoring its energy.</p>			<p>To identify actions that correlate to input events and to create an animated, interactive game using sequence and events.</p> <p>Lesson 18: Virtual Pet with Sprite Lab Completed Code Studio - 1-8 To create an interactive virtual pet using events, behaviors, variables, and custom art and to program solutions to problems that arise when designing a virtual pet, like feeding it or monitoring its energy.</p> <p>Reflection in Journal</p> <p>Vocabulary</p>
Spring Year 6 ICT Top	<p>I can use software to help me analyse and present data and information. (Using Computer)</p> <p><u>Lesson 11: Simulating Experiments</u></p> <p>Information & Communication</p>	<p>I can use software to help me analyse and present data and information. (Using Computer)</p> <p><u>Lesson 11: Simulating Experiments</u> Use a computer simulation to collect data about a model Create double line graph to compare data about two different sources Make and test a prediction by modifying simulation variables</p>			<p>Evidence of presenting and analysing data using Google Sheets and Google Forms</p> <p>Lesson 11: Simulating Experiments Evidence of using data to highlight or propose cause-and-effect relationships, predict outcomes, or communicate an idea Organize and present collected data visually to highlight relationships and support a claim. Use data to highlight or propose cause-and-effect relationships, predict outcomes, or communicate an idea.</p>
Top	<p>I understand how computers are able to communicate and share information. (Networks)</p> <p><u>Lesson 13: The Internet</u></p> <p>Information & Communication</p>	<p>I understand how computers are able to communicate and share information. (Networks) Understand that, to communicate, computers need to use a common language e.g. for two computers to have a video chat, they must both use a 'video chat' language. <u>Lesson 13: The Internet</u> Learn about the complexity of sending messages over the internet. Translate URLs into IP Addresses.</p>			<p>Completed diagram of a network showing different protocols</p> <p>Lesson 13: The Internet Model how information is broken down into smaller pieces, transmitted as packets through multiple devices over networks and the Internet, and reassembled at the destination.</p>

Spring Year 6 Esafety Top	<u>6. Online scams</u> <u>7. Online chatting</u> E-safety	Year 5&6 – 'ESafety' Session 6 plan: Online Scams <i>Recognise the features spam & junk emails</i> <i>Recognise some common online scams</i> Year 5&6 – ESafety' Session 7 plan: Online Chatting <i>Recognise that online friends may not be who they say they are</i> <i>Understand ways to chat safely and securely online</i>			Record of opinions of statements and discussion of how they would deal with scams showing that they recognise the features spam & junk emails and some common online scams Avatar designed and labelled and help cards based on responses to show that they recognise that online friends may not be who they say they are and understand ways to chat safely and securely online
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Year group	What will be taught?	Skills	Previous knowledge	Links across the curriculum	Expected outcomes

<p>Summer Nursery Computing</p> <p>Top</p>	<p>4 - We have feelings 22 - We are creative 6 - We are DJs</p> <p>Computer Science Information & Communication</p>	<p>4 Taking and displaying digital photographs Taking and displaying digital photographs Playing and exploring – engagement <i>Showing curiosity about objects, events and people</i> Active learning <i>Paying attention to details</i> Creating and thinking critically <i>Reviewing how well the approach worked</i> 6 Controlling digital sound files and videos Playing and exploring – engagement Taking on a role in their play Acting out experiences with others Active Learning Showing high levels of energy, fascination 22 We are creative Playing and exploring – engagement</p> <ul style="list-style-type: none"> • <i>Engaging in open-ended activity</i> <p>> Active learning</p> <ul style="list-style-type: none"> • <i>Paying attention to detail</i> <p>> Creating and thinking critically</p> <ul style="list-style-type: none"> • <i>Reviewing how well the approach worked</i> 		<p>4 Personal, social and emotional development: managing feelings and behaviour They talk about how they and others show feelings, talk about their own and others' behaviour. Other Expressive arts and design: being imaginative exploring and using media and materials 6 Physical development: moving and handling Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Other Expressive arts and design: being imaginative exploring and using media and materials Physical development: moving and handling 22 Expressive arts and design: exploring and using media and material; being imaginative Understanding the world: technology The children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>4 A digital presentation (book) illustrating how faces and bodies can show feelings and videos or amended files showing that they have made corrections based on evaluation 6 A video playlist that children use to create a disco and video showing children dancing and controlling the sounds 22 Video or picture of children choosing and using tools in an art application to create a digital artwork of an unusual coloured animal. Photographs or saved pictures of their animals.</p>
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<p>Summer Nursery Esafety Top</p>	<p>7 - Being Careful 8 - Internet Safety Rules 9- Be nice 10 - Staying Safe Online</p> <p>E-safety</p>	<p>7 Early Years E-Safety: Being Careful I can explain what being careful means I can identify different ways to stay safe in real life and online I know what to do if I feel unsafe online</p> <p>8 Early Years E-Safety: Internet Safety Rules I can explain what being careful means I can identify different ways to stay safe in real life and online I know what to do if I feel unsafe online</p> <p>9 Early Years E-Safety: Be Nice I can recognise the different feelings associated with good and bad decisions I know I need permission to chat or share photos online I can begin to understand how my actions online may affect others</p> <p>10 ESafety: Staying Safe Online I can discuss ways to stay safe online and recognise what isn't safe I can explain top tips to stay safe online</p>			<p>7 Early Years E-Safety: Being Careful Videos or photographs of being careful rap and roleplay. Photographs of completed cloze activity.</p> <p>8 Early Years E-Safety: Internet Safety Rule Photograph of class agreed internet safety rules and 3D title, and drawing of the rule. Internet safety video.</p> <p>9 Early Years E-Safety: Be Nice Photograph of sorted pictures, good and bad decision pictures, and videos of children role-playing chatting nicely.</p> <p>10 ESafety: Staying Safe Online Video of children teaching and photograph of esafety medal and esafety worksheet</p>
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<p>Summer Reception Computing</p> <p>Top</p>	<p>4 - We have feelings 12 - We are talkers 24 - We are film producers 3 - We are successful</p> <p>Computer Science Information & Communication</p>	<p>4 Taking and displaying digital photographs Playing and exploring – engagement <i>Showing curiosity about objects, events and people</i> Active learning <i>Paying attention to details</i> Creating and thinking critically <i>Reviewing how well the approach worked</i></p> <p>12. Using video cameras to record video clips Playing and exploring <i>Showing a can do attitude</i> <i>Taking a risk, engaging in new experiences – learning through trial and error</i> Creating and thinking critically <i>Checking how well the approach worked</i></p> <p>24 Recording video clips for a short film Active learning <i>Showing a belief that more effort or a different approach will pay off</i> Creating and thinking critically <i>Checking how well the approach worked</i></p> <p>3 Photographs and combining them with text and sound Active learning Showing satisfaction in meeting their own goals Being proud of how they accomplish something – not just the end result Maintaining focus on their activity for a period of time</p>		<p>4 Personal, social and emotional development: managing feelings and behaviour They talk about how they and others show feelings, talk about their own and others' behaviour. Other Expressive arts and design: being imaginative Expressive arts and design: exploring and using media and materials</p> <p>12. Communication and language: speaking The children use talk to organise, sequence and clarify thinking, ideas, feelings and events. They express themselves effectively, showing awareness of listeners' needs. Other Literacy: reading Expressive arts and design: being imaginative</p> <p>24 Expressive arts and design: being imaginative They represent their own ideas, thoughts and feelings through role-play and stories. Other Personal, social and emotional development: making relationships Personal, social and emotional development: self-confidence and self awareness 3 Personal, social and emotional development: self-confidence and awareness The children are confident to try new activities and to say why they like some activities more than others.</p>
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				Other Communication and language: speaking Literacy: writing	
Summer Reception Esafety Top	9- Be nice 10 - Staying Safe Online E-safety	9 Early Years E-Safety: Be Nice <i>I can recognise the different feelings associated with good and bad decisions</i> <i>I know I need permission to chat or share photos online</i> <i>I can begin to understand how my actions online may affect others</i> 10 ESafety: Staying Safe Online <i>I can discuss ways to stay safe online and recognise what isn't safe</i> <i>I can explain top tips to stay safe online</i>		Managing feelings and behaviour Understands that own actions affect other people. Speaking Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Links statements and sticks to the main theme or intention. Technology Children recognise that a range of technology is used in places such as homes and schools. Listening and attention Maintains attention, concentrates and sits quietly during appropriate activity. Making relationships Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity.	9 Early Years E-Safety: Be Nice Photograph of sorted pictures, good and bad decision pictures, and videos of children role-playing chatting nicely. 10 ESafety: Staying Safe Online Video of children teaching and photograph of Esafety medal and Esafety worksheet

Year group	What will be taught?	Skills	Previous knowledge	Links across the curriculum	Expected outcomes
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<p>Summer Year 1 Computing - coding</p> <p>Top</p>	<p>I can explain that an algorithm is a step by step set of instructions. (Coding) Lesson 9: Loops with Laurel Lesson 10: Ocean Scene with Loops Lesson 11: The Big Event Jr. Lesson 12: On the Move with Events</p> <p>Computer Science</p>	<p>I can explain that an algorithm is a step by step set of instructions. (Coding) <i>Understand the term 'algorithm' as being a precise set of step by step instructions.</i> https://player.vimeo.com/video/136712281 Lesson 9: Loops with Laurel <i>Identify the benefits of using a loop structure instead of manual repetition.</i> <i>Break down a long sequence of instructions into the smallest repeatable sequence possible.</i> Lesson 10: Ocean Scene with Loops <i>Count the number of times an action should be repeated and represent it as a loop.</i> <i>Decompose a shape into its largest repeatable sequence.</i> <i>Create a program that draws complex shapes by repeating simple sequences.</i> Lesson 11: The Big Event Jr. <i>Repeat commands given by an instructor.</i> <i>Recognize actions of the teacher as signals to initiate commands.</i> <i>Practice differentiating pre-defined actions and event-driven ones.</i> Lesson 12: On the Move with Events <i>Identify actions that correlate to input events.</i> <i>Create an animated, interactive story using sequence and event-handlers.</i> <i>Share a creative artifact with other students.</i></p>			<p>Lesson 9: Loops with Laurel Completed Code Studio level 1 - 14 To demonstrate breaking down a long sequence of instructions into the smallest repeatable sequence possible Lesson 10: Ocean Scene with Loops Completed Code Studio level 1 - 14 To show the creation of a program that draws complex shapes by repeating simple sequences Lesson 11: The Big Event Jr. Completed Code Studio level 1 - 8 On the Move with Events to create an animated, interactive story using sequence and event-handlers.</p> <p>Reflection in Journal</p> <p>Vocabulary</p>
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<p>Summer Year 1 Computing - ICT</p> <p>Top</p>	<p>Presentation software - Google slides</p> <p>Information & Communication</p>	<p>I can use a program to create a simple document. (Using Computer)</p> <p><i>Create and edit simple documents. bold, italics or underlined.</i></p> <p><i>Identify the buttons that perform these functions in a range of applications.</i></p>			<p>Slideshow created showing a change of font, size and colour of text select individual words and format them as bold or italics. The document should be reopened, renamed and saved.</p> <p>Worksheet labelling and identifying the buttons and the functions they perform in a slideshow.</p> <p>Vocabulary</p>
<p>Summer Year 1 Esafety</p> <p>Top</p>	<p>4. Exploring online Revision/Research - BBCE Bitesize - using the web safely.</p> <p>E-safety</p>	<p>4 Year 1 & 2 - ESafety: Exploring Online</p> <p><i>I can visit some exciting places online</i></p> <p><i>I know how to follow certain rules to remain safe online</i></p> <p><i>I know how and who to ask for help if I get stuck or feel worried</i></p>			<p>Pictures of children playing the board game.</p> <p>Google slides presentation about internet safety created from information found on BBCE bitesize.</p> <p>Reflection in journal</p> <p>Vocabulary</p>
<p>Year group</p>	<p>What will be taught?</p>	<p>Skills</p>	<p>Previous knowledge</p>	<p>Links across the curriculum</p>	<p>Expected outcomes</p>

<p>Summer Year 2 Top</p>	<p>Lesson 9: Drawing Gardens with Loops Lesson 11: The Big Event Jr. Lesson 12: A Royal Battle with Events</p> <p>Computer Science</p>	<p>I can create a simple program to perform a task. (Coding)</p> <p>Lesson 9: Drawing Gardens with Loops Count the number of times an action should be repeated and represent it as a loop. Decompose a shape into its largest repeatable sequence. Create a program that draws complex shapes by repeating simple sequences.</p> <p>Lesson 11: The Big Event Jr. Repeat commands given by an instructor. Recognize actions of the teacher as signals to initiate commands. Practice differentiating pre-defined actions and event-driven ones.</p> <p>Lesson 12: A Royal Battle with Events. Identify actions that correlate to input events. Create an animated, interactive story using sequences and event-handlers. Share a creative artifact with other students.</p>			<p>Completed Code Studio Level 1-12 . Loops in Artist demonstrating that a loop is the number of times an action should be repeated. Showing that they can decompose a shape into its largest repeatable sequence and create a program that draws complex shapes by repeating simple sequences.</p> <p>Big Event assessment showing that they can repeat commands given by an instructor. They are able to recognise the actions of the teacher as signals to initiate commands and practices differentiating pre-defined actions and event-driven ones.</p> <p>Completed Code Studio Level1-9 Online puzzles and free play. Demonstrate that they can identify actions that correlate to input events. Able to create an animated, interactive story using sequences and event-handlers and to share a creative artifact with other students.</p> <p>Reflection in Journal</p> <p>Vocabulary</p>
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<p>Summer Year 2 – Computing ICT</p> <p>Top</p>	<p>Lesson 10: The Right App</p> <p>Information & Communication</p>	<p>Lesson 10: The Right App</p> <p>List several different examples of smartphone apps. Recommend technology to others based on their unique needs. Apply empathy and creativity to design technology for others.</p>			<p>App design based on users unique needs and list several different examples of smartphone apps.</p> <p>Compare how people live and work before and after the implementation or adoption of new computing technology.</p> <p>Select and operate appropriate software to perform a variety of tasks and recognize that users have different needs and preferences for the technology they use.</p> <p>follow instructions to find and open folders and files. They can save files they are working on in a given location. find and open folders and files they have been working on. They know where certain files are likely to be located. They can save files they are working on in an appropriate location.</p>
<p>Summer Year 2 Esafety</p> <p>Top</p>	<p>5. Using emails</p> <p>Revision/Research - BBCE Bitesize - taking care of your personal information https://www.bbce.co.uk/bitesize/topics/zmykqt/articles/zwbq7ty</p> <p>E-safety</p>	<p>5 Year 1 & 2 - ESafety: Using Emails</p> <p>Understand that the internet provides a way of communicating with people Can describe how to send an email Demonstrate how people communicate with each other online</p>			<p>Email and created email address. Description of how to send an email.</p> <p>A poster showing how to take care of personal information.</p>

Year group	What will be taught?	Skills	Previous knowledge	Links across the curriculum	Expected outcomes
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<p>Summer Year 3 Computing - Coding Top</p>	<p>Lesson 14: The Big Event Lesson 15: Build a Flappy Game Lesson 16: Chase Game with Events Lesson 18: End of Course Project</p> <p>Computer Science</p>	<p>Lesson 14: The Big Event <i>Repeat commands given by an instructor. Recognize movements of the teacher as signals to initiate commands. Practice differentiating pre-defined actions and event-driven ones.</i></p> <p>Lesson 15: Build a Flappy Game <i>Match blocks with the appropriate event handler. Create a game using event handlers. Share a creative artifact with other students.</i></p> <p>Lesson 16: Chase Game with Events <i>Create an animated, interactive game using sequence and event-handlers. Identify actions that correlate to input events.</i></p> <p>Lesson 18: End of Course Project <i>Use a planned design as a blueprint for creation. Overcome obstacles such as time constraints or bugs.</i></p>			<p>Lesson 14: The Big Event Completed Big Event assessment to show that they are able to repeat commands given by an instructor, recognize movements of the teacher as signals to initiate commands and to practice differentiating pre-defined actions and event-driven ones.</p> <p>Lesson 15: Build a Flappy Game Completed Code Studio Level1- 1-11 Build a flappy game showing that they can match blocks with the appropriate event handler to create a game and share a creative artifact with other students.</p> <p>Lesson 16: Chase Game with Events Completed Code Studio Level1-11 Create a chase game to demonstrate the creation of an animated, interactive game using sequence and event-handlers.and to identify actions that correlate to input events.</p> <p>Lesson 18: End of Course Project Completed Code Studio Level1-7 End of course project to show that they can use a planned design as a blueprint for creation of a program and overcome obstacles such as time constraints or bugs.</p>
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<p>Summer Year 3 Computing - ICT</p> <p>Top</p>	<p>I can make choices on which program is best for a given task. (Using Computer)</p> <p>Information & Communication</p> <p><u>Lesson 17: Picturing Data</u></p>	<p>I can make choices on which program is best for a given task. (Using Computer)</p> <p><u>Lesson 17: Picturing Data</u></p> <p><i>Collect and record data about quantities of real objects, or characters on a screen</i></p> <p><i>Create a bar graph and pie chart to represent simple data.</i></p> <p><i>Make comparisons between data visualizations made by others and use them to make a prediction.</i></p>	<p>Year 2</p> <p>I can find, open, edit and save files I am working on. (Using Computer)</p> <p>I can use different software programs and discuss the benefits of their usage. (Using Computer)</p>		<p>Lesson 17: Picturing Data</p> <p>Graphing Data from Play Lab worksheet to show that they are able to collect and record data about quantities of real objects, or characters on a screen and then use the data to create a bar graph and pie chart to represent simple data. Then make comparisons between data visualizations made by others and use them to make a prediction.</p> <p><u>Lesson 17: Picturing Data</u></p> <p>Store, copy, search, retrieve, modify, and delete information using a computing device and define the information stored as data. Collect and present the same data in various visual formats. Identify and describe patterns in data visualizations, such as charts or graphs, to make predictions.</p>
<p>Summer Year 3 Computing Esafety</p> <p>Top</p>	<p><u>5. Personal information</u></p> <p>Revision/Research - <u>BBCE</u></p> <p><u>Bitesize - should I trust everything I read online</u></p> <p>E-safety</p>	<p>5 Year 3 & 4 - ESafety Session 5 plan: Personal Information</p> <p><i>Identify personal information</i></p> <p><i>The importance of not sharing personal details online</i></p>			<p>5 Year 3 & 4 - ESafety Session 5 plan: Personal Information</p> <p>Personal profile worksheet identifying unique characteristics. List of information that should not be shared online. Digital literacy slideshow explaining how to evaluate online resources.</p>
<p>Year group</p>	<p>What will be taught?</p>	<p>Skills</p>	<p>Previous knowledge</p>	<p>Links across the curriculum</p>	<p>Expected outcomes</p>

<p>Summer Year 4 Computing Top</p>	<p>Lesson 13: While Loops in Farmer Lesson 14:Until Loops in Maze Lesson 15: Harvesting with Conditionals Lesson 16: Binary Images Lesson 17: Binary Images with Artist</p> <p>Computer Science</p>	<p>Lesson 13: While Loops in Farmer <i>Distinguish between loops that repeat a fixed number of times and loops that repeat as long as a condition is true.</i> <i>Use a while loop to create programs that can solve problems with unknown values.</i></p> <p>Lesson 14: Until Loops in Maze <i>Build programs with the understanding of multiple strategies to implement conditionals.</i> <i>Translate spoken language conditional statements and loops into a program.</i></p> <p>Lesson 15: Harvesting with Conditionals <i>Nest conditionals to analyze multiple value conditions using if, else if, else logic.</i> <i>Pair a loop and conditional statement together.</i></p> <p>Lesson 16: Binary Images <i>Identify methods for encoding images into binary.</i> <i>Relate images to a peer using binary encoding.</i> <i>Reproduce an image, based on binary code.</i></p> <p>Lesson 17: Binary Images with Artist <i>Create pictures using unique combinations of on and off</i> <i>Identify repeated sequences and break long codes up into smaller chunks that can be looped</i> <i>Utilize loops and binary code to recreate provided images</i></p>			<p>Lesson 13: While Loops in Farmer Completed Code Studio Level 1-13 Online Puzzles To distinguish between loops that repeat a fixed number of times and loops that repeat as long as a condition is true and to use a while loop to create programs that can solve problems with unknown values</p> <p>Lesson 14: Until Loops in Maze Completed Code Studio Level 1-11 To build programs with the understanding of multiple strategies to implement conditionals and to translate spoken language conditional statements and loops into a program.</p> <p>Lesson 15: Harvesting with Conditionals Completed Code Studio Level 1-11 Online Puzzles To nest conditionals to analyze multiple value conditions using if, else if, else logic and pair a loop and conditional statement together.</p> <p>Lesson 16: Binary Images Completed binary images worksheet to identify methods for encoding images into binary, to relate images to a peer using binary encoding and</p>
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					<p>reproduce an image, based on binary code.</p> <p>Lesson 17: Binary Images with Artist</p> <p>Completed Code Studio Level 1-11 Online Puzzles</p> <p>To create pictures using unique combinations of on and off, to identify repeated sequences and break long codes up into smaller chunks that can be looped and utilize loops and binary code to recreate provided images</p> <p>Reflection in Journal</p> <p>vocabulary</p>
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<p>SummerYear 4 Computing - ICT</p> <p>Top</p>	<p>With support select, use and combine a variety of software on a range of digital devices to accomplish given goals. (Using Computer)</p> <p>Information & Communication</p>	<p>With support select, use and combine a variety of software on a range of digital devices to accomplish given goals. (Using Computer) <i>Use a range of programs and devices to complete a single task e.g. creating a poster.</i></p>			<p>A poster created by, importing and exporting between programs</p>
<p>Summer Year 4 Computing - Esafety</p> <p>Top</p>	<p>9. Being smart online Lesson 17: Digital Citizenship Revision/Research - BBCE Bitesize</p> <p>E-safety</p>	<p>9 Year 3 & 4 - ESafety Session 9 plan: Being Smart Online <i>How to be smart online</i> <i>The do's and don'ts when going online</i> Lesson 17: Digital Citizenship <i>Compare and contrast their responsibilities to their online and offline communities.</i> <i>Understand what type of information can put them at risk for identity theft and other scams.</i> <i>Reflect on the characteristics that make someone an upstanding citizen.</i> <i>Devise resolutions to digital dilemmas</i></p>			<p>Safety Smart Checklist Completed chart identifying "Safe," "Responsible," and "Respectful" Written notes about real-world cybersecurity problems and how personal information can be protected.</p>
<p>Year group</p>	<p>What will be taught?</p>	<p>Skills</p>	<p>Previous knowledge</p>	<p>Links across the curriculum</p>	<p>Expected outcomes</p>

<p>Summer Year 5 Computing</p> <p>Top</p>	<p>I can explain how increasingly complex algorithms solve a given problem. (Coding) I can control external hardware from within my programs. (Coding) Lesson 13: Nested Loops with Frozen Lesson 14: Songwriting Lesson 15: Functions in Minecraft Lesson 16: Functions with Harvester Lesson 17: Functions with Artist Lesson 18: End of Course Project</p> <p>Computer Science</p>	<p>I can explain how increasingly complex algorithms solve a given problem. (Coding) Lesson 13: Nested Loops with Frozen <i>Describe when a loop, nested loop, or no loop is needed. Recognize the difference between using a loop and a nested loop. Break apart code into the largest repeatable sequences using both loops and nested loops.</i> Lesson 14: Songwriting <i>Locate repeating phrases inside song lyrics. Identify sections of a song to pull into a function. Describe how functions can make programs easier to write.</i> Lesson 15: Functions in Minecraft <i>Use functions to simplify complex programs. Use pre-determined functions to complete commonly repeated tasks.</i> Lesson 16: Functions with Harvester <i>Recognize when a function could help to simplify a program. Use pre-determined functions to complete commonly repeated tasks.</i> Lesson 17: Functions with Artist <i>Categorize and generalize code into useful functions. Recognize when a function could help to simplify a program.</i></p>			<p>Annotated code demonstrating their understanding of how it helps solve the given problem.</p> <p>Lesson 13: Nested Loops with Frozen Completed Code Studio - 1-9 To describe when a loop, nested loop, or no loop is needed, to recognize the difference between using a loop and a nested loop and to break apart code into the largest repeatable sequences using both loops and nested loops.</p> <p>Lesson 14: Songwriting Completed Song writing worksheet to show pupils can locate repeating phrases inside song lyrics, identify sections of a song to pull into a function and describe how functions can make programs easier to write.</p> <p>Lesson 15: Functions in Minecraft Completed Code Studio - 1-11 To use functions to simplify complex programs. and to use pre-determined functions to complete commonly repeated tasks.</p> <p>Lesson 16: Functions with Harvester Completed Code Studio - 1-14 To recognize when a function could help to simplify a program.and use</p>
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<p>Summer Year 5 Networking Top</p>	<p>I can use more advanced features when searching online. (Net Searching) I can use a range of search tools to find exactly what I'm looking for. (Net Searching)</p> <p>Information & Communication</p> <p>Lesson 8: Private and Personal Information Lesson 9: About Me with Sprite Lab</p>	<p>I can use more advanced features when searching online. (Net Searching) I can use a range of search tools to find exactly what I'm looking for. (Net Searching) Lesson 8: Private and Personal Information <i>Learn about the benefits and risks of sharing information online.</i> <i>Understand what type of information can put them at risk for identity theft and other scams.</i> Lesson 9: About Me with Sprite Lab <i>Choose what information about themselves is safe to share online.</i> <i>Create an interactive computer program that expresses who they are with text and custom images.</i></p>	<p>Year 4 Understand what servers are and how they provide services to a network. (Networks)</p> <p>Understand how results are selected and ranked by search engines. (Net Searching)</p>		<p>Annotated screenshots of using different search tools and annotated screenshots of searches for improved results.</p> <p>Lesson 8: Private and Personal Information Discuss real-world cybersecurity problems and how personal information can be protected.</p> <p>Lesson 9: About Me with Sprite Lab Use public domain or creative commons media and refrain from copying or using material created by others without permission. Discuss real-world cybersecurity problems and how personal information can be protected.</p>
<p>Summer Year 5 Esafety Top</p>	<p>4. Online communication 5. Digital Footprint</p> <p>E-safety</p>	<p>Year 5&6 - 'ESafety' Session 4 plan: Online Communication <i>Understand how to show respect online</i> <i>Understand the difference between online and face to face communication</i> <i>Learn rules for communicating online</i></p> <p>Year 5&6 – 'ESafety' Session 5 plan: Digital Footprint <i>Understand what a digital footprint is</i> <i>Explore what information is appropriate to be put online</i></p>			<p>4. Online communication Control the troll worksheet Give one to get one worksheet</p> <p>5. Digital Footprint Completed digital detective worksheet Personal Information sharing and not sharing list Digital footprint</p>
<p>Year group</p>	<p>What will be taught?</p>	<p>Skills</p>	<p>Previous knowledge</p>	<p>Links across the curriculum</p>	<p>Expected outcomes</p>

<p>Summer Year 6 Top</p>	<p>I can combine software and hardware to solve real life problems. (Coding) I can use logical thinking to identify and solve potential bugs during coding. (Coding) I can design a program for a given audience. (Using Computer) Lesson 6: The Power of Words</p> <p>Lesson 19 End of Course Project</p> <p>Computer Science</p>	<p>I can combine software and hardware to solve real life problems. (Coding) I can use logical thinking to identify and solve potential bugs during coding. (Coding) I can design a program for a given audience. (Using Computer)</p> <p>Lesson 6: The Power of Words <i>Empathize with those who have received mean and hurtful messages.</i> <i>Judge what it means to cross the line from harmless to harmful communication online.</i> <i>Generate solutions for dealing with cyberbullying.</i></p> <p>Lesson 18: Crowdsourcing <i>Identify a large task that needs to be done.</i> <i>Rearrange a large task into several smaller tasks.</i> <i>Build a complete solution from several smaller solutions.</i></p> <p>Lesson 19: Digital Sharing <i>Interpret ethical sharing of copyrighted material vs. sharing that is not ethical.</i> <i>Understand their own rights regarding materials that they have created</i></p> <p>Lesson 20: End of Course Project <i>Learn to plan in advance for an ongoing assignment.</i> <i>Be able to explain how system limitations can affect project design.</i> <i>Describe how compromise can help keep a project on track and inspire creativity.</i> <i>Draft and implement plans to resolve any issues in their code.</i></p>			<p>Video or written evidence of the design, program and test a burglar alarm program that triggers when a switch is pressed or an intruder approaches a proximity sensor A design document detailing choices and decisions, including annotated screenshots to show understanding of target audience.</p> <p>Lesson 17: The Power of Words The Power of Words - Assessment Words Can Hurt and Talk and Take Action - Worksheets to show that they empathize with those who have received mean and hurtful messages, to judge what it means to cross the line from harmless to harmful communication online.and to generate solutions for dealing with cyberbullying</p> <p>Lesson 18: Crowdsourcing Video showing crowdsourcing game to show that I can identify a large task that needs to be done, rearrange a large task into several smaller tasks and to build a complete solution from several smaller solutions.</p> <p>Lesson 19: Digital Sharing Video showing discussions to interpret ethical sharing</p>
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<p>Summer Year 6 Network Top</p>	<p>I can use and combine services on the internet to share information. (Networks) <u>Lesson 18: Crowdsourcing</u></p> <p>Information & Communication</p>	<p>I can use and combine services on the internet to share information. (Networks) <u>Lesson 18: Crowdsourcing</u> <i>Identify a large task that needs to be done.</i> <i>Rearrange a large task into several smaller tasks.</i> <i>Build a complete solution from several smaller solutions.</i></p>	<p>Year 5 I can use the internet to allow me to share data with another person. (Networks) I can use a range of search tools to find exactly what I'm looking for. (Net Searching) I can use more advanced features when searching online. (Net Searching)</p>		<p>Website for Thamesmead or other area including a range of services Lesson 18: Crowdsourcing To learn what it means to crowdsource a project.</p>
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<p>Summer Year 6 Esafety Top</p>	<p>I understand how to protect my computer or device from harm on the internet. (E-Safety) I understand how to report concerns about content and contact in and out of school. (E-Safety) 8. Being online and wellbeing Lesson 6: The Power of Words Revision/Research - BBCE Bitesize</p> <p>E-safety</p>	<p>I understand how to protect my computer or device from harm on the internet. (E-Safety) I understand how to report concerns about content and contact in and out of school. (E-Safety)</p> <p>Year 5&6 – 'ESafety' Session 8 plan: Online & Wellbeing <i>Identify signs that screen use has become excessive</i> <i>Understand the negative impacts of too much time online</i> <i>Take steps toward moderating screen time</i> Lesson 6: The Power of Words <i>Understand that it's important to think about the words we use, because everyone interprets things differently.</i> <i>Identify ways to respond to mean words online, using S-T-O-P.</i> <i>Decide what kinds of statements are OK to say online and which are not.</i></p>			<p>Written overview of what computer viruses are and how they can affect the way a computer operates. This should show that they can recognise that viruses rarely install themselves and are instead installed by tricking a user into clicking a link or opening a file; often distributed by email. Pupils should show an understanding that they should never click a link or open an attachment from a sender they don't know and have a basic understanding of anti-virus software. Written instructions on what to do if the report concerns about content and contact in and out of school.</p> <p>Year 5&6 – 'ESafety' Session 8 plan: Online & Wellbeing Completed daily activities audit and house rules. Lesson 6: The Power of Words Discuss real-world cybersecurity problems and how personal information can be protected.</p>
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