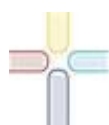


**Hintlesham and Chattisham Church of England
Primary School**



St Edmundsbury and Ipswich
Diocesan Multi Academy Trust

Curriculum Policy

Signature of Headteacher	
Approved by The Local Governing Body	Hintlesham and Chattisham CE Primary
Signature of Chair of Governors	
Date approved	October 2023
Review date	October 2024

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1. Vision and Values

Vision: “Jesus is the light of the world... we are gems that reflect his light as we learn.” The Christian Bible talks of God seeing humans as his jewels in the making (Malachi 3:16-17)

Hintlesham and Chattisham C of E Primary School curriculum is underpinned by the school vision and values that we hold in high regard which run alongside our teaching of British Values.

At Hintlesham and Chattisham C of E Primary School our ethos is built around the three main values of Kindness, Creativity and Respect. The values woven through these themes are as follows:

Kindness – Forgiveness, Justice, Compassion, Friendship, Generosity and Service

Creativity – Courage, Creativity, Peace, Hope, Wisdom and Perseverance

Respectfulness – Trust, Thankfulness, Truthfulness, Humility, Respect and Reverence and Responsibility

There will be one further value of Faith that will be woven throughout the three overarching umbrella's.

The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to grow in to well-rounded young people as a basis to lead fulfilling and happy lives.

2. Curriculum aims and intent

The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement. Hintlesham and Chattisham C of E Primary School is in full agreement with the statement of Aims included in the introduction to the National Curriculum Handbook for Primary Teachers in England.

The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum. Overall, we aim to deliver a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning, employment and as a basis for a fulfilling life. The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to extend beyond the National Curriculum specifications. We have woven this element throughout our curriculum as well as ensuring that children have the additional activities outlined in Appendix 16.

Hintlesham and Chattisham Church of England Primary School Curriculum Intent Statement and Drivers

At Hintlesham and Chattisham our School Vision and Christian Values together with our British Values are intrinsically linked and underpin all that we do within school. Our Curriculum and ethos are based around these and are modelled each day across our whole school environment.

School Vision: "Jesus is the light of the world.... We are gems that reflect his light as we learn."

The Christian Bible talks of God seeing humans as his jewels in the making (Malachi 3:16-17)

Our classes represent precious jewels, every individual sparkling gem, child and adult, has amazing potential. All are valued, and valuable, as God's children: his special treasure. Our Christian Values are embedded in the smoothing and polishing process, as we learn together to become the best we can be.

Community

As a Church of England School, our ethos of mutual respect for all people, regardless of faith or belief, is embedded in all that we do. Community is central to the Christian faith. We are all part of God's family, which means that we all belong together. We strive to facilitate links across our school, with our local communities and in the wider world to ensure that all children have a sense of belonging and a respect of diversity, equality and British Values, becoming a beacon for others.

Opportunity and Possibilities

We work to broaden our children's horizons and expand their knowledge of the world through exposure to a wide range of life's opportunities and possibilities. This is both from within our Curriculum and through a wide range of enhancement opportunities that include Outdoor Learning. We nurture their interests, encourage enterprise and instill fearlessness in accepting new challenges, resulting in belief that they can achieve anything that they set their mind to.

Significance

We take an approach to develop each child academically, socially, emotionally and spiritually believing that all are intrinsically linked. Each child is valued for their unique attributes. Those who are most able are further challenged to independently expand their skills and knowledge. Those who find learning more difficult are encouraged and given targeted support to embed skills, to develop at their own pace and to learn in a style that suits their individual needs.

Children feel a sense of purpose and value as they become part of the Hintlesham and Chattisham Church of England Primary School community and are guided and supported to become one of Jesus' precious gems that reflect His light as they learn.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing body

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the National Curriculum and other statutory requirements.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum.
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements.
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing board is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

3.3 Subject Leaders

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- implement any change required to move the subject forward,
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- monitor coverage of that area of the curriculum;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, learning intentions are clear and that progression is planned into schemes of work and seen within books. The subject leader records how they spend their release time so that it can be monitored, and a record is easily accessible to anyone of how their release time is being spent. These will then feed into yearly action plans.

Subject leaders for English, Maths and Science keep a dashboard: a document which records attainment and progress of specific groups in these areas, noting the strengths and development points of each subject. It is developed throughout the year, but it is intended to be an easily accessible way of giving a snapshot of the core subjects and the direction in which they are heading. All subject leaders work hard to provide a broad and balanced curriculum which meets the needs of all learners including those with special educational needs.

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Organisation and planning

Our two-year rolling programme curriculum map (except for MfL and Tech We Can which are four-year rolling programmes) indicates which subjects are taught to which groups of children in which terms. Over each two academic years, each child has the opportunity to experience the full range of National Curriculum subjects.

Curriculum Intent Statements, Long Term Plans, Progression of skills and knowledge Maps, and Subject on A Page are Included for each area of the curriculum as appendices to this document.

Staff in year groups, and subject leaders, have pulled together some areas of learning from different curriculum subjects which contain similar themes or links. This allows for a more creative and cross curricular approach to learning and encourages children to apply skills in a variety of ways.

Medium term or topic plans are written to ensure coverage of the foundation subjects.

Our short-term plans are those that our teachers write on a weekly or daily basis. They include learning intentions, success criteria, teaching prompts and activities with adaptation identified together with any key children's individualised learning. These plans are predominantly for the individual teachers and so the format can be decided upon by each teacher. They may be used by subject leaders or the leadership team to support monitoring. We use these to set out the learning for each session and to identify what resources and activities staff will use in the lesson for different groups of children. These plans are added to the class planning file on Google Classrooms either weekly for Maths and English or at the beginning of a topic by the Class Teachers

In addition to this we also have a Curriculum Enhancement plan for the whole school which sets out many of the extra activities that the school includes in its offer to children to enrich their learning in a wider context. This is included as an appendix on this document.

See our EYFS policy for information on how our early years curriculum is delivered.

5. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- RSE Policy
- Maths Calculation Policy
- RE Policy

6. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

7. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes monitoring coverage of National Curriculum subjects and compliance with other statutory requirements, through:

- Governor meetings with Curriculum Leaders
- Headteachers report to Governors
- Termly monitoring visits
- Curriculum Body meetings
- Pupil surveys etc

Subject leaders monitor the way their subject is taught throughout the school by:

- Planning scrutinies
- Learning walks
- Drop ins.
- Book scrutinies
- Pupil surveys etc.

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed and the availability/ordering of these resources.

This policy will be reviewed every two years by the Headteacher and Curriculum Committee. At every review, the policy will be shared with the full governing board.

Humanities

Geography

Our goal for Geography education is that children develop knowledge and curiosity about the physical and human characteristics of the world, through the 'big ideas'/gems:

History

Our goal for History education is that children gain an increasingly mature and informed historical perspective on their world, through the 'big ideas'/gems:

Computing

Our goal for Computing education is that children are able to use computational thinking and creativity to understand and change the world, through the 'big ideas'/gems:

RE

Our goal for RE education is for children to gain an increasingly sophisticated understanding of the basis and impact of the world's major religions, beliefs and worldviews, through the 'big ideas'/gems:

Reading

Our goal for Reading education is for children to read fluently, both for enjoyment and information, enabling them to access all future learning, to develop essential life skills and to nurture a love of reading, through the 'big ideas'/gems:

Writing

Our goal for Writing education is to equip children with the skills to communicate what they see, feel and think through the medium of writing, through the 'big ideas'/gems:

PE

Our goal for Physical Education is that children are inspired to lead active, healthy lives, through the 'big ideas'/gems:

Art and Design

Our goal for Art and Design education is that children are able to use their creativity to interpret and respond to the world around them, through the 'big ideas'/gems:

Music

Our goal for Music education is that children are confident to appreciate, create and perform music, through the 'big ideas'/gems:

PSHE

Our goal for PSHE education is that children know how to be safe, healthy and emotionally regulated, so they can manage their future lives in a positive way, through the 'big ideas'/gems:

Hintlesham and Chattisham CofE Primary School Curriculum

At Hintlesham and Chattisham our School Vision and Christian Values together with our British Values are intrinsically linked and underpin all that we do within school. Our Curriculum and ethos are based around these and are modelled each day across our whole school environment.

Community

As a Church of England School, our ethos of mutual respect for all people, regardless of faith or belief, is embedded in all that we do. Community is central to the Christian faith. We are all part of God's family, which means that we all belong together. We strive to facilitate links across our school, with our local communities and in the wider world to ensure that all children have a sense of belonging and a respect of diversity, equality and British Values, becoming a beacon for others.

Opportunity and Possibilities

We work to broaden our children's horizons and expand their knowledge of the world through exposure to a wide range of life's opportunities and possibilities. This is both from within our Curriculum and through a wide range of enhancement opportunities that include Outdoor Learning. We nurture their interests, encourage enterprise and instil fearlessness in accepting new challenges, resulting in belief that they can achieve anything that they set their mind to.

Significance

We take an approach to develop each child academically, socially, emotionally and spiritually believing that all are intrinsically linked. Each child is valued for their unique attributes. Those who are most able are further challenged to independently expand their skills and knowledge. Those who find learning more difficult are encouraged and given targeted support to embed skills, to develop at their own pace and to learn in a style that suits their individual needs.

Children feel a sense of purpose and value as they become part of the Hintlesham and Chattisham Church of England Primary School community and are guided and supported to become one of Jesus' precious gems that reflect His light as they learn.

Our Key Curriculum Principles:

- Clear vision for learning - underpinned by excellent resources
- Big Ideas/Gems – supporting intellectual development and retention through teaching
- Excitement and Engagement – inspiring pupils to create a desire to learn through interesting, relevant, real and active experiences
- Knowledge and Skills – structuring learning through the accumulation of related concepts and acquiring of skills in order to apply knowledge in a variety of situations
- Vocabulary and Reading – focusing on the correct technical vocabulary and reading to allow pupils to understand, analyse and communicate
- Personal Development – Supporting social, emotional and spiritual growth through our Christian and British Values inspiring children to be the very best they can be

Design Technology

Our goal for Design Technology education is that children are able to apply their knowledge, experience and practical skills to design solutions in real-world problems, through the 'big ideas'/gems:

Modern Foreign Languages

Our goal for MFL education is that children gain an increasingly greater understanding on their world and other cultures, through the 'big ideas'/gems:

Science

Our goal for Science education is that children become scientifically literate citizens who understand the world around them, through the 'big ideas'/gems:

Outdoor Learning

Our goal for Forest School is that children develop skills for life, building resilience, confidence and self-esteem through the 'big ideas'/gems:

Maths

Our goal for Maths education is that children are able to solve increasingly complex routine and non-routine problems, through the 'big ideas'/gems:

School Vision: "Jesus is the light of the world.... We are gems that reflect his light as we learn."

The Christian Bible talks of God seeing humans as his jewels in the making (Malachi 3:16-17) Our classes represent precious jewels, every individual sparkling gem, child and adult, has amazing potential. All are valued, and valuable, as God's children: his special treasure. Our Christian Values are embedded in the smoothing and polishing process, as we learn together to become the best we can be.



Subject on a Page

Name of Subject Leader: Nick Kricka

Subject Intent:

Our English curriculum is designed to develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. Our intent is that children develop the ability to understand and apply their skills in the English language confidently across all subjects.

As children progress through the school, they will develop ability to read fluently, with expression; understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure.

Writing is celebrated in our school in displays (inside and outside), during assemblies and our wider community: engaging everyone. As children progress through the school, they should develop the stamina and skills to write independently at length, with accurate spelling and punctuation across the curriculum. Their knowledge of grammar will be built upon so that they can discuss language structure and review texts.

Big Ideas:

COMMUNICATE

We are writers because we use accurate letter-formation, phonics, spelling, punctuation, grammar and language choices carefully to ensure we communicate clearly.

ACCURACY

We are readers because we can read words accurately, and fluently.

EXPLAIN

We are confident speakers because we explain our ideas clearly.

CREATIVITY

We are writers because we use our creativity, imagination and adventurous language choices to compose engaging pieces of writing.

ENJOYMENT

We are readers because we enjoy reading a range of fiction and non-fiction. We love reading and get lost in our books!

DISCUSS

We are active in debate because we discuss ideas by listening and responding to others.

PURPOSE

We are writers because we adapt our style of writing for different purposes and audiences.

COMPREHENSION

We are readers because we have a good understanding of the texts we read and listen to.

PERFORM

We are confident actors because we perform in role to different audiences.

<p><u>Planning:</u></p> <ul style="list-style-type: none"> • The English Curriculum is adapted from the Hamilton Trust Weekly plans for mixed age classes (Y1/2 Y3/4 & Y5/6). Teachers also use CLPE plans, Literacy Shed and Take One Book. • Medium term planning for each of the units can be found through these links: Y1&2 Y3&4, Y5&6. <i>(n.b. refer to long term plan for teaching order)</i> • The big ideas are used as a starting point for planning a unit or sequence of lessons. • Short term planning is completed weekly, details the daily lesson objective and steps to success for each year group. • Grammar objectives are included in the weekly planning and linked where possible to the genre being taught. • Spelling is taught weekly and follows the No Nonsense Spelling Scheme in Years 1-6 • Phonics is taught daily in KS1 using Read Write Inc. 	<p><u>Teaching:</u></p> <ul style="list-style-type: none"> • English is taught for 5 mornings each week. • Teaching links in with the big ideas and is clearly evidenced and referred to on displays. • Differentiation is clear for each year group and within that, support and extension tasks are identified. • Talk for Writing is used for selected text types and/or units. • Teaching follows a logical order: Reading, Planning, Drafting, Sharing, Evaluating, Revising, Editing and Publishing. • Phonics is taught daily in KS1 following the Read Write Inc scheme through a daily speed sounds and reading session up to the point of the phonics screening check in year 1. Beyond year 1, spelling is taught using the common exception words and spelling patterns in the national curriculum. • Handwriting is taught weekly and follows the national curriculum using the Teach Handwriting Scheme (route D choice 3). Alternative letters used: k with a curl and f. • Guided reading is taught using both small groups guided sessions and whole class specific reading skill lessons using the 'Totally Pawsome Reading Gang'. • Differentiation can be through: adult support,; task broken down in to steps, word banks or scaffold, extended task, open ended task, vocabulary use and challenges.
<p><u>Learning & Recording:</u></p> <ul style="list-style-type: none"> • Writing is recorded using cursive handwriting. • Books are orange in colour and wide lines are used for KS1, Narrow (1cm) lines for KS2. • In KS1, the date, learning objective and steps to success are printed onto labels and stuck in children's books. • In KS2, the long date is written at the top of each piece of work and underlined and the Learning objective and steps to success recorded underneath. • iPads are used for recording using pictures, videos and sounds. 	<p><u>Assessment:</u></p> <ul style="list-style-type: none"> • Reading age assessments are completed termly. • Target tracker is updated half termly; statements are used to track progress. • Rising Stars reading, GPS and spelling tests are completed at the end of each term NFER standardised tests are used at the end of the Summer term for year 1, 3,4 and 5. • Writing assessment are completed using a range of pieces across the year. • One piece of writing for each term is chosen for the Best Writing Books. • Marking is completed in line with the whole school marking policy.
<p><u>Key Priorities 2023 – 2024:</u></p> <ol style="list-style-type: none"> 1. Improve outcomes in writing across the school. 2. Provide opportunities for independent writing. 3. Writing follows a defined teaching sequence beginning with a WAGOLL text. Reading, Planning, Drafting, Sharing, Evaluating, Revising, Editing and Publishing. 	

Overview of teaching and learning of Reading

Intent

Our English curriculum is designed to develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. Our intent is that children develop the ability to understand and apply their skills in the English language confidently across all subjects.

As children progress through the school, they will develop ability to read fluently, with expression; understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure.

The Big Ideas



Implementation

- The importance of developing a story telling culture and encouraging rich story telling language is embedded before the formal reading skills are taught.
- Phonics will be emphasised in the early teaching of reading and progress closely monitored. Structured programmes of Read, Write Inc are taught in daily multisensory sessions. They will learn to hear and say the sounds by segmenting and blending.
- Word reading will build the children's confidence at decoding and speedy recognition. Their surroundings in school are rich in displays and labels where reading is encouraged to develop independence.
- Our pupils will have the opportunities to discuss and listen to a wide range of fiction, poetry, plays and non-fiction books. This includes e books.
- All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of their world and gain knowledge across the curriculum. The variety of books read are recorded to enable the monitoring of the breadth of their experiences.
- An appreciation of books and a love of reading is key to the progress of our children as it feeds their imagination, developing creative minds and a feeling of wonder. Our school offers a diverse and stimulating range of experiences, including several educational visits where reading is an integral part of the day.
- Comprehension of texts is developed at all stages. This may be through discussion of high-quality texts that stretch their ability in class, group or individual reading.
- Displays of topic books, stories by the same author or a period of history are used to encourage the awareness of theme across a wide range of books.
- Applying their reading skills to retrieve, record and present information is an integral part of their learning and gives reading a real purpose.
- Vocabulary that children encounter when reading, that they rarely use, will be discussed and a selection of words selected to develop their knowledge and encourage their use in writing.
- Reading to an audience is part of the broad curriculum we offer. This may be to peers, adults (including a range of community volunteers), parents in a church service, assembly or show. Poetry will also be learnt by heart and performed.
- Enriching reading activities including, author visits, reading cafés, World Book Day, Library Challenge and 'shelfies' help make reading come alive.
- The link between reading at home and school is extremely important. All children have a home link book and in which reading at home and in school is celebrated.

Impact

By the end of their time at Hintlesham and Chattisham C of E Primary School, pupils will have been given the opportunities to read a vast range of texts for a variety of purposes. They will have the skills to work out unfamiliar words and read accurately, fluently and confidently. Drawing inferences will help them to

understand what they have read to a greater depth and they will be able to discuss themes using evidence. They will also be familiar with a wide range of genres and make comparisons between books. Reading aloud, presenting information and performing plays will show an understanding of intonation and tone enabling them to be confident public readers and therefore speakers. Finally, a lifelong love of reading is established for a variety of reasons ranging from research to pleasure.

Overview of teaching and learning of Writing

Intent

Our English curriculum is designed to develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. Our intent is that children develop the ability to understand and apply their skills in the English language confidently across all subjects.

Writing is celebrated in our school in displays (inside and outside), during assemblies and our wider community: engaging everyone. As children progress through the school, they should develop the stamina and skills to write independently at length, with accurate spelling and punctuation across the curriculum. Their knowledge of grammar will be built upon so that they can discuss language structure and review texts.

The Big Ideas









Implementation

- Our pupils will know the purpose of writing is to communicate with others, encouraging them to interest the reader.
- Early mark making skills are celebrated and built upon as they start their journey as writers.
- Talk for writing techniques are used to develop thinking and confidence as they start the writing journey.
- Children should be taught how to plan, revise and evaluate their writing (composition).
- Spelling quickly and accurately, through knowing relationships between sounds and letters (phonics), word structure (morphology and etymology) and spelling structure (orthography), will be supported and encouraged.
- Enhancing pupils' vocabulary will arise naturally from their reading or writing. They will be taught how to work out meanings of unknown words or words with more than one meaning. This includes figurative language.
- Correct grammatical terms will be taught to pupils and they will be encouraged to apply these terms confidently to discuss language and apply their skills to a range of texts.
- Pride in the presentation of a final draft, written with a fluently joined handwriting style will be celebrated through display or making books.

Impact

By the end of their time at Hintlesham and Chattisham C of E Primary School, pupils will have been given the opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. They will develop ideas, draft and review their work confidently. The final draft they produce will be to the best of their capabilities and show the range of skills expected from each year group; culminating in confident, capable Year 6 writers. Samples of writing are kept in 'Special Writing Books,' enabling our pupils and staff to celebrate the progression made.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics These are the topics that we envisage doing through the year. The direction we take with the topic will be determined by the children's interests.	All About Me, My Wishes and Dreams 	Celebrations and Festivals-A World of Colour, 	Superheroes/People Who Help Us 	Once Upon a Time, Spring and Easter 	Growing, Lifecycles and In the Garden 	Oh I Do Like to be Beside the Seaside! 
Key experiences	Meeting our teachers and friends Harvest	Pantomime Nativity w/KS1	Visits from people who help us in our local community	Reflective story visitDiscovery Centre Easter service	Caterpillars Hollowtrees Farm Trip	Summer Show Sports Day Transition to Year 1
CLL Book hooks... *T4W	Super Duper You, Only One You, You Choose, Elmer, Rainbow Fish, Funnybones, Goldilocks and the 3 Bears, *Gingerbread Man, *Owl Babies	Pumpkin Soup, The Nativity, Christmas Around the World, Selection of Christmas theme stories *Handa's Surprise	Traction Man, Michael Recycle and Litterbug Doug, Superworm, The Complete Book of First Experienceshospital/dr/school/dentist	The Night Pirates, Aliens Love Underpants, Zog, How to Catch a Dragon, Dinosaur Roar, Winnie the Witch, *How to Catch a Star, *Whatever Next, *Gruffalo	The Tiny Seed, Oliver's Vegetables, Supertato, Jack and the Beanstalk, What the Ladybird Heard, Jim and the Beanstalk *Jasper's Beanstalk, *The Very Hungry Caterpillar, Farmer Duck	Commotion in the Ocean, Tiddler, Flotsam, Billy's Bucket, Mister Seahorse, A House for Hermit Crab, Snail and the Whale, Sharing a Shell
Phonics	Phonics initial assessment RWInc Set 1 Writing letters and name Alliteration	RWInc Set1 Rhyming strings Linking sounds to letters C VC word lists	Read RWINC Set 1 Reading and writing words, phrases and simple sentences	RW1nc Set 2 Reading and writing words, phrases and simple sentences	RW1nc Set 2 Writing sentences, applying phonetic and key word knowledge	RW1nc Set 2 Writing sentences, applying phonetic and key word knowledge

Writing	Name-can write own name correctly-ongoing Initial sounds-shared writing about the stories	Lists-ingredients in soup/fruits in Handa's basket, Christmas wish list Labels-what FC wears/Nativity scene Simple sentences-re-tell the Nativity story	Labels-superhero costumes Lists-what a dr/vet/fireman needs Questions-to ask visitors Non-fiction writing-facts about drs, nurses, dentists, vets etc. Captions-to match photos of superheroes/people in the community Letter writing-to favourite superhero/to say thank you for helping us	Character descriptions-storybook characters, make up own characters too Write alternative endings to stories we have read-innovation	Non-fiction writing-how does a seed grow, life cycles, Writing instructions-how to care for a plant Setting descriptions-what is at the top of the beanstalk, what a farm looks like. Recount of farm trip	Write own stories based on seaside characters/events Non-fiction writing-sea creature facts Seaside Poems-senses
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Communication and Language	Maintain attention. Follow instructions. Use talk to organise ideas.	Developing listening skills and following instructions.	Understanding — following a story without props. Beginning to answer how and why questions.	Express views about characters and events. Introduce storyline of narrative into play	Develop own narratives. Answering 'how' and 'why' questions.	Listening attentively and expressing themselves effectively.
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Year A			Year B		
<p>Autumn 1:</p> <p>Fiction: The Enormous turnip – traditional tale – cumulative stories.</p> <p>Non-fiction:</p> <p>Instructions based on The Enormous Turnip and other examples.</p> <p><i>Wider opportunities:</i> Newspapers, posters, persuasive letters.</p> <p>Poetry: Playing with language</p>	<p>Spring 1:</p> <p>Fiction: The owl who was afraid of the dark</p> <p>Non-fiction: information texts - Owl babies</p> <p>Poetry: Songs and repetitive poems</p>	<p>Summer 1:</p> <p>Fiction:</p> <p>Tales from other cultures.</p> <p>Non -fiction:</p> <p>Recounts: Amazing Grace</p> <p>Poetry:</p> <p>Poems to say aloud</p>	<p>Autumn 1:</p> <p>Fiction: How to catch a star</p> <p>Non-fiction: Instructions</p> <p>How to catch a fairy.</p> <p><i>Wider opportunities:</i> labels, lists and posters)</p> <p>Poetry: Silly poems</p>	<p>Spring 1:</p> <p>Fiction: Fairy stories</p> <p>Non-Fiction: Explanation text</p> <p><i>Wider opportunities:</i> Invitations and posters</p> <p>Poetry: Bedtime Poems</p>	<p>Summer 1:</p> <p>Fiction: Bubbles film *(literacy shed)- settings</p> <p>Non -fiction: Information texts: Minibeasts</p> <p>Poetry:</p> <p>Poems by the same author - Milligan</p>
<p>Autumn 2:</p> <p>Fiction: Spy fox – adventure story</p> <p>Fiction: Christmas adverts (narrative)</p> <p>Non-fiction: Posters, labels and signs - Nativity</p> <p>Poetry: Poems about animals</p>	<p>Spring 2:</p> <p>Fiction: Grandma Bird</p> <p>Non-fiction: Explanation text (Grandma Bird and other examples)</p> <p>Poetry: The Sound Collector</p>	<p>Summer 2:</p> <p>Fiction: Traditional tales (mixture of tales)</p> <p>Non-fiction: Newspaper reports</p> <p><i>Wider opportunities:</i> Wanted posters, interviews, scripts</p> <p>Poetry: Traditional poems: A.A. Milne</p>	<p>Autumn 2:</p> <p>Fiction: Supertato</p> <p>Non-Fiction: Information text based on Supertato</p> <p><i>Wider opportunities:</i> Shopping lists and posters</p> <p>Poetry: List Poems</p>	<p>Spring 2:</p> <p>Fiction: Meerkat Mail – journey</p> <p>Non-fiction: Information texts about meerkats.</p> <p><i>Wider writing opportunities:</i> Postcards and letters.</p> <p>Poetry: Poems with an element of fantasy and humour</p>	<p>Summer 2:</p> <p>Fiction: The Storm Whale</p> <p><i>Summer 2021 – The rainbow fish</i></p> <p>Non-fiction:</p> <p>Letters – Dear Greenpeace + Dear Zoo</p> <p>Poetry: Poems on a theme: The Sea</p>

*Bubbles <https://www.literacyshed.com/bubbles.html>

Talk for Writing

Take One Book

Film

	Year A			Year B		
	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry
Autumn	Fairy stories and playscripts Princess and the Pea adaptation	Information texts Roman Britain	Poetic form: Syllabic poems Autumn Haiku	Adventure Stories: The Firework Makers Daughter purpose: class book Outcome: Story based on the book.	Information texts What is a Volcano? Purpose: Information book for library Outcome: Information text	Poems to perform Perform a Julia Donaldson poem Outcome: Write a performance poem
	Christmas advert narrative	Instructions and explanations How Circuits Work	Humorous poems Poem about teachers	Christmas Letters Outcome: Write a story based on a video	Chronological reports Pigeon Impossible Outcome: newspaper report based on video	Creating images Outcome: Window poem
Spring	Fiction with an element of fantasy: The Butterfly Lion	Letters A letter from Bertie	List poems and kennings Things I would do without my brother/sister..	Stories in Familiar Settings Outcome: Write a new Horrid Henry story	Recounts Outcome: Egyptian slave diary	Traditional poems Outcome: A poem of sounds in the evening
	Fables Write a fable about an animal.	Persuasive writing Spy Gadget	Performance poems Write a poem based on Don't Tell Your Mother & a rap.	Fantastic Mr Fox Outcome: story based on the film	Non-chronological reports Wild Weather	Shape poems: Playing with form
Summer	Plays and Dialogues Write and perform a proverb playscript	Instructions and explanations Butterfly lifecycle	Traditional poems Poem based on Windy Nights	Stories with humour Grimwood Outcome: story based on the book.	Persuasive writing Zoos purpose: persuasive letter to local zoo Outcome: write a letter	Nonsense poetry Outcome: Poem based on works of Edward Lear
	Stories About Issues: Rainforests Write a story set in the rainforest	Non-chronological reports Mayans	Creating images Rainforest poem	Stories by the same author Outcome: Anthony Browne Zoo story	Recounts Local Area Walk Purpose: Geography land use Outcome: recount of walk	Poetry by heart Outcome: Choose poem to learn and perform.

Talk for Writing

Take One Book

Film

Sapphire English LTP

	Year A			Year B		
	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry
Autumn	Fairy stories and playscripts Princess & the Pea	Information texts Roman Britain	Poetic form: Syllabic poems Autumn Haiku	Adventure Stories The Firework Makers Daughter	Information texts What is a Volcano?	Poems to perform Perform a Julia Donaldson poem
	Christmas advent narrative	Instructions	Humorous poems	Christmas Letters	Chronological reports Who was Vincent Van Gogh?	Creating images Window poem
Spring	Fiction with an element of fantasy: The Butterfly Lion	Letters A letter from Bertie	List poems and kennings Things I would do without my brother/sister..	Stories in Familiar Settings Write a new Horrid Henry story	Recounts Egyptian slave diary	Traditional poems Poem based on Windy Nights
	Fables	Persuasive writing Spy Gadget Advert	Performance poems	Stories about imaginary worlds Story based on Fantastic Mr Fox plot	Non-chronological reports Wild Weather	Shape poems: Playing with form
Summer	Plays and Dialogues Write and perform a playscript	Explanations Butterfly Lifecycle	Traditional poems A poem of sounds in the evening	Stories with humour Write a story based on Mr Stink	Persuasive writing Save the Hedgehog/Bee	Nonsense poetry Poem based on works of Edward Lear
	Stories About Issues: Rainforests Write a story set in the rainforest	Non-chronological reports Mayans	Creating images Rainforest poem	Stories by the same author Story based on I'll Take you to Mrs Cole	Recounts Local Area Walk	Poetry by heart Choose poem to learn and perform.

Talk for Writing

Take One Book

Film

Diamond English LTP

Year B			
	Autumn 1	Spring 1	Summer 1
1	Core Text: The Princess Blankets Outcomes: <ul style="list-style-type: none"> • Modern fairytale • Recount • Diary entry 	Core Text: Holes (Topic link: North America) Outcome: <ul style="list-style-type: none"> • Persuasive brochure • Advert • Write a persuasive speech • Informal letter 	Core Text: Tuesday Outcome: <ul style="list-style-type: none"> • Journalistic writing and newspaper reports • Active/passive sentences
2	Performance poems: Revolting Rhymes Outcome: <ul style="list-style-type: none"> • Re write a fairy tale as a poem and perform 	Classic poems: The Raven by Edgar Allen Poe Outcome: <ul style="list-style-type: none"> • Own verse/version in similar poetic style 	Explanation writing: How bees make honey Outcomes: <ul style="list-style-type: none"> • Explanation text – double page spread
	Autumn 2	Spring 2	Summer 2
1	Core text: Goodnight Mister Tom (Topic Link WW2) Outcomes: <ul style="list-style-type: none"> • Narrative writing • A political public address • Speech 	Core Film Clip: Alma Outcome: <ul style="list-style-type: none"> • Narrative • Suspense writing 	Core text: Shakespeare Outcome: <ul style="list-style-type: none"> • Playscript based on a Shakespeare play
2	Christmas Poetry Outcomes: <ul style="list-style-type: none"> • Christmas poems 	Topic Link: Titanic Outcomes: <ul style="list-style-type: none"> • Recount • Persuasive advert • Historical setting description 	Poems on a theme: Migration Outcome: <ul style="list-style-type: none"> • Writing poetry about migration and families

Year A			
	Autumn 1	Spring 1	Summer 1
1	Core text: Poems from a green and Blue Planet by Sabrina Mafouiz Outcome: <ul style="list-style-type: none"> Write and perform a verse from the poem 	Classic Poetry: The spider and the Fly by Mary Howitt Outcome: <ul style="list-style-type: none"> Read and perform Write a new verse 	Biographical writing – Inspirational figures Outcome: <ul style="list-style-type: none"> Research, plan, write and edit a biography
2	Film clip: Pandora Outcome: <ul style="list-style-type: none"> Double page spread non – Chronological report about a hexapod. 	Core Text: Beowulf by Michael Morpurgo Outcomes: <ul style="list-style-type: none"> Letter of advice Dialogue Persuasive advert Character and setting description Historical narrative 	Film Clip: 3 Little Pigs Project Outcome: B <ul style="list-style-type: none"> Balanced debate/discussion text Newspaper report Formal/informal Reported/direct speech
	Autumn 2	Spring 2	Summer 2
1	Core text: Street Child Outcomes: <ul style="list-style-type: none"> Recount based on Victorian child Speech Non-chronological report Narrative Descriptions 	Classic poem: The Highwayman Outcome: <ul style="list-style-type: none"> Learn the poem and write a new ending 	Core text: Myths and Legends Outcome: <ul style="list-style-type: none"> Greek myth
2	Christmas Narrative: Outcome: <ul style="list-style-type: none"> A piece of writing based on a Christmas film clip 	Core Text: Floodland Outcome: <ul style="list-style-type: none"> Informal letter, Discussion Flashback narrative 	Core Text: Skellig Outcomes: <ul style="list-style-type: none"> Diary writing Character description Debate

Talk for Writing

Take One Book

Film

EYFS Progression of Skills & Knowledge

	Literacy		
	Comprehension	Word Reading	Writing
Reception	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Comprehension ELG</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>Anticipate – where appropriate – key events in stories;</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</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>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 phonic 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>Word Reading ELG</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Writing ELG</p> <p>Write recognisable letters, most of which are correctly formed;</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Write simple phrases and sentences that can be read by others.</p>

	Communication and Language	
	Listening, Attention & Understanding	Speaking
Reception	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>LA&U ELG</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.</p> <p>Speaking ELG</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

Reading Progression of Skills and knowledge						
Creativity	Communicate	Purpose				
Accuracy	Enjoyment	Comprehension				
	Year 1	Year 2`	Year 3	Year 4	Year 5	Year 6
Decoding	<ul style="list-style-type: none"> *apply phonic knowledge to decode words *speedily read all 40+ letters/groups for 40+ phonemes *read accurately by blending taught GPC *read common exception words *read common suffixes (-s, -es, -ing, -ed, etc.) *read multisyllable words containing taught GPCs *read contractions and understanding use of apostrophe *read aloud phonically-decodable texts 	<ul style="list-style-type: none"> *secure phonic decoding until reading is fluent *read accurately by blending, including alternative sounds for graphemes *read multisyllable words containing these graphemes *read common suffixes *read exception words, noting unusual correspondences *read most words quickly & accurately without overt sounding and blending 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
Range of Reading	<ul style="list-style-type: none"> *listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently *being encouraged to link what they read or hear read to their own experiences 	<ul style="list-style-type: none"> *listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books 	<ul style="list-style-type: none"> *continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books
Familiarity with Texts	<ul style="list-style-type: none"> *becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *recognising and joining in with predictable phrases 	<ul style="list-style-type: none"> *becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales *recognising simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> *increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> *increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> *increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing 	<ul style="list-style-type: none"> *increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing
Poetry and Performance	<ul style="list-style-type: none"> *learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> *continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> *preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry 	<ul style="list-style-type: none"> *preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry 	<ul style="list-style-type: none"> *learning a wider range of poetry by heart 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 	<ul style="list-style-type: none"> *learning a wider range of poetry by heart 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

Word Meanings	*discussing word meanings, linking new meanings to those already known	*discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases	*using dictionaries to check the meaning of words that they have read	*using dictionaries to check the meaning of words that they have read		
Understanding	*drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading	*discussing the sequence of events in books and how items of information are related *drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference	*discussing the significance of the title and events *making inferences on the basis of what is being said and done	*making inferences on the basis of what is being said and done *answering and asking questions	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	*predicting what might happen on the basis of what has been read so far	*predicting what might happen on the basis of what has been read so far	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied
Authorial Intent			*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	*identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	*identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Non-Fiction		*being introduced to non-fiction books that are structured in different ways	*retrieve and record information from non-fiction	*retrieve and record information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction
Discussing Reading	*participate in discussion about what is read to them, taking turns and listening to what others say *explain clearly their understanding of what is read to them	*participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say *explain and discuss their understanding of books, poems and other material, both those that	*participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	*participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what	*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what

		they listen to and those that they read for themselves			they have read, including through formal presentations and debates, *provide reasoned justifications for their views	they have read, including through formal presentations and debates, *provide reasoned justifications for their views
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Hintlesham & Chattisham C of E Primary Reading Skills & Knowledge Progression Document

Reading Skill Character	KS1	LKS2	UKS2
Inference Iggy	<p>The character does_____ because____ Tick One</p> <p>How do you know that?</p> <p>How does the _____ feel about the____? Give words from the text to support this.</p> <p>The text implies that_____ True/False</p> <p>The_____ was _____ because</p> <p>Give two facts from the text that imply_____.</p> <p>Why does_____ think that_____?</p>	<p>How is _____ feeling in the_____ paragraph? Tick One</p> <p>Give two ways that we know that _____ is _____.</p> <p>Explain why_____ may have been_____.</p> <p>What impression do you get about the character_____ discuss two things you think about_____ and give evidence to support your answer.</p> <p>Why did _____ “quote”?</p> <p>Do you think that_____? Explain your choice.</p> <p>What impression are you given about the setting? Discuss two things that you know, using evidence from the text to support your answer.</p>	<p>How is_____ feeling in the first sentence of this extract? Tick one.</p> <p>Give two ways in which _____ is portrayed as a _____.</p> <p>Explain why the _____ may have been _____.</p> <p>What impression is the reader given about _____ in this extract? Discuss two aspects of their character, giving evidence to support your answer.</p> <p>What evidence is there in the _____ paragraph that _____? Give two points.</p> <p>What impression is the reader given about the character_____ in the _____ paragraphs? Explain two features using evidence from the text to support your answer.</p> <p>“quote” Why do you think that the_____ is described as_____?</p> <p>Look at the paragraph beginning “quote” Explain two ways in which_____ is portrayed as____ in this paragraph</p>

Rex Retriever	<p>On which date was _____</p> <p>Put ticks in the table to show which sentences are true and which are false.</p>	<p>What were _____ not able to do?</p> <p>Give one item that _____</p> <p>Give two reasons why _____</p>	<p>Give one _____ for _____</p> <p>Give three reasons why _____</p> <p>Find and copy two facts about _____</p>
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	<p>Who discovered _____</p> <p>What is the name of _____</p> <p>Where was _____ going</p> <p>What did _____ find _____</p>	<p>Circle the correct option to complete the sentence _____</p>	<p>Look at the paragraph beginning _____.</p> <p>What happened to _____</p> <p>What two things do we know about _____</p>
Predicting Pip	<p>Which of these do you think is most likely to happen next? Tick one.</p> <p>Do you think that _____ will</p> <p>Explain your choice.</p> <p>How _____ like a place that you know?</p>	<p>Based on the text, what do you think is going to happen next?</p> <p>What do you think that _____ is going to say to _____?</p> <p>Do you think that the wolf is going to eat the fox? Tick one. Explain your answer fully.</p> <p>What are _____ most likely to think after reading this? Tick one.</p>	<p>Do you think that _____? Why do you think this?</p> <p>What do you think is likely to happen if _____? Why?</p> <p>The title of the story that this extract comes from is _____</p> <p>What does this title tell you about what may happen in the story's plot?</p>

Vocabulary Victor	<p>Her tooth was_____.</p> <p>What does the word ____mean?</p> <p>Tick one.</p> <p>_____tried to put it out of her mind.</p> <p>This means that ____... Tick one.</p> <p>Find and copy two words which the author uses to describe_____</p> <p>Find and copy one word which tells you that _____.</p> <p>.</p>	<p>What does _____ mean in this sentence? Tick one.</p> <p>Which of these words is closest in meaning to the word _____?</p> <p>Circle one.</p> <p>What does the word _____mean in this phrase?</p>	<p>Find and copy a word or phrase from the second paragraph which shows that _____</p> <p>Discuss what the word_____in the title of the extract implies about_____</p> <p>How else could the author have written this phrase?</p>
Summarising Sheeba	<p>Sequencing Suki (KS1)</p> <p>Where does the poem start? Tick one.</p>	<p>Which of the following statements best summarises the first paragraph? Tick one.</p>	<p>Summarise what happens in the first three paragraphs in one sentence.</p>

	<p>What is the first question that is asked in this text?</p> <p>Number the phrases 1-5 to show the order in which they appear in the text. The first one has been done for you.</p> <p>Which character do you meet first?</p> <p>Draw a line to show whether these statements happened at the beginning, middle or end of the story.</p>	<p>This text is from a chapter called _____.</p> <p>Based on what you have read so far, write a new title for this chapter.</p> <p>Sum up the second paragraph in 20 words or less.</p> <p>Which of these would be the best new title for this extract? Tick one.</p> <p>Number the sentences from 1-5 to show the order in which they happen in the text. The first one has been done for you</p>	<p>What sticks in your mind the most about the character of _____?</p> <p>Explain the role of _____ in this extract using 20 words or less.</p> <p>Number the following summaries from 1-5 to show the order in which they appear. The first one has been done for you.</p>
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Cassie the Commentator

Why do you think _____?

Compare _____ thoughts
about _____.

Which _____ do you think is
correct _____? Tick one. Explain
your answer.

How are _____ different from
_____ in other stories?

How do you think _____ feels
when _____?

How does _____ change from the
beginning to the end of the extract?

Find and copy the group of words
from the text which show that _____
_____ changes during this extract.

How are the characters of _____
different/similar?

Why might someone choose to read
this story?

Who has the author written this text
for? Why did they write it?

Discuss an experience you have had
and explain why it was similar.

Draw lines to match each part of
the extract with the correct
quotation from the text.

<p>Arlo the Author</p>		<p>What does the word _____ tell you about the writer's feelings towards the _____?</p> <p>Why has the author chosen to use the _____ in this sentence?</p> <p>What is the author's opinion of the _____? Tick one.</p> <p>The author wants you to know _____. Which two of the following words do they use to show this? Tick two.</p> <p>Why has the author chosen to _____?</p>	<p>Find and copy three phrases from the first paragraph which support the idea that _____.</p> <p>Find and copy an example of personification from the text and explain how it contributes to meaning.</p> <p>Look at the second paragraph of the extract.</p> <p>List two impressions that you are given about _____.</p> <p>What does this phrase suggest about _____?</p> <p>Look at the paragraph beginning _____</p> <p>What atmosphere does the author create in this paragraph? Explain how they do this.</p>
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Reading and Phonics Scheme

Children who read regularly or are read to regularly have the opportunity to open the doors to so many different worlds! More importantly, reading will give your child the tools to become an independent, life-long learner.

At Hintlesham and Chattisham, we provide engaging, stimulating and welcoming reading areas in each of the classrooms and have curated a lively, varied and current stock of reading books. These areas are used purposefully and not just as a place to go and read, with challenges and tasks for the children to complete, created in collaboration with their class teacher.

Choosing a book is often the most difficult part of reading so we help the children by focussing on their interests and provide fun ways of choosing books: Each class is read a class book by their teacher every half term. The classroom reading areas are also stocked with books by the same author or of the same genre.

Key Stage 1 Reading (Years 1 & 2)

To foster a love of reading, we provide the children with a fully decodable phonics reading book, a reading for enjoyment book and a library book.

The phonics book is fully decodable and matches their phonic awareness. It is expected that children practise and read this book to fluency before moving on. We also provide the children with a choice of books for enjoyment of reading from our levelled Oxford Reading Tree Scheme and a library book of their choice.

Key Stage 2 Reading (Years 3,4,5 & 6)

In Key Stage 2 the children are encouraged to read books from our book bands system and progress through these, eventually becoming a free reader. They are also given the opportunity to choose a non-fiction book of their choice from our library.

The children are encouraged to read a wide variety of genres. This is supported by the Reading Journey App which provides the children with online worlds to explore and challenges to complete, based on the books that they have read.

Children are encouraged to review the books that they have read and they are displayed in the classroom as a form of recommendation for others.

Phonics

The government strongly recommends the use of synthetic phonics when teaching early literacy skills to children. Synthetic phonics is simply the ability to convert a letter or letter group into sounds that are then blended together into a word.

Here at Hintlesham and Chattisham Primary we are using the Read Write Inc (RWI) programme to get children off to a flying start in reading. It is a method of learning based upon letter sounds and phonics, and we use it to aid children in their reading and writing.

Phonics lessons are taught each day and are systematic and repetitive in order to embed learning; the programme also offers plenty of opportunities for fun based, interactive learning using drama, role play and props to engage with and to enjoy texts and stories. The children work in small groups according to their confidence and competence. These groups are reconfigured on a regular basis in order to match the pace and the progress of each child; this reconfiguration also allows Class Teachers to identify where 1:1 interventions may be required in order to meet the expectations of both the Phonics Check and the end of Key Stage 1.

Green Words

During the Read Write Inc sessions we practise our reading skills by reading 'Green Words'. These are words that are decodable because they only contain sounds that your child will be able to recognise. The children have met Fred during our sessions. Fred is a frog who cannot read words as we can but says everything in sounds, or 'Fred Talk'.

Red Words

In the Read, Write, Inc. scheme 'red words' are used to help the children recognise the fact that there are words that are tricky to read because you cannot sound them out in the normal way. With your child, look for the parts of each word that they can sound out normally and then identify the parts that are tricky! Your child needs to be able to read these words on sight

The children know to sound out or 'Fred Talk' each sound whilst pointing underneath the letters, then to blend the sounds to make the word. If your child knows them on sight, they can read them without sounding out and this is an important progression in their reading.

[Click here for a video that explains Read Write Inc for parents.](#)

Order of Teaching Sounds

In Read Write Inc phonics the individual sounds are called 'speed sounds' – because we want your child to read them effortlessly.

Set 1 sounds are the initial letter sounds. They are taught in the following order. m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk

There are 12 Set 2 'speed sounds' that are made up of two or three letters which represent just one sound, e.g. ay as in play, ee as in tree and igh as in high.

When children learn their Set 2 sounds, they will learn:

- the letters that represent a speed sound e.g. ay
- a simple picture prompt linked to the 'speed sound' and a short phrase to say e.g. may I play.


Every speed sound has a list of words linked to it, so your child can 'sound out' and 'sound blend' words containing the new speed sound they have just learnt, for example s-p-r-ay = spray.

When learning their Set 3 speed sounds they will be taught that there are more ways in which the same sounds are written, e.g. ee as in tree and ea as in tea.

The table below shows the sound, the associated phrase and example words:

Vowel sound	Set 2 Speed Sound Rhyme	Green words
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ay	ay: may I play	day play say may tray today
ee	ee: what can you see?	seen need sleep feel three green
igh	igh: fly high	might light sight night fright
ow	ow: blow the snow	snow flow know show blow
oo	oo: poo at the zoo	mood fool pool stool moon spoon
oo	oo: look at a book	took shook cook foot
ar	ar: start the car	bar park smart sharp car spark
or	or: shut the door	sort short worn horse sport fork
air	air: that's not fair	fair stair hair lair chair
ir	ir: whirl and twirl	girl third whirl twirl dirt
ou	ou: shout it out	mouth round found loud shout
oy	oy: toy for a boy	toy boy enjoy
	Set 3 Speed Sound Rhyme	
a-e	a-e: make a cake	shake name same save brave late
ea	ea: cup of tea	neat real clean please dream
i-e	i-e: nice smile	hide shine white nice wide like
o-e	o-e: phone home	hope home rose spoke note those
u-e	u-e: huge brute	tune rude use June excuse
aw	aw: yawn at dawn	saw raw law straw dawn crawl
are	are: care and share	bare bare spare scare flare square
ur	ur: nurse with a purse	burn turn hurl burp slurp lurk
ow	ow: brown cow	howl down brown drown gown
oi	oi: spoil the boy	join coin voice choice noise

ai	ai: snail in the rain	paint train rain plain strain
e	e: he me she we	he me she we he
oa	oa: goat in a boat	toad road oak loaf throat toast
ew	ew: chew the stew	new knew flew blew crew newt
er	er: better letter	over never weather hamster after
ire	ire: fire fire	spire bonfire inspire conspire hire
ear	oar: hear with your ear	fear dear gear spear year
ure	ure: sure it's pure	 picture mixture adventure pure

Click the link below to hear how to pronounce the sounds correctly. <http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/>

[Click here for resources to use at home for all three sets.](#)

Nonsense words (Alien words)

As children build up their knowledge of sounds, they are able to apply their decoding skills to any unfamiliar word may it be real or nonsense. Children are unable to rely on existing knowledge of known words and instead have to use their letter-sound knowledge by sounding out. During lessons each day children may practice the letters in 'Alien words'. This is an important of the Phonic Screening Check that children complete at the end of year 1.

The following websites have enjoyable games reading of alien words. for your child to play:

<http://www.phonicsplay.co.uk/PicnicOnPluto.html> <http://ictgames.com/literacy.html> <http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/>

Phonics Screening Check

In Key Stage 1 children are assessed at the end of Year 1 using a Government Statutory Assessment Tool known as the Phonics Screening Check. This screening check confirms whether the child has learnt phonic decoding to an appropriate standard and will identify sounds needing further consolidation in Year 2. Class teachers will send work for this home as appropriate. Please speak to your class teacher about ways to support your child with this at home.

What is synthetic phonics?

Synthetic phonics is a way of teaching reading. Your child will be taught two crucial things when they are learning to read using synthetic phonics:

1. How sounds are represented by written letters. For example, they will be taught that the letter 'm' represents an *mmm* sound.
2. How sounds can be blended together to make words. For example, they will be taught that the sounds of the letters 'c-a-t' blend together to make the word 'cat'.

Your child will be taught to read letters or groups of letters by saying the sound (or sounds) they represent. For example, they will be taught that the letter 'l' sounds like *llll* when we say it. Your child will then start reading by blending the sounds together to make words. Another word for this kind of blending is **synthesising**.

At school, you will probably hear teachers talking about blending, but you might also hear them talk about sounding out or Fred Talk, depending on which phonics scheme the school is using. All these terms refer to the same idea: synthesising sounds.

What if my child does not pass the screening check?

Children are able to retake the screening check at the end of year 2 and have structured 1:1 or small group interventions focussing on their gaps in order to prepare them.

How do you know where my child is?

The speed sounds are organised into sets. Reception are taught sets 1 and 2, year 1 children are taught up to set 3. Phonics Tracker is used to track progress and assess the children. As well as practise screening checks, we record which graphemes are known so as to identify gaps and tailor lessons and or interventions to suit.

Do you still teach phonics for children in years 3-6?

For children who do not pass the screening check in year 2, a structured regular phonics-based intervention program is provided. Their progress is tracked using Phonics Tracker and reviewed regularly. As well as the interventions, a phonically decodable reading book is given to each child, focusing on targeted graphemes.



Expected RWInc Phonics Progression at Hintlesham and Chattisham CofE Primary School

	Reception	Year 1	Year 2
Autumn 1	<p>After the completion of Baseline...</p> <ul style="list-style-type: none"> Teach Set 1 single sounds (4 per week) and oral blending <p>Daily speed sound lesson of 10 minutes followed by word time lessons (after week 4 assessment-in ability groups)</p> <p>Expected reading book level by the end of the half term: Sound blending books</p>	<ul style="list-style-type: none"> Re-teach Set 2 sounds ay e.e igh ow oo oo ar or air ir ou oy Teach reading of words containing these Set 2 sounds Build speed of reading words containing Set 1 sounds Read some Set 2 sounds <p>Expected reading book level by the end of the half term: Purple/pink</p>	<ul style="list-style-type: none"> Review all Set 3 sounds Teach reading of multisyllabic words containing all sounds Build speed of reading words containing all sounds <p>Expected reading book level by the end of the half term: Blue/grey</p>
Autumn 2	<ul style="list-style-type: none"> Teach Set 1 single sounds (4 per week) Teach Set 1 special friend sounds (4 per week) Daily speed sound lesson of 10 minutes followed by word time/reading lessons (in ability groups) <p>Expected reading book level by the end of the term: Ditty</p>	<ul style="list-style-type: none"> Review all Set 2 sounds Teach reading of words containing these Set 2 sounds Build speed of reading words containing Set 1 sounds, particularly WT 1.6 and 1.7 Read all Set 2 sounds <p>Expected reading book level by the end of the half term: Pink/orange</p>	<ul style="list-style-type: none"> Re-cap any sound gaps and build fluency when reading stories <p>Children should complete the program by the end of Autumn 2</p> <p>Children can read passages and stories at a pace of 100 words per minute. They can read all sounds in words, including multisyllabic words, with little or no hesitation.</p> <p>Expected reading book level by the end of the term:</p> <ul style="list-style-type: none"> Read blue storybooks with fluency and comprehension Read grey storybooks with fluency and comprehension <p>Ready for next stage of reading curriculum</p>

Spring 1	<ul style="list-style-type: none"> Teach Set 1 special friend sounds and additional sounds (4 per week) <p>Daily speed sound lesson of 10 minutes followed by word time/reading lessons (in ability groups)</p> <p>Expected reading book level by the end of the half term: Ditty/red</p>	<ul style="list-style-type: none"> Re-teach any missing Set 2 sounds, particularly ar or air ir ou oy (often ones children find tricky) Teach reading of words containing these Set 2 sounds Begin teaching Set 3 sounds Build speed of reading words containing ay ee igh ow oo oo <p>Expected reading book level by the end of the half term: Orange/yellow</p>	
Spring 2	<ul style="list-style-type: none"> Continue teaching Set 1 additional sounds <p>Daily speed sound lesson of 10 minutes followed by word time/reading (in ability groups)</p> <p>Expected reading book level by the end of the term: Red/green</p>	<ul style="list-style-type: none"> Continue teaching Set 3 sounds (including additional sounds) Teach reading of words containing Set 3 sounds taught so far Build speed of reading words containing Set 2 sounds Read all Set 2 sounds <p>Expected reading book level by the end of the term: Yellow</p>	

Summer 1	<ul style="list-style-type: none"> Teach Set 2 sounds (4 per week) <p>Daily speed sound lesson of 10 minutes followed by word time/reading (in ability groups)</p>	<ul style="list-style-type: none"> Continue to teach Set 3 sounds (including additional sounds) Teach reading of words containing Set 3 sounds taught so far Build speed of reading words containing all Set 2 and Set 3 sounds Read all Set 3 sounds <p>Expected reading book level by the end of the half term: Yellow/blue</p>	
	<p>Expected reading book level by the end of the half term: Green</p>		
Summer 2	<ul style="list-style-type: none"> Review all Set 2 sounds (4 per week) <p>Daily speed sound lesson of 10 minutes followed by word time/reading (in ability groups)</p> <p>Expected reading book level by the end of the term: Green/purple</p>	<ul style="list-style-type: none"> Review all Set 3 sounds (including additional sounds) Teach reading of words containing all Set 3 sounds (including additional sounds) Build speed of reading words containing all Set 3 sounds (Including additional sounds) <p>Expected reading book level by the end of the term: Blue/grey</p>	
End of Year Expectations	<p>Children can read all Set 1 and some Set 2 sounds in words, including words with consonant blends. They have built speed of reading for some of these words and can read them without hesitation.</p>	<p>Children can read all Set 1, 2 and 3 sounds in words and can read Set 1 and 2 sounds in words at speed. They can read some Set 3 sounds in words without hesitation. They can read at a pace of 60 words per minute.</p>	



Class Reader Long Term Plan

Year A

Class	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
1	Book Box selected by teacher.	Book Box selected by teacher.	Book Box selected by teacher.	Book Box selected by teacher.	Book Box selected by teacher.	Book Box selected by teacher.
2	Lifu's Great Aim	Mr Majeika	The Owl Who Was Afraid Of The Dark	The Hodge-Heg	Henry's Freedom Box	Flat Stanley
3	Stuart Little	The Twits	Butterfly Lion	Sheep Pig	The Accidental Prime Minister	Operation Gadgetman
4	The Boy At The Back Of The Class	When Hitler Stole Pink Rabbit	Girl Of Ink And Stars	Boy	Skellig	Five Children and It

Year B

Class	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
1	Super Duper You	Night Monkey, Day Monkey	George Saves the World by Lunchtime.	The Gingerbread Man	The Very Hungry Caterpillar.	What the Ladybird Heard at the Seaside
2	The Worst Witch	The Magic Finger	Ariki and the Island of Wonders	The Legend of Spud Murphy	Aladdin and the Enchanted Lamp	A mouse Called Wolf
3	The Firework Makers Daughter	Charlotte's Web	Varjak Paw	Cliffhanger	Boom!	Planet Omar Unexpected Super Spy
4	The Boy who Sailed the Ocean in an Armchair	When Hitler Stole Pink Rabbit	Holes	Asha and the Spirit Bird	The Fantastic Flying Books of Morris Lessmore	The Golden Horsemen of Bhagdad

English Writing Progression of Knowledge & Skills KS1

Creativity	Communicate	Purpose
Accuracy	Enjoyment	Comprehension
	Year 1	Year 2
Phonic & Whole word spelling	<ul style="list-style-type: none"> • words containing each of the 40+ phonemes taught • common exception words • the days of the week • name the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • distinguishing between homophones and near-homophones
Other word building spelling	<ul style="list-style-type: none"> • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words • apply simple spelling rules and guidance from Appendix 1 	<ul style="list-style-type: none"> • learning the possessive apostrophe (singular) • learning to spell more words with contracted forms • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidelines from Appendix 1
Transcription	<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Handwriting	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to 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’ and to practise these 	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when 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.
Contexts for Writing	<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes 	<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes

Planning Writing	<ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it 	<ul style="list-style-type: none"> • planning or saying out loud what they are going to write about
Drafting Writing	<ul style="list-style-type: none"> • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence
Editing Writing	<ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation
Performing Writing	<ul style="list-style-type: none"> • read their writing aloud clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make the meaning clear
Vocabulary	<ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using "and" 	<ul style="list-style-type: none"> • expanded noun phrases to describe and specify
Grammar	<ul style="list-style-type: none"> • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • to combine words to make sentences, including using and • Sequencing sentences to form short narratives • separation of words with spaces • sentence demarcation (. ! ?) • capital letters for names and pronoun 'I' 	<ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and coordination (using or, and, or but) • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission & singular possession
Punctuation	<ul style="list-style-type: none"> • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
Grammatical Terminology	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma

English Writing Progression of Knowledge & Skills LKS2		
Creativity	Communicate	Purpose
Accuracy	Enjoyment	Comprehension
	Year 3	Year 4
Phonic & Whole word spelling	<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1)
Other word building spelling	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary
Transcription	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting
Contexts for Writing	<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Planning Writing	<ul style="list-style-type: none"> discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
Drafting Writing	<ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation. in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (headings & subheadings) 	<ul style="list-style-type: none"> organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices

Editing Writing	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors
Performing Writing	<ul style="list-style-type: none"> • read their 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. 	<ul style="list-style-type: none"> • read their 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
Vocabulary	<ul style="list-style-type: none"> • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause (and place) 	<ul style="list-style-type: none"> • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
Grammar	<ul style="list-style-type: none"> • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] using the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) • use the correct form of 'a' or 'an' • word families based on common words (solve, solution, dissolve, insoluble) 	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] using fronted adverbials</p> <ul style="list-style-type: none"> • difference between plural and possessive -s • Standard English verb inflections (I did vs I done) • extended noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion
Punctuation	<p>introduction to using and punctuating direct speech (i.e. Inverted commas)</p>	<ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (including punctuation within and surrounding inverted commas)

Grammatical Terminology	preposition, conjunction, word family, prefix clause, subordinate clause direct speech, consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial
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Writing Progression of Knowledge & Skills UKS2		
Creativity	Communicate	Purpose
Accuracy	Enjoyment	Comprehension
	Year 5	Year 6
Phonic & Whole word spelling	<ul style="list-style-type: none"> spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 	<ul style="list-style-type: none"> spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
Other word building spelling	<ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] • use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] • How words are related by meaning as synonyms and antonyms [for example, big, large, little]. • use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task
Contexts for Writing	<ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning Writing	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary
Drafting Writing	<ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and 	<ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and

	<p>atmosphere and integrating dialogue to convey character and advance the action • précisising longer passages • using a wide range of devices to build cohesion within and across paragraphs</p> <p>• using further organisational and presentational devices to structure text and to guide the reader</p>	<p>atmosphere and integrating dialogue to convey character and advance the action • précisising longer passages • using a wide range of devices to build cohesion within and across paragraphs</p> <p>• using further organisational and presentational devices to structure text and to guide the reader</p>
Editing Writing	<p>• assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors</p>	<p>• assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors</p>
Performing Writing	<p>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
Vocabulary	<p>• use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility</p>	<p>• use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility</p>
Grammar	<p>• using the perfect form of verbs to mark relationships of time and cause • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number</p>	<p>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • differences in informal and formal language • synonyms & Antonyms • further cohesive devices such as grammatical connections and adverbials • use of ellipsis</p>
Punctuation	<p>• using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis</p>	<p>• using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list punctuating bullet points consistently</p>
Grammatical Terminology	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>

Alan Peat Sentences Progression Document

R	All the W's Sentences
1	List Sentences What =! Sentences 2A Sentences
2	BOYS Sentences Double ly ending Sentences As a... Like a...
3	Verb Person Sentences If, if, if then Sentences P.C. Sentences 2 Pairs Sentences 3 ed Sentences
4	Last word, first word Short Sentences Personification of Weather Emotion word (comma) Sentences The more, the more
5	Noun, which/where/who Outside/Inside Sentences Some: others sentences _____ing, _____ed sentences The; then; then, now Sentences Ad same Ad Sentences
6	Description: details Sentences 3 bad (dash) question? Imagine and 3 Examples Irony Sentences One word/phrase: definition



Maths Subject On A Page

Name of Subject Leader: Debbie Jackson

Subject Intent:

Our maths curriculum is designed to develop fluency, reasoning, problem solving and an ability to undertake investigations, these skills can then be applied across other areas of the curriculum. It is seen as essential to everyday life and these links are made apparent wherever possible. It is also valued as necessary for an individual's financial literacy and most forms of employment. Through our maths teaching we aim to provide a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Planning:

- Long term planning - White Rose <https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/>
- Medium term planning - White Rose small steps
- Short term planning – staff adapt their short term planning from both the White Rose free small steps resources and the paid enhanced resources. Teachers are also encouraged to use resources from other places depending on the needs of the children.
- Planning follows a fluency then reasoning and problem solving format through the CPA approach.
- Teachers also use resources from a variety of other places to widen the children's experience within a topic e.g. Nrich, Deepening Understanding, I see Reasoning, NECTM etc

Teaching:

- Timetabling – maths is to be taught daily for up to one hour
- Maths is to be overseen and preferably taught by the class teacher. An HLTA or TA may deliver to part of the class but this needs to be rotated with the class teacher.
- Non-negotiables – manipulatives for the CPA approach, reasoning and problem solving in most lessons. The big ideas or 'gems' from the curriculum intent statement are to be referred to in teaching and displays.
- Expectations - Learning will also include access to a variety of wider ranging tasks from sites such as Nrich, times tables practice as well as practice of the four operations.
- Daily Flashback four or alternative style activity for KS1 and KS2. EYFS will complete a review activity eg a question from weekly 5.
- Resources – a range to be used in class and available for pupils in most lessons eg place value grids, base ten, double sided counters, numicon etc
- Differentiation – extension needs to be in place for those children for whom it is appropriate. Also a different starting point in tasks may be appropriate. Consideration must be in place for SEN or those children who need more support to access a particular area of learning. This may be through a combination of adult support, varied fluency tasks or different manipulatives available. This approach may be adapted as the school moves to a more mastery style approach of delivery.
- High quality learning will be seen when tasks are appropriate, supported through the CPA approach, and challenge is expected in tasks and expectations for learners. Learners will become increasingly independent, by

	applying their skills, in completing all three aspects of maths – fluency, reasoning and problem solving.
<u>Learning & Recording:</u> <ul style="list-style-type: none"> Books – squared paper 10mm for KS1 and 7mm for KS2. SEN children may use larger squares. Presentation – 1 digit per box, marking and feedback policy to be followed. Practical element – CPA approach plus tasks are to be completed practically initially for EYFS and KS1 in more depth before moving on to the more formal CPA approach. Outdoor learning – outdoor learning is to be used wherever possible. Opportunities for enrichment – Maths Day each year, a range of activities used to promote maths in the wider world. 	<u>Assessment:</u> <ul style="list-style-type: none"> White Rose end of unit questions can be used to support Teacher Assessment of the key objectives. Other assessments will follow the Assessment Policy. Target tracker statements are to be updated once each area is covered Data drop – a formal data drop will be made at the end of each term with Pupil Progress meetings held to challenge this data. An informal data drop will be made half termly to ensure that children are being tracked in their expectations for progress with interventions amended where necessary. Observations – Tapestry is used for observations in EYFS. Marking and feedback – the marking and feedback policy is to be followed.
<u>Key Priorities 2023 – 2024:</u> <ol style="list-style-type: none"> Providing opportunities for challenge for higher achievers to increase the number of children working above expected by developing the use of mastery glasses. Providing support to ensure SEN and lower ability children are able to access the curriculum as well as demonstrate good progress. Increase the type of reasoning and problem solving resources used to ensure children have the opportunity to experience a greater variety. 	

Overview of Teaching and Learning of Maths

Intent

Our maths curriculum is designed to develop fluency, reasoning, problem solving and an ability to undertake investigations, these skills can then be applied across other areas of the curriculum. It is seen as essential to everyday life and these links are made apparent wherever possible. It is also valued as necessary for an individual's financial literacy and most forms of employment. Through our maths teaching we aim to provide a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

The Big Ideas or 'Gems'

Fluency – children develop their fluency with mathematical fundamentals and procedures developing the ability to recall and apply knowledge rapidly and accurately

Problem Solving – children develop their ability to read, understand, hypothesise, solve and check a range of differently worded problems with increasing sophistication, including breaking down a problem into a series of simpler steps and persevering in seeking solutions

Reasoning – children develop their ability to explain their understanding of a process by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument justification or proof using mathematical language

Implementation

- Move fluently between different representations of mathematical ideas.
- Make increasingly complex connections from one mathematical domain to another to develop fluency, mathematical reasoning and competence in solving increasingly complex problems.
- Apply mathematical knowledge to science and other subjects including outdoor activities working collaboratively across the school.
- Apply fluency, reasoning and problem skills to solve a variety of investigations within and across domains.
- Develop an increasingly varied and accurate understanding of mathematical vocabulary that is recalled and applied regularly.
- Develop resilience within their working to allow for the making of mistakes, discussion of these and any misconceptions to allow for more sustained future progress.
- Pride in the presentation of work celebrated through display or school rewards.

Impact

By the end of their schooling at Hintlesham and Chattisham C of E Primary School, pupils will have been given the opportunity to apply their fluency knowledge through solving a variety of different problems, fluency tasks and investigations. They will have developed confidence and mental fluency through a range of topics, for example, the four operations, number and place value, measure and shape including with practical resources at each stage. Pupils will also be able to read, spell and use accurately a range of mathematical language.

EYFS

Mathematical Development- <

Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<div>Number</div> <div>Place value (within 10) FREE TRIAL</div> <div>VIEW</div>					<div>Number</div> <div>Addition and subtraction (within 10)</div> <div>VIEW</div>				<div>Geometry Shape</div> <div>VIEW</div>	<div>Consolidation</div>	
Spring term	<div>Number</div> <div>Place value (within 20)</div> <div>VIEW</div>	<div>Number</div> <div>Addition and subtraction (within 20)</div> <div>VIEW</div>				<div>Number</div> <div>Place value (within 50)</div> <div>VIEW</div>	<div>Measurement</div> <div>Length and height</div> <div>VIEW</div>	<div>Measurement</div> <div>Mass and volume</div> <div>VIEW</div>				
Summer term	<div>Number</div> <div>Multiplication and division</div> <div>VIEW</div>	<div>Number</div> <div>Fractions</div> <div>VIEW</div>	<div>Geometry Position and direction</div> <div>VIEW</div>	<div>Number</div> <div>Place value (within 100)</div> <div>VIEW</div>	<div>Measurement Money</div> <div>VIEW</div>	<div>Measurement</div> <div>Time</div> <div>VIEW</div>						

Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<div>Number</div> <div>Place value</div> <div>FREE TRIAL</div> <div>VIEW</div>				<div>Number</div> <div>Addition and subtraction</div> <div>VIEW</div>				<div>Geometry</div> <div>Shape</div> <div>VIEW</div>			
Spring term	<div>Measurement</div> <div>Money</div> <div>VIEW</div>	<div>Number</div> <div>Multiplication and division</div> <div>VIEW</div>				<div>Measurement</div> <div>Length and height</div> <div>VIEW</div>	<div>Measurement</div> <div>Mass, capacity and temperature</div> <div>VIEW</div>					
Summer term	<div>Number</div> <div>Fractions</div> <div>VIEW</div>		<div>Measurement</div> <div>Time</div> <div>VIEW</div>		<div>Statistics</div> <div>VIEW</div>		<div>Geometry</div> <div>Position and direction</div> <div>VIEW</div>		<div>Consolidation</div>			

Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<div>Number</div> <div>Place value</div> <div>FREE TRIAL</div> <div>VIEW</div>			<div>Number</div> <div>Addition and subtraction</div> <div>VIEW</div>				<div>Number</div> <div>Multiplication and division A</div> <div>VIEW</div>				
Spring term	<div>Number</div> <div>Multiplication and division B</div> <div>VIEW</div>			<div>Measurement</div> <div>Length and perimeter</div> <div>VIEW</div>		<div>Number</div> <div>Fractions A</div> <div>VIEW</div>		<div>Measurement</div> <div>Mass and capacity</div> <div>VIEW</div>				
Summer term	<div>Number</div> <div>Fractions B</div> <div>VIEW</div>		<div>Measurement</div> <div>Money</div> <div>VIEW</div>		<div>Measurement</div> <div>Time</div> <div>VIEW</div>		<div>Geometry</div> <div>Shape</div> <div>VIEW</div>		<div>Statistics</div> <div>VIEW</div>		<div>Consolidation</div>	

Year 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn term	<div>Number</div> <div>Place value</div> <div>FREE TRIAL</div> <div>VIEW</div>				<div>Number</div> <div>Addition and subtraction</div> <div>VIEW</div>		<div>Measurement</div> <div>Area</div> <div>VIEW</div>	<div>Number</div> <div>Multiplication and division A</div> <div>VIEW</div>		<div>Consolidation</div>			
Spring term	<div>Number</div> <div>Multiplication and division B</div> <div>VIEW</div>		<div>Measurement</div> <div>Length and perimeter</div> <div>VIEW</div>		<div>Number</div> <div>Fractions</div> <div>VIEW</div>			<div>Number</div> <div>Decimals A</div> <div>VIEW</div>					
Summer term	<div>Number</div> <div>Decimals B</div> <div>VIEW</div>		<div>Measurement</div> <div>Money</div> <div>VIEW</div>		<div>Measurement</div> <div>Time</div> <div>VIEW</div>		<div>Consolidation</div>		<div>Geometry</div> <div>Shape</div> <div>VIEW</div>		<div>Statistics</div> <div>VIEW</div>	<div>Geometry</div> <div>Position and direction</div> <div>VIEW</div>	

Year 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<div>Number</div> <div>Place value</div> <div>FREE TRIAL</div> <div>VIEW</div>			<div>Number</div> <div>Addition and subtraction</div> <div>VIEW</div>		<div>Number</div> <div>Multiplication and division A</div> <div>VIEW</div>		<div>Number</div> <div>Fractions A</div> <div>VIEW</div>				
Spring term	<div>Number</div> <div>Multiplication and division B</div> <div>VIEW</div>			<div>Number</div> <div>Fractions B</div> <div>VIEW</div>		<div>Number</div> <div>Decimals and percentages</div> <div>VIEW</div>		<div>Measurement</div> <div>Perimeter and area</div> <div>VIEW</div>		<div>Statistics</div> <div>VIEW</div>		
Summer term	<div>Geometry</div> <div>Shape</div> <div>VIEW</div>			<div>Geometry</div> <div>Position and direction</div> <div>VIEW</div>		<div>Number</div> <div>Decimals</div> <div>VIEW</div>		<div>Number</div> <div>Negative numbers</div> <div>VIEW</div>	<div>Measurement</div> <div>Converting units</div> <div>VIEW</div>		<div>Measurement</div> <div>Volume</div> <div>VIEW</div>	

Year 6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<div>Number</div> <div>Place value</div> <div>FREE TRIAL</div> <div>VIEW</div>	<div>Number</div> <div>Addition, subtraction, multiplication and division</div> <div>VIEW</div>					<div>Number</div> <div>Fractions A</div> <div>VIEW</div>	<div>Number</div> <div>Fractions B</div> <div>VIEW</div>	<div>Measurement</div> <div>Converting units</div> <div>VIEW</div>			
Spring term	<div>Number</div> <div>Ratio</div> <div>VIEW</div>	<div>Number</div> <div>Algebra</div> <div>VIEW</div>	<div>Number</div> <div>Decimals</div> <div>VIEW</div>	<div>Number</div> <div>Fractions decimals and percentages</div> <div>VIEW</div>	<div>Measurement</div> <div>Area, perimeter and volume</div> <div>VIEW</div>	<div>Statistics</div> <div>VIEW</div>						
Summer term	<div>Geometry</div> <div>Shape</div> <div>VIEW</div>	<div>Geometry</div> <div>Position and direction</div> <div>VIEW</div>	<div>Themed projects, consolidation and problem solving</div> <div>VIEW</div>									

Mathematics

Children in Reception	<ul style="list-style-type: none"> Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity. 	
	<p>Number</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 	<p>Numerical Patterns</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Primary Progression – Place Value



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Value: Counting	<ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count numbers to 100 in numerals; count in multiples of twos, fives and tens <p>Autumn 1 Autumn 4 Spring 2 Summer 4</p>	<ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward <p>Autumn 1</p>	<ul style="list-style-type: none"> count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number <p>Autumn 1 Autumn 3</p>	<ul style="list-style-type: none"> count in multiples of 6, 7, 9, 25 and 1000 count backwards through zero to include negative numbers <p>Autumn 1 Autumn 4</p>	<ul style="list-style-type: none"> count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 count forwards and backwards with positive and negative whole numbers, including through zero <p>Autumn 1</p>	
Place Value: Represent	<ul style="list-style-type: none"> identify and represent numbers using objects and pictorial representations read and write numbers to 100 in numerals read and write numbers from 1 to 20 in numerals and words. <p>Autumn 1 Autumn 4 Spring 2 Summer 4</p>	<ul style="list-style-type: none"> read and write numbers to at least 100 in numerals and in words identify, represent and estimate numbers using different representations, including the number line <p>Autumn 1</p>	<ul style="list-style-type: none"> identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words <p>Autumn 1</p>	<ul style="list-style-type: none"> identify, represent and estimate numbers using different representations read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value <p>Autumn 1</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 read Roman numerals to 1000 (M) and recognise years written in Roman numerals. <p>Autumn 1</p>	<ul style="list-style-type: none"> read, write, (order and compare) numbers up to 10 000 000 and determine the value of each digit <p>Autumn 1</p>

Primary Progression – Place Value

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Value : Use PV and Compare	<ul style="list-style-type: none"> given a number, identify one more and one less <p>Autumn 1 Autumn 4 Spring 2 Summer 4</p>	<ul style="list-style-type: none"> recognise the place value of each digit in a two-digit number (tens, ones) compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs <p>Autumn 1</p>	<ul style="list-style-type: none"> recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000 <p>Autumn 1</p>	<ul style="list-style-type: none"> 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>Autumn 1</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 <p>Autumn 1</p>	<ul style="list-style-type: none"> (read, write), order and compare numbers up to 10 000 000 and determine the value of each digit <p>Autumn 1</p>
Place Value: Problems & Rounding		<ul style="list-style-type: none"> use place value and number facts to solve problems. <p>Autumn 1</p>	<ul style="list-style-type: none"> solve number problems and practical problems involving these ideas <p>Autumn 1</p>	<ul style="list-style-type: none"> round any number to the nearest 10, 100 or 1000 solve number and practical problems that involve all of the above and with increasingly large positive numbers <p>Autumn 1</p>	<ul style="list-style-type: none"> interpret negative numbers in context round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 solve number problems and practical problems that involve all of the above <p>Autumn 1</p>	<ul style="list-style-type: none"> round any whole number to a required degree of accuracy use negative numbers in context, and calculate intervals across zero solve number and practical problems that involve all of the above <p>Autumn 1</p>

Primary Progression – Addition & Subtraction

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition & Subtraction: Recall, Represent, Use	<ul style="list-style-type: none"> read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs represent and use number bonds and related subtraction facts within 20 <p>Autumn 2 Spring 1</p>	<ul style="list-style-type: none"> recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems <p>Autumn 2</p>	<ul style="list-style-type: none"> estimate the answer to a calculation and use inverse operations to check answers <p>Autumn 2</p>	<ul style="list-style-type: none"> estimate and use inverse operations to check answers to a calculation <p>Autumn 2</p>	<ul style="list-style-type: none"> use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy <p>Autumn 2</p>	

Primary Progression – Addition & Subtraction

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition & Subtraction: Calculations	<ul style="list-style-type: none"> add and subtract one-digit and two-digit numbers to 20, including zero <p>Autumn 2 Spring 1</p>	<ul style="list-style-type: none"> add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers <p>Autumn 2</p>	<ul style="list-style-type: none"> add and subtract numbers mentally, including: <ul style="list-style-type: none"> a three-digit number and ones a three-digit number and tens a three-digit number and hundreds add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction <p>Autumn 2</p>	<ul style="list-style-type: none"> add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate <p>Autumn 2</p>	<ul style="list-style-type: none"> 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 <p>Autumn 2</p>	<ul style="list-style-type: none"> perform mental calculations, including with mixed operations and large numbers use their knowledge of the order of operations to carry out calculations involving the four operations <p>Autumn 2</p>

Primary Progression – Addition & Subtraction

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition & Subtraction: Solve Problems	<ul style="list-style-type: none"> solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ <p>Autumn 2 Spring 1</p>	<ul style="list-style-type: none"> solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods <p>Autumn 2</p>	<ul style="list-style-type: none"> solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction <p>Autumn 2</p>	<ul style="list-style-type: none"> solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why <p>Autumn 2</p>	<ul style="list-style-type: none"> solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign <p>Autumn 2</p>	<ul style="list-style-type: none"> solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why <p>Autumn 2</p>

Primary Progression – Multiplication & Division

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiplication & Division: Recall, Represent, Use		<ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot <p>Autumn 4 Spring 1</p>	<ul style="list-style-type: none"> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables <p>Autumn 3</p>	<ul style="list-style-type: none"> recall multiplication and division facts for multiplication tables up to 12×12 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 <p>Autumn 4 Spring 1</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 prime and recall prime numbers up to 19 recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) <p>Autumn 4</p>	<ul style="list-style-type: none"> identify common factors, common multiples and prime numbers use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. <p>Autumn 2</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiplication & Division: Calculations		<ul style="list-style-type: none"> calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs <p>Autumn 4 Spring 1</p>	<ul style="list-style-type: none"> write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods <p>Autumn 3 Spring 1</p>	<ul style="list-style-type: none"> multiply two-digit and three-digit numbers by a one-digit number using formal written layout <p>Spring 1</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 <p>Autumn 4 Spring 1 Summer 1</p>	<ul style="list-style-type: none"> multiply multi-digit numbers up to 4 digits by a two-digit whole number using the 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>Autumn 2</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiplication & Division: Solve Problems	<ul style="list-style-type: none"> solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher <p>Summer 1</p>	<ul style="list-style-type: none"> solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts <p>Autumn 4 Spring 1</p>	<ul style="list-style-type: none"> solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects <p>Spring 1</p>	<ul style="list-style-type: none"> 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 n objects are connected to m objects <p>Spring 1</p>	<ul style="list-style-type: none"> solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates <p>Autumn 4 Spring 1</p>	<ul style="list-style-type: none"> solve problems involving addition, subtraction, multiplication and division <p>Autumn 2</p>
Multiplication & Division: Combined Operations					<ul style="list-style-type: none"> solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign <p>Spring 1</p>	<ul style="list-style-type: none"> use their knowledge of the order of operations to carry out calculations involving the four operations <p>Autumn 2</p>

Primary Progression – Fractions, Decimals, Percentages



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fractions: Recognise and Write	<ul style="list-style-type: none"> recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity <p>Summer 2</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 <p>Spring 4</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 <p>Spring 5</p>	<ul style="list-style-type: none"> count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. <p>Spring 3</p>	<ul style="list-style-type: none"> identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] <p>Spring 2</p>	
Fractions: Compare		<ul style="list-style-type: none"> Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ <p>Spring 4</p>	<ul style="list-style-type: none"> recognise and show, using diagrams, equivalent fractions with small denominators compare and order unit fractions, and fractions with the same denominators <p>Summer 1</p>	<ul style="list-style-type: none"> recognise and show, using diagrams, families of common equivalent fractions <p>Spring 3</p>	<ul style="list-style-type: none"> compare and order fractions whose denominators are all multiples of the same number <p>Spring 2</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 <p>Autumn 3</p>

Primary Progression – Fractions, Decimals, Percentages



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fractions: Calculations		<ul style="list-style-type: none"> write simple fractions for example, $\frac{1}{2}$ of 6 = 3 <p>Spring 4</p>	<ul style="list-style-type: none"> add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] <p>Summer 1</p>	<ul style="list-style-type: none"> add and subtract fractions with the same denominator <p>Spring 3</p>	<ul style="list-style-type: none"> add and subtract fractions with the same denominator and denominators that are multiples of the same number multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams <p>Spring 3</p>	<ul style="list-style-type: none"> 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 [for example, $\frac{1}{4} \times \frac{2}{2} = \frac{1}{8}$] divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] <p>Autumn 3</p>
Fractions: Solve Problems			<ul style="list-style-type: none"> solve problems that involve all of the above <p>Spring 5 Summer 1</p>	<ul style="list-style-type: none"> solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number <p>Spring 3</p>		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decimals: Recognise and Write				<ul style="list-style-type: none"> recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ <p>Spring 4 Summer 1</p>	<ul style="list-style-type: none"> read and write decimal numbers as fractions (for example, $0.71 = \frac{71}{100}$) recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents <p>Spring 3</p>	<ul style="list-style-type: none"> identify the value of each digit in numbers given to three decimal places <p>Spring 1</p>
Decimals: Compare				<ul style="list-style-type: none"> round decimals with one decimal place to the nearest whole number compare numbers with the same number of decimal places up to two decimal places <p>Summer 1</p>	<ul style="list-style-type: none"> 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 <p>Spring 3</p>	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decimals: Calculations & Problems				<ul style="list-style-type: none"> find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths <p>Spring 4</p>	<ul style="list-style-type: none"> solve problems involving number up to three decimal places <p>Summer 1</p>	<ul style="list-style-type: none"> multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places multiply one-digit numbers with up to two decimal places by whole numbers use written division methods in cases where the answer has up to two decimal places solve problems which require answers to be rounded to specified degrees of accuracy <p>Spring 1</p>

Primary Progression – Fractions, Decimals, Percentages

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fractions, Decimals and Percentages				<ul style="list-style-type: none"> solve simple measure and money problems involving fractions and decimals to two decimal places <p>Spring 3 Spring 4 Summer 1</p>	<ul style="list-style-type: none"> recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal solve problems 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>Spring 3</p>	<ul style="list-style-type: none"> associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] recall and use equivalences between simple fractions, decimals and percentages, including in different contexts <p>Spring 1 Spring 2</p>

Primary Progression – Ratio and Proportion

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ratio and Proportion						<ul style="list-style-type: none"> solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison solve problems involving similar shapes where the scale factor is known or can be found solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. <p>Spring 6</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Algebra	<ul style="list-style-type: none"> solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 	<ul style="list-style-type: none"> recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems 	<ul style="list-style-type: none"> solve problems, including missing number problems 			<ul style="list-style-type: none"> use simple formulae generate and describe linear number sequences express missing number problems algebraically find pairs of numbers that satisfy an equation with two unknowns enumerate possibilities of combinations of two variables. <p>Spring 3</p>

Note – although algebraic notation is not introduced until Y6, algebraic thinking starts much earlier as exemplified by the ‘missing number’ objectives from Y1/2/3

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement: Money	<ul style="list-style-type: none"> recognise and know the value of different denominations of coins and notes <p>Summer 5</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>Autumn 3</p>	<ul style="list-style-type: none"> add and subtract amounts of money to give change, using both £ and p in practical contexts <p>Spring 2</p>	<ul style="list-style-type: none"> estimate, compare and calculate different measures, including money in pounds and pence <p>Summer 2</p>	<ul style="list-style-type: none"> use all four operations to solve problems involving measure [for example, money] <p>Summer 1</p>	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement: Time	<ul style="list-style-type: none"> sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] recognise and use language relating to dates, including days of the week, weeks, months and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times <p>Summer 6</p>	<ul style="list-style-type: none"> compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times know the number of minutes in an hour and the number of hours in a day <p>Summer 3</p>	<ul style="list-style-type: none"> tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks estimate 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, a.m./p.m., 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 compare durations of events [for example to calculate the time taken by particular events or tasks] <p>Summer 2</p>	<ul style="list-style-type: none"> read, write and convert time between analogue and digital 12- and 24-hour clocks solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days <p>Summer 3</p>	<ul style="list-style-type: none"> solve problems involving converting between units of time <p>Summer 4</p>	<ul style="list-style-type: none"> use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa <p>Year 5 Summer 4</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement: Perimeter, Area, Volume			<ul style="list-style-type: none"> measure the perimeter of simple 2-D shapes 	<ul style="list-style-type: none"> measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres find the area of rectilinear shapes by counting squares 	<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 rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes estimate volume (for example, using 1 cm^3 blocks to build cuboids (including cubes)) and capacity (for example, using water) 	<ul style="list-style-type: none"> recognise that shapes with the same areas can have different perimeters and vice versa recognise when it is possible to use formulae for area and volume of shapes calculate the area of parallelograms and triangles calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units (for example, mm^3 and km^3)
			Spring 4	Autumn 3 Spring 2	Autumn 5 Summer 5	Spring 5

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geometry: 2-D Shapes	<ul style="list-style-type: none"> recognise and name common 2-D shapes (for example, rectangles (including squares), circles and triangles) 	<ul style="list-style-type: none"> identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line identify 2-D shapes on the surface of 3-D shapes, (for example, a circle on a cylinder and a triangle on a pyramid) compare and sort common 2-D shapes and everyday objects 	<ul style="list-style-type: none"> draw 2-D shapes 	<ul style="list-style-type: none"> compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes identify lines of symmetry in 2-D shapes presented in different orientations 	<ul style="list-style-type: none"> distinguish between regular and irregular polygons based on reasoning about equal sides and angles. use the properties of rectangles to deduce related facts and find missing lengths and angles 	<ul style="list-style-type: none"> draw 2-D shapes using given dimensions and angles compare and classify geometric shapes based on their properties and sizes illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
	Autumn 3	Spring 3	Summer 3	Summer 5	Summer 2	Summer 1
Geometry: 3-D Shapes	<ul style="list-style-type: none"> recognise and name common 3-D shapes (for example, cuboids (including cubes), pyramids and spheres) 	<ul style="list-style-type: none"> recognise and name common 3-D shapes (for example, cuboids (including cubes), pyramids and spheres). compare and sort common 3-D shapes and everyday objects 	<ul style="list-style-type: none"> make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them 		<ul style="list-style-type: none"> identify 3-D shapes, including cubes and other cuboids, from 2-D representations 	<ul style="list-style-type: none"> recognise, describe and build simple 3-D shapes, including making nets
	Autumn 3	Spring 3	Summer 3		Summer 2	Summer 1

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geometry: Angles & Lines			<ul style="list-style-type: none"> recognise angles as a property of shape or a description of a turn identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle identify horizontal and vertical lines and pairs of perpendicular and parallel lines 	<ul style="list-style-type: none"> identify acute and obtuse angles and compare and order angles up to two right angles by size identify lines of symmetry in 2-D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry 	<ul style="list-style-type: none"> know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles draw given angles, and measure them in degrees identify: <ul style="list-style-type: none"> angles at a point and one whole turn (total 360°) angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) other multiples of 90° 	<ul style="list-style-type: none"> find unknown angles in any triangles, quadrilaterals, and regular polygons recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
			Summer 3	Summer 5	Summer 2	Summer 1

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geometry: Position & Direction	<ul style="list-style-type: none"> describe position, direction and movement, including whole, half, quarter and three-quarter turns 	<ul style="list-style-type: none"> order and arrange combinations of mathematical objects in patterns and sequences 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) 		<ul style="list-style-type: none"> describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon 	<ul style="list-style-type: none"> identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed 	<ul style="list-style-type: none"> describe positions on the full coordinate grid (all four quadrants) draw and translate simple shapes on the coordinate plane, and reflect them in the axes
	Summer 3	Spring 3 Summer 1		Summer 6	Summer 3	Autumn 4

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statistics: Present and Interpret		<ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple tables <p>Spring 2</p>	<ul style="list-style-type: none"> interpret and present data using bar charts, pictograms and tables <p>Spring 3</p>	<ul style="list-style-type: none"> interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs <p>Summer 4</p>	<ul style="list-style-type: none"> complete, read and interpret information in tables, including timetables <p>Autumn 3</p>	<ul style="list-style-type: none"> interpret and construct pie charts and line graphs and use these to solve problems <p>Summer 3</p>
Statistics: Solve Problems		<ul style="list-style-type: none"> ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totalling and comparing categorical data <p>Spring 2</p>	<ul style="list-style-type: none"> solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables <p>Spring 3</p>	<ul style="list-style-type: none"> solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs <p>Summer 4</p>	<ul style="list-style-type: none"> solve comparison, sum and difference problems using information presented in a line graph <p>Autumn 3</p>	<ul style="list-style-type: none"> calculate and interpret the mean as an average <p>Summer 3</p>

The maths gems of fluency, reasoning and problem solving will be visited within each small step wherever possible.

The Key Knowledge for maths is situated approximately where it is expected to be taught. Teachers should use their professional experience to make any necessary changes in terms of when, where and how each small step of knowledge is taught.

	EYFS
Autumn	<p>Subitising: I can perceptually subitise within 3. I can identify sub-groups in larger arrangements. I can create my own patterns for numbers within 4. I can use my fingers to represent quantities which I can subitise. I can experience subitising in a range of contexts, including temporal patterns made by sounds.</p> <p>Cardinality, ordinality and counting I know how to relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set. I have experienced a wide range of opportunities to develop my knowledge of the counting sequence, including through rhyme and song. I have experienced a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting. I have been given opportunities to develop an understanding that anything can be counted, including actions and sounds. I know a range of strategies which support accurate counting.</p> <p>Composition I know that all numbers can be made of 1s. I know how to compose my own collections within 4.</p> <p>Comparison I understand that sets can be compared according to a range of attributes, including by their numerosity. I can use the language of comparison, including 'more than' and 'fewer than'. I can compare sets 'just by looking'.</p> <p>Subitising: I can subitise within 5, perceptually and conceptually, depending on the arrangements.</p> <p>Cardinality, ordinality and counting I know how to continue to develop my counting skills. I know how to explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand. I know how to count beyond 5. I can recognise some numerals, relating these to quantities I can subitise and count.</p> <p>Composition I know how to explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot. I know how to explore the composition of numbers within 5.</p> <p>Comparison I can compare sets using a variety of strategies, including 'just by looking', by subitising and by matching. I can compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</p> <p>Shape, Space and Measure I know how to find and match objects which are the same. I know that collections can be sorted into sets based on attributes such as colour, size or shape. I know the same collection can be sorted in different ways. I know how to come up with my own criteria for sorting. I know that objects can be compared and ordered based on their size. I can use language such as big and little, tall and short to describe a range of objects in the classroom. I can copy, continue and create my own simple repeating patterns. I know that circles have 1 curved side. I know that triangles have 3 straight sides. I can recognise a circle and a triangle. I can build my own circles and triangles. I know that squares and rectangles have 4 straight sides and 4 corners. I can recognise these shapes on everyday items in the classroom and outside.</p>

	<p>I can build my own squares and rectangles.</p> <p>I can recognise squares and rectangles in a variety of different sizes and orientations.</p> <p>I can spot other shapes with 4 sides.</p> <p>I can talk about night and day and order key events in my daily life.</p> <p>I can use appropriate language to describe when events happen (eg. day, night, morning, afternoon, before, after, today, tomorrow).</p> <p>I know how to measure time in simple ways.</p>
Spring	<p>Subitising</p> <p>I can confidently subitise by continuing to explore patterns within 5, including structured and random arrangements.</p> <p>I can explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part.</p> <p>I can continue to match arrangements to finger patterns.</p> <p>Cardinality, ordinality and counting</p> <p>I can verbally count to 20 and beyond. I know how to develop my object counting skills, using a range of strategies to develop accuracy.</p> <p>I know how to link counting to cardinality, including using my fingers to represent quantities between 5 and 10.</p> <p>I can order numbers, linking cardinal and ordinal representations of number.</p> <p>Composition</p> <p>I can continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5.</p> <p>I can explore the composition of 6, linking this to familiar patterns, including symmetrical patterns</p> <p>I am beginning to see that numbers within 10 can be composed of '5 and a bit'.</p> <p>Comparison</p> <p>I can continue to compare sets using the language of comparison.</p> <p>I can play games which involve comparing sets.</p> <p>I can continue to compare sets by matching, identifying when sets are equal.</p> <p>I can explore ways of making unequal sets equal</p> <p>Subitising</p> <p>I can explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</p> <p>Cardinality, ordinality and counting</p> <p>I can continue to consolidate my understanding of cardinality, working with larger numbers within 10</p> <p>I am becoming more familiar with the counting pattern beyond 20.</p> <p>Composition</p> <p>I can explore the composition of odd and even numbers, looking at the 'shape' of these numbers I am beginning to link even numbers to doubles</p> <p>I am beginning to explore the composition of numbers within 10.</p> <p>Comparison</p> <p>I can compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.</p> <p>Shape, Space and Measure</p> <p>I know how to make direct comparisons of weight-saying which one feels heaviest and checking using scales.</p> <p>I can use the language of heavy, heavier than, heaviest, light, lighter than, lightest to compare items.</p> <p>I know that larger items are not always heavy and small items are not always light.</p> <p>I know how to show nearly full, half full, nearly empty and empty.</p> <p>I know how to explore capacity using different materials such as water, sand, rice and beads.</p> <p>I know how to make direct comparisons by pouring from one container to another.</p> <p>I can use the language of tall, thin, narrow, wide and shallow.</p> <p>I know how to make indirect comparisons by counting how many pots it takes to fill one container.</p> <p>I can use the correct language to describe length and height.</p> <p>I know how to use specific vocabulary relating to length (longer, shorter), height (taller, shorter) and breadth (wider, narrower).</p> <p>I can make direct and indirect comparisons.</p> <p>I can order and sequence important times in my day using language such as now, before, later, soon, after, then and next to describe when events happen.</p> <p>I can recognise that regular events happen on the same day each week and can use the</p>

	<p>vocabulary 'yesterday', 'today', and 'tomorrow' to describe when events happen. I can describe significant events in my life and talk about events I am looking forward to. I know that some processes, such as growing vegetables, take a longer time.</p> <p>I can explore and manipulate 3D shapes in my play. I know which 3D shapes stack and which ones roll and can explain why. I know the name of some 3D shapes. I can talk about the similarities and differences between the shapes. I can sort the shapes according to what I notice.</p> <p>I can explore more complex patterns which use items more than once in each repeat (for example, ABB, AAB, AABB, AA,BBB). I can say patterns aloud. I can create patterns around the edge of shapes as well as in straight lines.</p>
Summer	<p>Subitising I can continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns I can use my subitising skills to enable me to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number I know how to subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 I can be encouraged to identify when it is appropriate to count and when groups can be subitised.</p> <p>Cardinality, ordinality and counting I can continue to develop my verbal counting to 20 and beyond, including counting from different starting numbers I can continue to develop my confidence and accuracy in both verbal and object counting.</p> <p>Composition I know how to explore the composition of 10.</p> <p>Comparison I can order sets of objects, linking this to my understanding of the ordinal number system I know how to consolidate my understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p> <p>Shape, Space and Measure I can complete jigsaws and shape puzzles. I can select and rotate shapes to fill a given space. I can explain why I chose a particular shape and why a different shape wouldn't fit. I can match arrangements of shapes and can use positional language to describe where the shapes are in relation to one another. I can select shapes to complete picture boards or tangram outlines.</p> <p>I know that shapes can be combined and separated to make new shapes. I can investigate how many different ways a given shape can be built using smaller shapes. I can explore the different shapes I can make by combining a set of shapes in different ways.</p> <p>I can replicate simple constructions, models, real places and places in stories. I know that I can look at these replications from different positions. I can use positional language to describe where objects are in relation to other items. I can play barrier games. I can follow simple verbal instructions as I build. I can explore and investigate relationships between numbers and shapes. I can use Cuisenaire rods, pattern blocks and the unit construction blocks to explore these relationships. I can copy, continue and create a widening range of repeating patterns and symmetrical constructions. I know that we can make maps and plans to represent places and can use them to see where things are in relation to other things. I can look at and discuss different maps. I can create my own maps to represent the models I build, familiar places and places in stories.</p>

	Year 1
Autumn	<p>Y1 AUTUMN BLOCK 1 Number: Place Value (within 10)</p> <p>Sort objects</p> <p>Count objects</p> <p>Count objects from a larger group</p> <p>Represent objects</p> <p>Recognise numbers as words</p> <p>Count on from any number</p> <p>1 more</p> <p>Count backwards within 10</p> <p>1 less</p> <p>Compare groups by matching</p> <p>Fewer, more, same</p> <p>Less than, greater than, equal to</p> <p>Compare number</p> <p>Order objects and numbers</p> <p>The number line</p> <p>Y1 AUTUMN BLOCK 2 Number: Addition and Subtraction (within 10)</p> <p>Introduce parts and wholes</p> <p>Part-whole model</p> <p>Write number sentences</p> <p>Fact families - addition facts</p> <p>Number bonds within 10</p> <p>Systematic number bonds within 10</p> <p>Number bonds to 10</p> <p>Addition - add together</p> <p>Addition - add more</p> <p>Addition problems</p> <p>Find a part</p> <p>Subtraction - find a part</p> <p>Fact families - the eight facts</p> <p>Subtraction - take away/crossing out (How many left?)</p> <p>Subtraction - take away (How many left?)</p> <p>Subtraction on a number line</p> <p>Add or subtract 1 or 2</p> <p>Y1 AUTUMN BLOCK 3 Geometry: Shape</p> <p>Recognise and name 3-D shapes</p> <p>Sort 3-D shapes</p>

	<p>Recognise and name 2-D shapes</p> <p>Sort 2-D shapes</p> <p>Patterns with 2-D and 3-D shapes</p>
Spring	<p>Y1 SPRING BLOCK 1 Number: Place Value (within 20)</p> <p>Count within 20</p> <p>Understand 10</p> <p>Understand 11, 12 and 13</p> <p>Understand 14, 15 and 16</p> <p>Understand 17, 18 and 19</p> <p>Understand 20</p> <p>1 more and 1 less</p> <p>The number line to 20</p> <p>Use a number line to 20</p> <p>Estimate on a number line to 20</p> <p>Compare numbers to 20</p> <p>Order numbers to 20</p> <p>Y1 SPRING BLOCK 2 Number: Addition and Subtraction (within 20)</p> <p>Add by counting on within 20</p> <p>Add ones using number bonds</p> <p>Find and make number bonds to 20</p> <p>Doubles</p> <p>Near doubles</p> <p>Subtract ones using number bonds</p> <p>Subtraction – counting back</p> <p>Subtraction – finding the difference</p> <p>Related facts</p> <p>Missing number problems</p> <p>Y1 SPRING BLOCK 3 Number: Place Value (within 50)</p> <p>Count from 20 to 50</p> <p>20, 30, 40 and 50</p> <p>Count by making groups of tens</p> <p>Groups of tens and ones</p> <p>Partition into tens and ones</p> <p>The number line to 50</p> <p>Estimate on a number line to 50</p> <p>1 more, 1 less</p> <p>Y1 SPRING BLOCK 4 Measurement: Length and Height</p> <p>Compare lengths and heights</p> <p>Measure length using objects</p>

	<p>Measure length in centimetres</p> <p>Y1 SPRING BLOCK 5 Measurement: Mass and Volume</p> <p>Heavier and lighter</p> <p>Measure mass</p> <p>Compare mass</p> <p>Full and empty</p> <p>Compare volume</p> <p>Measure capacity</p> <p>Compare capacity</p>
Summer	<p>SUMMER BLOCK 1 Number: Multiplication and Division</p> <p>Count in 2s</p> <p>Count in 10s</p> <p>Count in 5s</p> <p>Recognise equal groups</p> <p>Add equal groups</p> <p>Make arrays</p> <p>Make doubles</p> <p>Make equal groups - grouping</p> <p>Make equal groups - sharing</p> <p>SUMMER BLOCK 2 Number: Fractions</p> <p>Recognise a half of an object or a shape</p> <p>Find a half of an object or a shape</p> <p>Recognise half of a quantity</p> <p>Find a half of a quantity</p> <p>Recognise a quarter of an object or a shape</p> <p>Find a quarter of an object or a shape</p> <p>Recognise a quarter of a quantity</p> <p>Find a quarter of a quantity</p> <p>SUMMER: BLOCK 3 Geometry: Position and Direction</p> <p>Describe turns</p> <p>Describe position - left and right</p> <p>Describe position - forwards and backwards</p> <p>Describe position - above and below</p> <p>Ordinal numbers</p> <p>SUMMER: BLOCK 4 Number: Place Value (within 100)</p> <p>Count from 50 to 100</p> <p>Tens to 100</p> <p>Partition into tens and ones</p> <p>The number line to 100</p>

	<p>1 more, 1 less</p> <p>Compare numbers with the same number of tens</p> <p>Compare any two numbers</p> <p>SUMMER: BLOCK 5 Measurement: Money</p> <p>Unitising</p> <p>Recognise coins</p> <p>Recognise notes</p> <p>Count in coins</p> <p>SUMMER: BLOCK 6 Measurement: Time</p> <p>Before and after</p> <p>Days of the week</p> <p>Months of the year</p> <p>Hours, minutes and seconds</p> <p>Tell the time to the hour</p> <p>Tell the time to the half hour</p>
	Year 2
Autumn	<p>Y2 AUTUMN BLOCK 1 Number: Place Value</p> <p>Numbers to 20</p> <p>Count objects to 100 by making 10s</p> <p>Recognise tens and ones</p> <p>Use a place value chart</p> <p>Partition numbers to 100</p> <p>Write numbes to 100 in words</p> <p>Flexibly partition numbers to 100</p> <p>Write numbers to 100 in expanded form</p> <p>10s on the number line to 100</p> <p>10s and 1s on the number line to 100</p> <p>Estimate numbers on a number line</p> <p>Compare objects</p> <p>Compare numbers</p> <p>Order objects and numbers</p> <p>Count in 2s, 5s and 10s</p> <p>Count in 3s</p> <p>Y2 AUTUMN BLOCK 2 Number: Addition and Subtraction</p> <p>Bonds to 10</p> <p>Fact families - addition and subtraction bonds within 20</p> <p>Related facts</p> <p>Bonds to 100 (tens)</p> <p>Add and subtract 1s</p>

	<p>Add by making 10</p> <p>Add three 1-digit numbers</p> <p>Add to the next 10</p> <p>Add across a 10</p> <p>Subtract across 10</p> <p>Subtract from a 10</p> <p>Subtract a 1-digit number from a 2-digit number (across a 10)</p> <p>10 more, 10 less</p> <p>Add and subtract 10s</p> <p>Add two 2-digit numbers (not across a 10)</p> <p>Add two 2-digit number (across a 10)</p> <p>Subtract two 2-digit numbers (not across a 10)</p> <p>Subtract two 2-digit number (across a 10)</p> <p>Mixed addition and subtraction</p> <p>Compare number sentences</p> <p>Missing number problems</p> <p>Y2 AUTUMN BLOCK 3 Geometry: Shape</p> <p>Recognise 2-D and 3-D shapes</p> <p>Count sides on 2-D shapes</p> <p>Count vertices on 2-D shapes</p> <p>Draw 2-D shapes</p> <p>Lines of symmetry on shapes</p> <p>Use lines of symmetry to complete shapes</p> <p>Sort 2-D shapes</p> <p>Count faces on 3-D shapes</p> <p>Count edges on 3-D shapes</p> <p>Count vertices on 3-D shapes</p> <p>Sort 3-D shapes</p> <p>Make patterns with 2-D and 3-D shapes</p>
Spring	<p>Y2 SPRING BLOCK 1 Measurement: Money</p> <p>Count money - pence</p> <p>Count money - pounds (notes and coins)</p> <p>Count money - pounds and pence</p> <p>Choose notes and coins</p> <p>Make the same amount</p> <p>Compare amounts of money</p> <p>Calculate with money</p> <p>Make a pound</p>

	Find change
	Two-step problems
	Y2 SPRING BLOCK 2 Number: Multiplication and Division
	Recognise equal groups
	Make equal groups
	Add equal groups
	Introduce the multiplication symbol
	Multiplication sentences
	Use arrays
	Make equal groups - grouping
	Make equal groups - sharing
	The 2 times-table
	Divide by 2
	Doubling and halving
	Odd and even numbers
	The 10 times-table
	Divide by 10
	The 5 times-table
	Divide by 5
	The 5 and 10 times-tables
	Y2 SPRING BLOCK 3 Measurement: Length and Height
	Measure in centimetres
	Measure in metres
	Compare lengths and heights
	Order lengths and heights
	Four operations with lengths and heights
	Y2 SPRING BLOCK 4 Measurement: Mass, Capacity and Temperature
	Compare mass
	Measure in grams
	Measure in kilograms
	Four operations with mass
	Compare volume and capacity
	Measure in millilitres
	Measure in litres
	Four operations with volume and capacity
	Temperature
Summer	SUMMER BLOCK 1 Number: Fractions
	Introduction to parts and whole
	Equal and unequal parts

	<p>Recognise a half</p> <p>Find a half</p> <p>Recognise a quarter</p> <p>Find a quarter</p> <p>Recognise a third</p> <p>Find a third</p> <p>Find the whole</p> <p>Unit fractions</p> <p>Non-unit fractions</p> <p>Recognise the equivalence of a half and two-quarters</p> <p>Recognise three-quarters</p> <p>Find three-quarters</p> <p>Count in fractions up to a whole</p> <p>SUMMER BLOCK 2 Measurement: Time</p> <p>O'clock and half past</p> <p>Quarter past and quarter to</p> <p>Tell the time past the hour</p> <p>Tell the time to the hour</p> <p>Tell the time to 5 minutes</p> <p>Minutes in an hour</p> <p>Hours in a day</p> <p>SUMMER BLOCK 3 Statistics</p> <p>Make tally charts</p> <p>Tables</p> <p>Block diagrams</p> <p>Draw pictograms (1–1)</p> <p>Interpret pictograms (1–1)</p> <p>Draw pictograms (2, 5 and 10)</p> <p>Interpret pictograms (2, 5 and 10)</p> <p>SUMMER BLOCK 4 Geometry: Position and direction</p> <p>Language of position</p> <p>Describe movement</p> <p>Describe turns</p> <p>Describe movement and turns</p> <p>Shape patterns with turns</p>
	Year 3
Autumn	<p>Y3 AUTUMN BLOCK 1 Number: Place Value</p> <p>Represent numbers to 100</p> <p>Partition numbers to 100</p>

Number line to 100

Hundreds

Represent numbers to 1000

Partition numbers to 1000

Flexible partitioning of numbers to 1000

Hundreds, tens and ones

Find 1, 10 or 100 more or less

Number line to 1000

Estimating on a number line to 1000

Compare numbers to 1000

Order numbers to 1000

Count in 50s

Y3 AUTUMN BLOCK 2 Number: Addition and Subtraction

Apply number bonds within 10

Add and subtract 1s

Add and subtract 10s

Add and subtract 100s

Spot the pattern

Add 1s across a 10

Add 10s across a 100

Subtract 1s across a 10

Subtract 10s across a 100

Make connections

Add two numbers (no exchange)

Subtract two numbers (no exchange)

Add two numbers (across a 10)

Add two numbers (across a 100)

Subtract two numbers (across a 10)

Subtract two numbers (across a 100)

Add 2-digit and 3-digit numbers

Subtract a 2-digit number from a 3-digit number

Complements to 100

Estimate answers

Inverse operations

Make decisions

Y3 AUTUMN: BLOCK 3 Number: Multiplication and Division A

Multiplication - equal groups

Use arrays

Multiples of 2

	<p>Multiples of 5 and 10</p> <p>Sharing and grouping</p> <p>Multiply by 3</p> <p>Divide by 3</p> <p>The 3 times-table</p> <p>Multiply by 4</p> <p>Divide by 4</p> <p>The 4 times-table</p> <p>Multiply by 8</p> <p>Divide by 8</p> <p>The 8 times-table</p> <p>The 2, 4 and 8 times-tables</p>
Spring	<p>Y3 SPRING BLOCK 1 Number: Multiplication and Division B</p> <p>Multiples of 10</p> <p>Related calculations</p> <p>Reasoning about multiplication</p> <p>Multiply a 2-digit number by a 1-digit number - no exchange</p> <p>Multiply a 2-digit number by a 1-digit number - with exchange</p> <p>Link multiplication and division</p> <p>Divide a 2-digit number by a 1-digit number - no exchange</p> <p>Divide a 2-digit number by a 1-digit number - flexible partitioning</p> <p>Divide a 2-digit number by a 1-digit number - with remainders</p> <p>Scaling</p> <p>How many ways?</p> <p>Y3 SPRING BLOCK 2 Measurement: Length and Perimeter</p> <p>Measure in metres and centimetres</p> <p>Measure in millimetres</p> <p>Measure in centimetres and millimetres</p> <p>Metres, centimetres and millimetres</p> <p>Equivalent lengths (metres and centimetres)</p> <p>Equivalent lengths (centimetres and millimetres)</p> <p>Compare lengths</p> <p>Add lengths</p> <p>Subtract lengths</p> <p>What is perimeter?</p> <p>Measure perimeter</p> <p>Calculate perimeter</p> <p>Y3 SPRING BLOCK 3 Number: Fractions A</p> <p>Understand the denominators of unit fractions</p>

	<p>Compare and order unit fractions</p> <p>Understand the numerators of non-unit fractions</p> <p>Understand the whole</p> <p>Compare and order non-unit fractions</p> <p>Fractions and scales</p> <p>Fractions on a number line</p> <p>Count in fractions on a number line</p> <p>Equivalent fractions on a number line</p> <p>Equivalent fractions as bar models</p> <p>Y3 SPRING BLOCK 4 Measurement: Mass and Capacity</p> <p>Use scales</p> <p>Measure mass in grams</p> <p>Measure mass in kilograms and grams</p> <p>Equivalent masses (kilograms and grams)</p> <p>Compare mass</p> <p>Add and subtract mass</p> <p>Measure capacity and volume in millilitres</p> <p>Measure capacity and volume in litres and millilitres</p> <p>Equivalent capacities and volumes (litres and millilitres)</p> <p>Compare capacity and volume</p> <p>Add and subtract capacity and volume</p>
Summer	<p>Y3 SUMMER BLOCK 1 Number: Fractions B</p> <p>Add fractions</p> <p>Subtract fractions</p> <p>Partition the whole</p> <p>Unit fractions of a set of objects</p> <p>Non-unit fractions of a set of objects</p> <p>Reasoning with fractions of an amount</p> <p>Y3 SUMMER BLOCK 2 Measurement: Money</p> <p>Pounds and pence</p> <p>Convert pounds and pence</p> <p>Add money</p> <p>Subtract money</p> <p>Find change</p> <p>Y3 SUMMER BLOCK 3 Measurement: Time</p> <p>Roman numerals to 12</p> <p>Tell the time to 5 minutes</p> <p>Tell the time to the minute</p> <p>Read time on a digital clock</p>

	<p>Use a.m. and p.m.</p> <p>Years, months and days</p> <p>Days and hours</p> <p>Hours and minutes - use start and end times</p> <p>Hours and minutes - use durations</p> <p>Minutes and seconds</p> <p>Units of time</p> <p>Solve problems with time</p> <p>Y3 SUMMER BLOCK 4 Geometry: Shape</p> <p>Turns and angles</p> <p>Right angles</p> <p>Compare angles</p> <p>Measure and draw accurately</p> <p>Horizontal and vertical</p> <p>Parallel and perpendicular</p> <p>Recognise and describe 2-D shapes</p> <p>Draw polygons</p> <p>Recognise and describe 3-D shapes</p> <p>Make 3-D shapes</p> <p>Y3 SUMMER BLOCK 5 Statistics</p> <p>Interpret pictograms</p> <p>Draw pictograms</p> <p>Interpret bar charts</p> <p>Draw bar charts</p> <p>Collect and represent data</p> <p>Two-way tables</p>
	Year 4
Autumn 1	<p>Y4 AUTUMN BLOCK 1 Number: Place Value</p> <p>Represent numbers to 1000</p> <p>Partition numbers to 1000</p> <p>Number line to 1000</p> <p>Thousands</p> <p>Represent numbers to 10 000</p> <p>Partition numbers to 10 000</p> <p>Flexible partitioning of numbers to 10 000</p> <p>Find 1, 10, 100, 1000 more or less</p> <p>Number line to 10 000</p> <p>Estimate on a number line to 10 000</p> <p>Compare numbers to 10 000</p>

	<p>Order numbers to 10 000</p> <p>Roman numerals</p> <p>Round to the nearest 10</p> <p>Round to the nearest 100</p> <p>Round to the nearest 1000</p> <p>Round to the nearest 10 000</p> <p>Y4 AUTUMN BLOCK 2 Number: Addition and Subtraction</p> <p>Add and subtract 1s, 10s, 100s and 1,000s</p> <p>Add up to two 4-digit numbers - no exchange</p> <p>Add two 4-digit numbers - one exchange</p> <p>Add two 4-digit numbers - more than one exchange</p> <p>Subtract two 4-digit numbers - no exchange</p> <p>Subtract two 4-digit numbers - one exchange</p> <p>Subtract two 4-digit numbers - more than one exchange</p> <p>Efficient subtraction</p> <p>Estimate answers</p> <p>Checking strategies</p> <p>Y4 AUTUMN BLOCK 3 Measurement: Area</p> <p>What is area?</p> <p>Counting squares</p> <p>Make shapes</p> <p>Compare area</p> <p>Y4 AUTUMN BLOCK 4 Number: Multiplication and Division A</p> <p>Multiples of 3</p> <p>Multiply and divide by 6</p> <p>6 times-table and division facts</p> <p>Multiply and divide by 9</p> <p>9 times-table and division facts</p> <p>The 3, 6 and 9 times-tables</p> <p>Multiply and divide by 7</p> <p>7 times-table and division facts</p> <p>11 times-table and division facts</p> <p>12 times-table and division facts</p> <p>Multiply by 1 and 0</p> <p>Divide by 1 and itself</p> <p>Multiply three numbers</p>
Spring 1	<p>Y4 SPRING BLOCK 1 Number: Multiplication and Division B</p> <p>Factor pairs</p> <p>Use factor pairs</p>

Multiply by 10

Multiply by 100

Divide by 10

Divide by 100

Related facts - multiplication and division

Informal written methods for multiplication

Multiply a 2-digit number by a 1-digit number

Multiply a 3-digit number by a 1-digit number

Divide a 2-digit number by a 1-digit number (1)

Divide a 2-digit number by a 1-digit number (2)

Divide a 3-digit number by a 1-digit number

Correspondence problems

Efficient multiplication

Y4 SPRING BLOCK 2 Measurement: Length and Perimeter

Measure in kilometres and metres

Equivalent lengths (kilometres and metres)

Perimeter on a grid

Perimeter of a rectangle

Perimeter of rectilinear shapes

Find missing lengths in rectilinear shapes

Calculate perimeter of rectilinear shapes

Perimeter of regular polygons

Perimeter of polygons

Y4 SPRING BLOCK 3 Number: Fractions

Understand the whole

Count beyond 1

Partition a mixed number

Number lines with mixed numbers

Compare and order mixed numbers

Understand improper fractions

Convert mixed numbers to improper fractions

Convert improper fractions to mixed numbers

Equivalent fractions on a number line

Equivalent fraction families

Add two or more fractions

Add fractions and mixed numbers

Subtract two fractions

Subtract from whole amounts

Subtract from mixed numbers

	<p>Y4 SPRING BLOCK 4 Number: Decimals A</p> <p>Tenths as fractions</p> <p>Tenths as decimals</p> <p>Tenths on a place value chart</p> <p>Tenths on a number line</p> <p>Divide a 1-digit number by 10</p> <p>Divide a 2-digit number by 10</p> <p>Hundredths as fractions</p> <p>Hundredths as decimals</p> <p>Hundredths on a place value chart</p> <p>Divide a 1- or 2-digit number by 100</p>
Summer	<p>Y4 SUMMER BLOCK 1 Number: Decimals B</p> <p>Make a whole with tenths</p> <p>Make a whole with hundredths</p> <p>Partition decimals</p> <p>Flexibly partition decimals</p> <p>Compare decimals</p> <p>Order decimals</p> <p>Round to the nearest whole number</p> <p>Halves and quarters as decimals</p> <p>Y4 SUMMER BLOCK 2 Measurement: Money</p> <p>Write money using decimals</p> <p>Convert between pounds and pence</p> <p>Compare amounts of money</p> <p>Estimate with money</p> <p>Calculate with money</p> <p>Solve problems with money</p> <p>Y4 SUMMER BLOCK 3 Measurement: Time</p> <p>Years, months, weeks and days</p> <p>Hours, minutes and seconds</p> <p>Convert between analogue and digital times</p> <p>Convert to the 24-hour clock</p> <p>Convert from the 24-hour clock</p> <p>Y4 SUMMER BLOCK 4 Geometry: Shape</p> <p>Understand angles as turns</p> <p>Identify angles</p> <p>Compare and order angles</p> <p>Triangles</p>

	<p>Quadrilaterals</p> <p>Polygons</p> <p>Lines of symmetry</p> <p>Complete a symmetric figure</p> <p>Y4 SUMMER BLOCK 5 Statistics</p> <p>Interpret charts</p> <p>Comparison, sum and difference</p> <p>Interpret line graphs</p> <p>Draw line graphs</p> <p>Y4 SUMMER BLOCK 6 Geometry: Position and direction</p> <p>Describe position using coordinates</p> <p>Plot coordinates</p> <p>Draw 2-D shapes on a grid</p> <p>Translate on a grid</p> <p>Describe translation on a grid</p>
	Year 5
Autumn 1	<p>Y5 AUTUMN BLOCK 1 Number: Place Value</p> <p>Roman numerals to 1000</p> <p>Numbers to 10 000</p> <p>Numbers to 100 000</p> <p>Numbers to 1 000 000</p> <p>Read and write numbers to 1 000 000</p> <p>Powers of 10</p> <p>10/100/1 000/10 000/100 000 more or less</p> <p>Partition numbers to 1 000 000</p> <p>Number line to 1 000 000</p> <p>Compare and order numbers to 100 000</p> <p>Compare and order numbers to 1 000 000</p> <p>Round to the nearest 10, 100 or 1000</p> <p>Round within 100 000</p> <p>Round within 1 000 000</p> <p>Y5 AUTUMN BLOCK 2 Number: Addition and Subtraction</p> <p>Mental strategies</p> <p>Add whole numbers with more than four digits</p> <p>Subtract whole numbers with more than four digits</p> <p>Round to check answers</p> <p>Inverse operations (addition and subtraction)</p> <p>Multi-step addition and subtraction problems</p> <p>Compare calculations</p>

	<p>Find missing numbers</p> <p>Y5 AUTUMN BLOCK 3 Number: Multiplication and Division A</p> <p>Multiples</p> <p>Common multiples</p> <p>Factors</p> <p>Common factors</p> <p>Prime numbers</p> <p>Square numbers</p> <p>Cube numbers</p> <p>Multiply by 10, 100 and 1000</p> <p>Divide by 10, 100 and 1000</p> <p>Multiples of 10, 100 and 1000</p> <p>Y5 AUTUMN BLOCK 4 Number: Fractions A</p> <p>Find fractions equivalent to a unit fraction</p> <p>Find fractions equivalent to a non-unit fraction</p> <p>Recognise equivalent fractions</p> <p>Convert improper fractions to mixed numbers</p> <p>Convert mixed numbers to improper fractions</p> <p>Compare fractions less than 1</p> <p>Order fractions less than 1</p> <p>Compare and order fractions greater than 1</p> <p>Add and subtract fractions with the same denominator</p> <p>Add fractions within 1</p> <p>Add fractions with total greater than 1</p> <p>Add to a mixed number</p> <p>Add two mixed numbers</p> <p>Subtract fractions</p> <p>Subtract from a mixed number</p> <p>Subtract from a mixed number - breaking the whole</p> <p>Subtract two mixed numbers</p>
Spring 1	<p>Y5 SPRING BLOCK 1 Number: Multiplication and Division B</p> <p>Multiply up to a 4-digit number by a 1-digit number</p> <p>Multiply a 2-digit number by a 2-digit number (area model)</p> <p>Multiply a 2-digit number by a 2-digit number</p> <p>Multiply a 3-digit number by a 2-digit number</p> <p>Multiply a 4-digit number by a 2-digit number</p> <p>Solve problems with multiplication</p> <p>Short division</p> <p>Divide a 4-digit number by a 1-digit number</p>

Divide with remainders

Efficient division

Solve problems with multiplication and division

Y5 SPRING BLOCK 2 Number: Fractions B

Multiply a unit fraction by an integer

Multiply a non-unit fraction by an integer

Multiply a mixed number by an integer

Calculate a fraction of a quantity

Fraction of an amount

Find the whole

Use fractions as operators

Y5 SPRING BLOCK 3 Number: Decimals and Percentages

Decimals up to 2 decimal places

Equivalent fractions and decimals (tenths)

Equivalent fractions and decimals (hundredths)

Equivalent fractions and decimals

Thousandths as fractions

Thousandths as decimals

Thousandths on a place value chart

Order and compare decimals (same number of decimal places)

Order and compare any decimals with up to 3 decimal places

Round to the nearest whole number

Round to 1 decimal place

Understand percentages

Percentages as fractions

Percentages as decimals

Equivalent fractions, decimals and percentages

Y5 SPRING BLOCK 4 Measurement: Perimeter and Area

Perimeter of rectangles

Perimeter of rectilinear shapes

Perimeter of polygons

Area of rectangles

Area of compound shapes

Estimate area

Y5 SPRING BLOCK 5 Statistics

Draw line graphs

Read and interpret line graphs

Read and interpret tables

Two-way tables

	Read and interpret timetables
Summer	<p>Y5 SUMMER BLOCK 1 Geometry: Shape</p> <p>Understand and use degrees</p> <p>Classify angles</p> <p>Estimate angles</p> <p>Measure angles up to 180°</p> <p>Draw lines and angles accurately</p> <p>Calculate angles around a point</p> <p>Calculate angles on a straight line</p> <p>Lengths and angles in shapes</p> <p>Regular and irregular polygons</p> <p>3-D shapes</p> <p>Y5 SUMMER BLOCK 2 Geometry: Position and direction</p> <p>Read and plot coordinates</p> <p>Problem solving with coordinates</p> <p>Translation</p> <p>Translation with coordinates</p> <p>Lines of symmetry</p> <p>Reflection in horizontal and vertical lines</p> <p>Y5 SUMMER BLOCK 3 Number: Decimals</p> <p>Use known facts to add and subtract decimals within 1</p> <p>Complements to 1</p> <p>Add and subtract decimals across 1</p> <p>Add decimals with the same number of decimal places</p> <p>Subtract decimals with the same number of decimal places</p> <p>Add decimals with different numbers of decimal places</p> <p>Subtract decimals with different numbers of decimal places</p> <p>Efficient strategies for adding and subtracting decimals</p> <p>Decimal sequences</p> <p>Multiply by 10, 100 and 1000</p> <p>Divide by 10, 100 and 1000</p> <p>Multiply and divide decimals – missing values</p> <p>Y5 SUMMER BLOCK 4 Number: Negative Numbers</p> <p>Understand negative numbers</p> <p>Count through zero in 1s</p> <p>Count through zero in multiples</p> <p>Compare and order negative numbers</p> <p>Find the difference</p> <p>Y5 SUMMER BLOCK 5 Measurement: Converting</p>

	<p>units</p> <p>Kilograms and kilometres</p> <p>Millimetres and millilitres</p> <p>Convert units of length</p> <p>Convert between metric and imperial units</p> <p>Convert units of time</p> <p>Calculate with timetables</p> <p>Y5 SUMMER BLOCK 6 Measurement: Volume</p> <p>Cubic centimetres</p> <p>Compare volume</p> <p>Estimate volume</p> <p>Estimate capacity</p>
	Year 6
Autumn	<p>Y6 AUTUMN BLOCK 1 Number: Place Value</p> <p>Numbers to 1 000 000</p> <p>Numbers to 10 000 000</p> <p>Read and write numbers to 10 000 000</p> <p>Powers of 10</p> <p>Number line to 10 000 000</p> <p>Compare and order any integers</p> <p>Round any integers</p> <p>Negative numbers</p> <p>Y6 AUTUMN BLOCK 2 Number: Addition, Subtraction, Multiplication and Division</p> <p>Add and subtract integers</p> <p>Common factors</p> <p>Common multiples</p> <p>Rules of divisibility</p> <p>Primes to 100</p> <p>Square and cube numbers</p> <p>Multiply up to a 4-digit number by a 2-digit number</p> <p>Solve problems with multiplication</p> <p>Short division</p> <p>Division using factors</p> <p>Introduction to long division</p> <p>Long division with remainders</p> <p>Solve problems with division</p> <p>Solve multi-step problems</p> <p>Order of operations</p> <p>Mental calculations and estimation</p> <p>Reason from known facts</p>

	<p>Y6 AUTUMN BLOCK 3 Number: Fractions A</p> <p>Equivalent fractions and simplifying</p> <p>Equivalent fractions on a number line</p> <p>Compare and order (denominator)</p> <p>Compare and order (numerator)</p> <p>Add and subtract simple fractions</p> <p>Add and subtract any two fractions</p> <p>Add mixed numbers</p> <p>Subtract mixed numbers</p> <p>Multi-step problems</p> <p>Y6 AUTUMN BLOCK 4 Number: Fractions B</p> <p>Multiply fractions by integers</p> <p>Multiply fractions by fractions</p> <p>Divide a fraction by an integer</p> <p>Divide any fraction by an integer</p> <p>Mixed questions with fractions</p> <p>Fraction of an amount</p> <p>Fraction of an amount - find the whole</p> <p>Y6 AUTUMN BLOCK 5 Measurement: Converting Units</p> <p>Metric measures</p> <p>Convert metric measures</p> <p>Calculate with metric measures</p> <p>Miles and kilometres</p> <p>Imperial measures</p>
Spring	<p>Y6 SPRING BLOCK 1 Number: Ratio</p> <p>Add or multiply?</p> <p>Use ratio language</p> <p>Introduction to the ratio symbol</p> <p>Ratio and fractions</p> <p>Scale drawing</p> <p>Use scale factors</p> <p>Similar shapes</p> <p>Ratio problems</p> <p>Proportion problems</p> <p>Recipes</p> <p>Y6 SPRING BLOCK 2 Number: Algebra</p> <p>1-step function machines</p> <p>2-step function machines</p> <p>Form expressions</p>

Substitution

Formulae

Form equations

Solve 1-step equations

Solve 2-step equations

Find pairs of values

Solve problems with two unknowns

Y6 SPRING BLOCK 3 Number: Decimals

Place value within 1

Place value – integers and decimals

Round decimals

Add and subtract decimals

Multiply by 10, 100 and 1000

Divide by 10, 100 and 1000

Multiply decimals by integers

Divide decimals by integers

Multiply and divide decimals in context

Y6 SPRING BLOCK 4 Number: Fractions, Decimals and Percentages

Decimal and fraction equivalents

Fractions as division

Understand percentages

Fractions to percentages

Equivalent fractions, decimals and percentages

Order fractions, decimals and percentages

Percentage of an amount – one step

Percentage of an amount – multi-step

Percentages – missing values

Y6 SPRING BLOCK 5 Measurement: Area, Perimeter and Volume

Shapes – same area

Area and perimeter

Area of a triangle – counting squares

Area of a right-angled triangle

Area of any triangle

Area of a parallelogram

Volume – counting cubes

Volume of a cuboid

Y6 SPRING BLOCK 6 Statistics

Line graphs

Dual bar charts

	<p>Read and interpret pie charts</p> <p>Pie charts with percentages</p> <p>Draw pie charts</p> <p>The mean</p>
Summer	<p>Y6 SUMMER BLOCK 1 Geometry: Shape</p> <p>Measure and classify angles</p> <p>Calculate angles</p> <p>Vertically opposite angles</p> <p>Angles in a triangle</p> <p>Angles in a triangle – special cases</p> <p>Angles in a triangle – missing angles</p> <p>Angles in quadrilaterals</p> <p>Angles in polygons</p> <p>Circles</p> <p>Draw shapes accurately</p> <p>Nets of 3-D shapes</p> <p>Y6 SUMMER BLOCK 2 Geometry: Position and direction</p> <p>The first quadrant</p> <p>Read and plot points in four quadrants</p> <p>Solve problems with coordinates</p> <p>Translations</p> <p>Reflections</p> <p>Followed by consolidation and themed projects</p>

MATHS VOCABULARY FOR EYFS	
Number and place value	Number, One, two, three to twenty and beyond, None, Count on/up/to/from/down, Before, after, More, less, many, few, fewer, fewest, smaller, smallest, Equal to, the same as, Odd, even, Digit, Numeral, Compare, Order, Size, Value, Between, halfway between
Addition and subtraction	Number line, Add, more, plus, make, sum, total, altogether, Double, Half, halve, Equals, is the same (including equals sign), How many more to make...? How many more is,,, then,,,? How much more is...? Subtract, take away, minus.
Multiplication and division	Odd, even, Double, halve, Share, share equally, Group in pairs, Equal groups of, Divide
Measure	Full, half, empty, Holds, Container, Weigh, weighs, balance, Heavy, heavier, heaviest, light, lighter, lightest, Scales, Time, Days of the week: Monday, Tuesday etc., Seasons: Spring, Summer, Autumn, Winter, Days, week, month, year, weekend, Birthday, holiday, Morning, afternoon, evening, night, Bedtime, dinnertime, playtime, Today, yesterday, tomorrow Before, after, next, last, Quickest, fastest, slowest Clock, Once, First, second, third, Estimate, Too many, too few, Length, height, Longer, longest, shorter, shortest, taller, tallest, higher, highest, Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change. How much? How many? Total
Geometry (position and direction)	Over, under, underneath, above, below, top, bottom, side, On, in, outside, inside, In front, behind Front, back, Before, after, Beside, next to, Middle, Up, down, forwards, backwards. Sideways, Close, far Through, Towards, away from, Side, roll, turn
Geometry (properties of shape)	Sort, Cube, cuboid, pyramid, sphere, cone, cylinder, circle, triangle, square, Shape, Flat, curved, straight, round, Solid, Corner, Face, side, Make, build, draw
Fractions	Whole, Equal, One half

Problem solving	Listen, join in, Say, think, imagine, remember, Start from, Look at, point to, Put, What comes next? Find, use, make, build, Tell me, describe, pick out, talk about, explain, show me, Read, write, Tick, draw a line, ring, Cost, Count, work out, Number line, number track, number square, number cards, Counters, cubes, blocks, die, dice, dominoes, pegs, peg board, Same way, different way, In order, in a different order
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MATHS VOCABULARY FOR YEAR 1	
Number and place value	Ten more/less, digit, numeral, figure(s), compare, (in) order/a different order, size, value, between, halfway between, above, below, tens, ones
Addition and subtraction	<p>Number bonds, number line, add, more, plus, make, sum, total, altogether, inverse, double, near double, equals, is the same as (including equals sign), difference between, subtract, take away, minus</p> <p>How many more to make ...? How many more is ... than ... ? How much more is ... ? How many fewer is ... than... ? How much less is ... ?</p>
Multiplication and division	<p>Once, twice, three, five times, multiple of times</p> <p>Multiply, multiply by, repeated addition, array, row, column, double, halve, share, share equally, group in pairs, threes, etc., equal groups of, divide, divided by, left over</p>
Measure	<p>Time, days of the week, seasons, day, week, month, year, weekend, birthday, holiday, morning, afternoon, evening, night, midnight, bedtime, dinnertime, playtime, today, yesterday, tomorrow</p> <p>Before, after, next, last, now, soon, early, late, quick, quicker, quickest, quickly, fast, faster, fastest, slow, slower, slowest, slowly, old, older, oldest, new, newer, newest</p> <p>Takes longer, takes less time, hour, o'clock, half past, clock, watch, hands, how long ago?, How long will it be to ... ?, How long will it take to ... ?, How often?, always, never, often, sometimes, usually, once, twice, first, second, third, etc., estimate, close to, about the same as, just over, just under, too many, too few, not enough, enough</p> <p>Length, width, height, depth, long, longer, longest, short, shorter, shortest, tall, taller, tallest, high, higher, highest, Low, wide, narrow, deep, shallow, thick, thin, far, near, close, metre, ruler, metre stick</p> <p>How much?, How many?, money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change, dear(er), costs more, costs less, cheaper, costs the same as, total</p>

Geometry (position and direction)	Before, after, beside, next to, opposite, apart, between, middle, edge, centre, corner, direction, journey, left, right, up, down, forwards, backwards, sideways, across, close, far, near, along, through, to, from, towards, away from, movement, slide, roll, turn, whole turn, half turn, stretch, bend
Geometry (properties of shape)	Corner (point, pointed), face, side, edge, make, build, draw
Fractions	Whole, equal parts, four equal parts, one half, two halves, a quarter, two quarters
Problem solving	<p>Change, change over, split, separate, carry on, continue, repeat, what comes next?, find, choose, collect, use, make, build</p> <p>Tell me, describe, pick out, talk about, explain, show me, read, write, record, trace, copy, complete, finish, end, fill in, shade, colour, tick, cross, draw, draw a line between, join (up), ring, arrow</p> <p>Cost, count, work out, answer, check same number(s)/different number(s)/missing number(s)</p> <p>Number facts, number line, number track, number square, number cards, abacus, counters, cubes, blocks, rods, die, dice, dominoes, pegs, peg board</p> <p>Same way, different way, best way, another way, in order, in a different order, not all, every, each</p>

MATHS VOCABULARY FOR YEAR 2	
Number and place value	Numbers to one hundred, hundreds, partition, recombine, more/less
Measure	Quarter past/to, metres, kilometers, grams, kilograms, millimeters, liters, temperature, degrees
Geometry (position and direction)	Rotation, clockwise, anticlockwise, straight line, ninety degree turn, right angle
Geometry (properties of shape)	Size, bigger, larger, smaller, symmetrical, line of symmetry, fold, match, mirror line, reflection, pattern, repeating pattern
Fractions	Three quarters, one third, a third, equivalence, equivalent
Data/statistics	Count, tally, sort, vote, graph, block graph, pictogram, represent, group, set, list, table, label, title, most popular, most common, least popular, least common
Problem solving	Predict, describe the pattern, describe the rule, find, find all, find different, investigate

MATHS VOCABULARY FOR YEAR 3	
Number and place value	Numbers to one thousand
Addition and subtraction	Column addition and subtraction

Multiplication and division	Product, multiples of four, eight, fifty and one hundred, scale up
Measure	Leap year, twelve-hour/twenty-four-hour clock, Roman numerals I to XIII
Geometry (position and direction)	Greater/less than ninety degrees, orientation (same orientation, different orientation)
Geometry (properties of shape)	Horizontal, perpendicular and parallel lines
Fractions	Numerator, denominator, unit fraction, non-unit fraction, compare and order, tenths
Data/statistics	Chart, bar chart, frequency table, Carroll diagram, Venn diagram, axis, axe

MATHS VOCABULARY FOR YEAR 4

Number and place value	Tenths, hundredths, decimal (places), round (to nearest), thousand more/less than, negative integers, count through zero, Roman numerals I to C
Multiplication and division	Multiplication facts (up to 12x12), division facts, inverse, derive
Measure	Convert
Geometry (position and direction)	Co-ordinate, translate, quadrant, X-axis, Y-axis, perimeter, area
Geometry (properties of shape)	Quadrilaterals, triangles, right, acute and obtuse angles
Fractions and decimals	Equivalent decimals and fractions
Data/statistics	Continuous data, line graph

MATHS VOCABULARY FOR YEAR 5

Number and place value	Powers of 10
Addition and subtraction	Efficient written method
Multiplication and division	Factor pairs, composite numbers, prime number, prime factors, square number, cubed number, formal written method
Measure	Volume, imperial units, metric units
Geometry (position and direction)	Reflex angle, dimensions
Geometry (properties of shape)	Regular and irregular polygons
Fractions and decimals	Proper fractions, improper fractions, mixed numbers, percentage, half, quarter, fifth, two fifths, four fifths, ratio, proportion

MATHS VOCABULARY FOR YEAR 6

Number and place value	Numbers to ten million
Addition and subtraction	Order of operations
Multiplication and division	Common factors and common multiples
Geometry (position and direction)	Four quadrants (for co-ordinates)
Geometry (properties of shape)	Vertically opposite (angles), circumference, radius, diameter
Fractions and decimals	Degree of accuracy, simplify
Algebra	Linear number sequence, substitute, variables, symbol, known values
Data/statistics	Mean, pie chart, construct



Science Subject On A Page

Name of Subject Leader: Miss Self

Subject Intent:

Our curriculum is designed to foster an enquiring mind and sense of enjoyment in science and STEM topics in all pupils and develop an understanding of the world around them.

Pupils will develop the use of scientific enquiry skills to solve problems and learn how to carry out practical experiments safely and carefully. Pupils will relate science to everyday life by using everyday materials and situations and create a bank of knowledge by revisiting and extending topics.

Planning:

- Long term planning (T Drive, copy in SL file and on website)
- Medium term planning (Written by Class Teacher to ensure that all objectives on LTP are covered in each unit)
- Examples of planning (long and short term) can be found on Twinkl, Hamilton Trust, Planbee, PLANAssessment.com and Explorify.

Teaching:

- Timetabling – one afternoon per week or equivalent.
- To be planned by Class Teacher – delivery by HLTA is fine.
- Non-negotiables – refer to 'big ideas' and 'working scientifically'.
- Expectations – see separate progression document
- Resources- located in Hall cupboard. Further resources can be loaned from HHS (list with SL)
- Differentiation – ensure curriculum is accessible for SEN, lower achievers and challenging for higher achievers.
- Knowledge Organisers – Teachers to ensure that chn have a KO stuck in books at the beginning of each unit, which is referred to in each lesson, to secure subject knowledge.

Learning & Recording:

- Key scientific vocabulary will be taught, revisited and extended as pupils progress through the year groups
- Pupils will be taught skills of scientific enquiry eg: observation, time sequencing, classifying, researching, measuring, recognising and identifying patterns, prediction, fair testing, interpreting and communication.
- Investigative work will be balanced between guided practical work and independent investigational work
- Whole school opportunities are provided for sharing and celebrating learning in science, eg, visitors, assemblies and Science Week
- Expectations for presentation and high-quality learning will follow the school policy.

Assessment:

- Years 1 - 6 complete TT statements at the end of each unit taught and PITA.
- Mind map linked to each gem to be completed at the start of each unit to show previous knowledge.
- Weekly quizzes in KS2.
- Pupil perceptions – conducted by SL and Governors
- Lesson dips, learning walks by SL and HT.
- Book scrutiny by SL each term
- Whole school Marking and feedback policy followed.

Key Priorities 2023 – 2024:

4. Ensure Working Scientifically objectives are planned for and added to LTP.
5. Use the marking policy to provide immediate feedback to pupils and reduce staff workload consistently across the school.
6. Provide curriculum enhancement opportunities through engagement in British Science Week 2024.

Overview of teaching and learning of Science

Intent

Our curriculum is designed to foster an enquiring mind and sense of enjoyment in science and STEM topics in all pupils and develop an understanding of the world around them.

Pupils will develop the use of scientific enquiry skills to solve problems and learn how to carry out practical experiments safely and carefully. Pupils will relate science to everyday life by using everyday materials and situations and create a bank of knowledge by revisiting and extending topics.

Big ideas

Curiosity - A curiosity to understand how things work

Investigation - Use real life experiences to give pupils a practical understanding of scientific concepts

Working Scientifically - Develop a set a of scientific investigation skills

Implementation


- Pupils will ask questions about the world around them to increase their knowledge and understanding
- Key scientific vocabulary will be taught, revisited and extended as pupils progress through the year groups
- Pupils will be taught the skills of scientific enquiry including: observation, seriation, time sequencing, classifying, researching, measuring, recognising and identifying patterns, prediction, fair testing, interpreting and communication
- Investigative work will be balanced between guided practical work and independent investigational work
- Whole school opportunities are provided for sharing and celebrating learning in science, for example, visitors, assemblies and Science Week
- Science in The Early Years Foundation Stage is part of the area of learning entitled 'Understanding of the World'. Activities are both child initiated and adult led. Pupils work inside and outside, recording work in a variety of ways. Activities are planned for first-hand experiences, encouraging exploration, observation, problem solving, prediction, critical thinking, decision making and discussion.
- Years 1 and 2 are assessed through Target Tracker statements.
- Years 3-6 will be assessed by the Rising Stars materials using mid-term and end of topic tests
- Lessons will be supported by resources available on loan from Hadleigh High School
- Children have access to non-fiction books from the School Library
- Subject leaders will conduct lesson dips, learning walks and book scrutinies
- Governors will visit and conduct pupil perception interviews.
- SL to conduct audit of staff CPD and resources.

Impact

Learners will leave with scientific skills necessary to develop their understanding of the world around them. They will have a bank of vocabulary to draw upon and articulate their scientific ideas. They will be able to work safely and collaboratively with their peers on investigations and experiments. They will be able to recognise safety considerations when conducting experiments with increased independence. They will recognise how to set up an investigation to apply these skills in other areas of study particularly within STEM subjects. They will leave with a curiosity for understanding the world around them.

Whole School Long Term Plan including progression of knowledge – Science

EYFS

	The Natural World- (links with NC Science)	<p>How we have changed from when we were babies (human life cycle)</p> <p>Looking after ourselves- healthy body and mind</p> <p>Basic hygiene</p> <p>Naming body parts</p> <p>Our senses</p> <p>Wild Woods</p>	<p>Investigate the properties of toys.</p> <p>Winter-animals and hibernation, freezing and melting, seasonal changes to plants</p> <p>Wild Woods</p>	<p>Explore forces-superhero cars, push and pull-tug of war</p> <p>Wild Woods</p>	<p>Make observations of plants and animals.</p> <p>Spring/growing plants</p> <p>Wild Woods</p>	<p>Grow and care for plants from seeds- understanding of life cycles.</p> <p>Living things- plants and animals (bones, fossils, etc.)</p> <p>Wild Woods</p>	<p>Materials and their properties.</p> <p>Explore collections of materials and use senses.</p> <p>Wild Woods</p>	
	Reception 'sticky knowledge'	<p>I know about the life cycles of humans.</p> <p>I know how to take care of myself.</p> <p>I know about and can explore my 5 senses</p> <p>I know how to describe people who are familiar to me.</p>	<p>I know about light sources. Know what happens when they shine lights on different materials.</p> <p>Know about shadows.</p> <p>Know how a rainbow is formed.</p>	<p>I know about and can feel forces.</p> <p>I know about and can explore how things work</p> <p>I know about and can explore how objects/ materials are affected by forces.</p> <p>I know how to change the way things work.</p>	<p>I know how to grow plants.</p> <p>I know how to watch and observe plants at their different stages of growth.</p> <p>I know how to observe features of plants.</p> <p>I know about the life cycles of minibeasts and animals.</p> <p>I know about and can compare adult animals to their babies.</p>	<p>I know how to grow plants.</p> <p>I know how to watch and observe plants at their different stages of growth.</p> <p>I know how to observe features of plants.</p> <p>I know about the life cycles of minibeasts and animals.</p> <p>I know about and can compare adult animals to their babies.</p>	<p>I know about, and can name and explore a range of materials including natural materials.</p> <p>I know how to make objects from different materials, including natural materials.</p> <p>I know how to observe, measure and record how materials change when heated and cooled (including cooking).</p>	<p>The Natural World ELG</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</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;</p>

			<p>I know about and can explore how the wind moves objects.</p> <p>I know how objects move in water.</p>	<p>I know how baby animals change over time.</p> <p>I know about the solar system and stars</p> <p>I know about space travel.</p>	<p>I know how baby animals change over time.</p> <p>I know how to name and describe animals that live in different habitats.</p> <p>I know how to describe different habitats.</p>	<p>I know how to compare how materials change over time and in different conditions.</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
		<p>WILD WOODS</p> <p>I know how to play and explore outside in all seasons and weather.</p> <p>I know how to observe living things throughout the year.</p> <p>I know about and can explore the plants and animals in the surrounding environment.</p> <p>I know about and can explore natural objects from the surrounding environment.</p>					



OUTDOOR LEARNING WILD WOODS (NC: Science and Geography)	Agreements and boundaries	Sawing-name cookie	Whittling	Layers of the woodland	Hapa Zome-hammering	Sawing-woodies	
	Tree climbing Den building	Balancing-rope walk and hammocks Tree identification	Bird spotting Rope swing	Loppers Pond Life and Maintenance	Who lives in our woods? Tracks/bug hunting and flowers/plants.	Who lives in our woods? Tracks/bug hunting and flowers/plants. Fire lighting Water battle	
	<p>I know the signals to return to base: whistle for emergency, call any other time.</p> <p>I know the boundary of the Wild Woods.</p> <p>I can safely play within the boundary of the Wild Woods.</p> <p>I understand the need for agreements to keep me safe.</p> <p>I can follow the agreements.</p> <p>I can climb/begin to climb the tree (no higher than 1m)</p> <p>I know how to make mini dens for animals, or elves and ensure it is waterproof.</p> <p>I know how to safely move the large logs by dragging them behind.</p> <p>I can work co-operatively to make a 'lean to' den using the logs.</p> <p>I know how to create a ridgeline and hang a tarp.</p> <p>I know that I must wash my hands before eating</p>	<p>I know how to safely hold and use a bow saw (with 1:1 adult support).</p> <p>I can safely balance along a rope walk, holding on with 2 hands and moving one foot at a time.</p> <p>I can climb in and out of the hammock safely.</p> <p>I know the names of some of the trees that grow in our woods.</p>	<p>I know how to safely hold and use a peeler to whittle a stick (independently).</p> <p>I know the name of some of the birds that live in our wood.</p> <p>I can say how I can help to look after birds in winter.</p> <p>I know how to help put up a rope swing.</p> <p>I know how to use the rope swing safely.</p>	<p>I know the different layers of the woodland: Canopy, Shrub, Field, and Ground.</p> <p>I can identify the woodland animals: deer and squirrel</p> <p>I can identify the plants: holly, bramble/nettles, oak tree, bluebells.</p> <p>I know how to safely hold and use loppers to cut (1:1 with support).</p> <p>I know how to be safe around the pond.</p> <p>I can help to maintain the pond area.</p> <p>I can identify some creatures that live in and around the pond.</p>	<p>I know how to safely hold and use a hammer to create a piece of art.</p> <p>I can name some of the plants and flowers that grow in our woods.</p> <p>I can name the different types of wildlife that live in our wood.</p> <p>I can identify different native tracks and name the animal that leaves them.</p>	<p>I know how to safely hold and use a bow saw (more independently).</p> <p>I can name some of the plants and flowers that grow in our woods.</p> <p>I can name the different types of wildlife that live in our wood.</p> <p>I can identify different native tracks and name the animal that leaves them.</p> <p>I can collect the correct types of wood for a fire: tinder, kindling, bigger sticks, branches, logs.</p> <p>I can talk about the safety rules around the firepit.</p> <p>I know how to extinguish a fire.</p> <p>I can talk about fire safety awareness.</p> <p>I know a range of fire safety games.</p>	

Year B	Autumn	Spring	Summer
<p>Year 1 & 2</p> <p>Working Scientifically</p> <p>Investigation</p> <p>Curiosity</p>	<p>Animals incl. Humans (Y1)</p> <ul style="list-style-type: none"> Name and label the parts of the human body. Name the five senses and to perform simple tests to find out more about them. Identify and name some common animals. Describe and compare the structure of a variety of common animals. Identify, name and sort animals that are herbivores, carnivores and omnivores. 	<p>Habitats and homes (Y2)</p> <ul style="list-style-type: none"> Compare the differences between things that are living, dead and have never been alive. Identify and name a variety of plants and animals and their habitats. Describe a habitat and identify animals live in it. Identify how an animal is suited to its habitat. Explain how living things in a habitat depend on each other. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain 	<p>Plants (Y1)</p> <ul style="list-style-type: none"> Find out what a plant is. Identify and describe garden plants. Identify and describe wild plants. Identify and describe a range of trees. Identify the different parts of a plant. Make observations of growing plants. <p>Properties of materials – seaside objects (Y1) (sorting and classifying)</p> <ul style="list-style-type: none"> Identify and name different materials. Explain the difference between an object and the materials it is made from. Describe the properties of everyday materials. Identify which materials have certain properties. Sort objects by their properties. Carry out an investigation which tests suitable materials and use observations to make a decision.

<p>Year 3 & 4</p> <p>Working Scientifically</p> <p>Investigation</p> <p>Curiosity</p>	<p>Rocks, soils and fossils (Y3)</p> <ul style="list-style-type: none"> • Investigate different types of rock • Group rocks based on their properties. • Explain how fossils are formed. • Explain Mary Anning's contribution to palaeontology. • Explain how soil is formed. • Investigate the permeability of different soils. <p>Teeth/digestive system/food chains (Y4)</p> <ul style="list-style-type: none"> • Identify and name parts of the human digestive system. • Explain the functions of the digestive system. • Identify the types and functions of teeth. • Set up an investigation to understand what causes tooth decay. • Make careful observations, record results and use them to develop further investigations. • Construct and interpret food chains. 	<p>States of Matter (Y4)</p> <ul style="list-style-type: none"> • Sort and describe materials into solids, liquids and gases. • Investigate gases and explain their properties. • Investigate how heating and cooling can change a material's state. • Explore how water can change its state to a solid, liquid or a gas. • Investigate how water evaporates. • Identify and describe the different stages of the water cycle. <p>All Living Things (Y4)</p> <ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways. • Identify vertebrates by observing their similarities and differences. • Use a key to identify invertebrates. • Show the characteristics of living things in a table and a key. • Identify changes and dangers in the local habitat. • Describe environmental dangers to endangered species. 	<p>Plants (Y3)</p> <ul style="list-style-type: none"> • Name the different parts of flowering plants and explain their jobs. • Plant growth investigation • Investigate how water is transported in plants. • Name the different parts of a flower and explain their role in pollination and fertilisation. • Understand and order the stages of the life cycle of a flowering plant.
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<p>Year 5 & 6</p>	<p>Properties and changes of materials (Y5)</p> <ul style="list-style-type: none"> • Compare and group materials according to their properties. • Investigate thermal conductors and insulators. • Investigate which electrical conductors make a bulb shine brightest. • Investigate materials which will dissolve. • Use different processes to separate mixtures of materials. • identify and explain irreversible chemical changes. <p>Forces (Y5)</p> <ul style="list-style-type: none"> • Identify forces acting on objects. • Explore the effect gravity has on objects and how gravity was discovered. • Investigate the effects of air resistance. • Explore the effects of water resistance. • Investigate the effects of friction. • Explore and design mechanisms 	<p>Earth and Space (10-week unit) (Y5)</p> <ul style="list-style-type: none"> • Learn that the solar system is a collection of 8 planets and their moons in orbit around the sun. • Know the order of the planets from the sun is Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. • Learn that Earth rotates on an axis at a tilt at the same time orbiting around the sun. • Know that the sun is in the centre of our solar centre. • Know that orbit is a path an object takes in space when it goes around a star, planet or a moon. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. 	<p>Living Things and their habitats (Y5)</p> <ul style="list-style-type: none"> • Describe the life process of reproduction in some plants and animals by exploring sexual reproduction in plants. • Plant investigation • Describe the life cycles of different mammals. • Explain what Jane Goodall discovered about chimpanzees. • Compare the life cycles of amphibians and insects. • Compare the life cycles of plants, mammals, amphibians, insects and birds. <p>All living things (Y6)</p> <p>(Classification)</p> <ul style="list-style-type: none"> • Give reasons for classifying animals based on their similarities and differences. • Describe how living things are classified into groups. • Classify a creature based on its characteristics. • Describe and investigate helpful and harmful microorganisms • Identify the characteristics of different types of microorganisms. • Explain the classification of organisms found in my local habitat.
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Whole School Plan: Science

Year A	Autumn	Spring	Summer
<p>Class 2 Year 1 & 2</p> <p>Working Scientifically Investigation Curiosity</p>	<p>Animals including humans (Y2)</p> <ul style="list-style-type: none"> • Match, sort and group young animals and their adults. • Find out how animals change as they grow into adults. • Compare the stages of the human life cycle. • Research and describe what animals, including humans, need to survive. • Investigate the importance of healthy eating and hygiene. 	<p>Seasonal Changes (Y1)</p> <ul style="list-style-type: none"> • Explore seasons and the weather associated. • Name all four seasons and describe key features of each. • Compare seasons • Know how day length varies • Investigate rainfall • Investigate how different seasons affect animals. 	<p>Plants (Y2)</p> <ul style="list-style-type: none"> • Design and set up a test to find out what plants need to stay healthy. • Look closely at the parts of a seed that will grow into a plant and explain how it will germinate. • Describe the life cycle of a plant. • Explain what plants need to grow and stay healthy. • Describe what happens if plants don't get all the things they need. • Explain how plants are suited to their habitats. <p>Uses of everyday materials (Y2) (investigating and problem solving)</p> <ul style="list-style-type: none"> • Identify uses of different everyday materials. • Identify and group the uses of everyday materials. • Compare the suitability of different everyday materials. • Explain how the shapes of objects made from some materials can be changed. • Explain the process of recycling. • Find out about the inventor John McAdam.

<p>Class 3 Year 3 & 4</p>	<p>Motions and Forces (Y3)</p> <ul style="list-style-type: none"> • Identify the forces acting on objects. • Investigate how a toy car moves over different surfaces • Sort magnetic and non-magnetic materials. • Investigate the strength of magnets. • Explore magnetic poles. • Observe how magnets attract some materials. <p>Electricity (Y4)</p> <ul style="list-style-type: none"> • Explain ways that electricity is generated. • Identify electrical appliances and the types of electricity they use. • Identify complete and incomplete circuits. • Identify and sort materials into electrical conductors or insulators. • Explain how a switch works and why they are needed. • Switches investigation. 	<p>Light (Y3)</p> <ul style="list-style-type: none"> • Recognise that I need light to see things, and that dark is the absence of light. • Investigate which surfaces reflect light. • Use a mirror to reflect light and explain how mirrors work. • Understand that light from the sun can be dangerous and that there are ways we can protect our eyes. • Investigate which materials block light to form shadows. • Find patterns when investigating how shadows change size. <p>Sound (Y4)</p> <ul style="list-style-type: none"> • Describe and explain sound sources. • Explain how different sounds travel. • Explore ways to change the pitch of a sound. • Investigate ways to absorb sound. • Investigate the best material for absorbing sound. • Find patterns between the pitch of a sound and features of the object that produced it, by making a musical instrument and explaining how it works. 	<p>Animals including humans: nutrition/skeletons & muscles (Y3)</p> <ul style="list-style-type: none"> • Sort foods into food groups and find out about the nutrients that different foods provide. • Explore the nutritional values of different foods by gathering information from food labels. • To sort animal skeletons into groups, discussing patterns and similarities and differences. • Investigate an idea about how the human skeleton supports movement. • Explain how bones and muscles work together to create movement.
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<p>Class 4 Year 5 & 6</p> <p>Working Scientifically</p> <p>Investigation</p> <p>Curiosity</p>	<p>Animals including Humans (Y6) (Heart, blood & diet)</p> <ul style="list-style-type: none"> Identify and name the parts of the human circulatory system. Describe the functions of the main parts of the circulatory system. Explain how water and nutrients are transported within the body. Describe how diet and exercise impact on human bodies. Plan an enquiry that compares and categorises different forms of exercise and by taking accurate pulse measurements to gather data. Explain the impact of drugs and alcohol on the body. <p>Light (Y6) (Behaviour of light & sight)</p> <ul style="list-style-type: none"> To recognise that light appears to travel in straight lines. Understand how mirrors reflect light, and how they 	<p>Electricity (Y6)</p> <ul style="list-style-type: none"> Explain the importance of the major discoveries in electricity. Observe and explain the effects of differing volts in a circuit. Understand variations in how components function. 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. (2 Lessons) <p>Evolution and inheritance (Y6) (Adaptation)</p> <ul style="list-style-type: none"> Explain the scientific concept of inheritance. Demonstrate understanding of the scientific meaning of adaptation. Identify the key ideas of the theory of evolution. 	<p>Evolution and inheritance (Y6) (cont'd)</p> <ul style="list-style-type: none"> Find out about how the work of scientists has helped develop our understanding of the process of evolution. Recognise that living things have changed over time and that a number of factors can affect a species' evolution Understand how humans have evolved over time, and how human behaviour can affect change in species over time. <p>Animals, including humans (Y5) (Changes from birth)</p> <ul style="list-style-type: none"> Describe the stages of human development. Explain how babies grow and develop. Describe and explain the main changes that occur during puberty. Identify the changes that take place in old age. Report findings from enquiries, in the context of the gestation period for animals. Analyse data on gestation periods and life expectancies of animals.
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	<p>can help us see objects.</p> <ul style="list-style-type: none">• Investigate how refraction changes the direction in which light travels.• Investigate how a prism changes a ray of light.• Investigate how light enables us to see colours.• Explain why shadows have the same shape as the object that casts them.		
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Science Progression of Skills

EYFS

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG: The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Children in reception will be learning to:	Examples of how to support this:
Explore the natural world around them.	Provide children with have frequent opportunities for outdoor play and exploration.

Children in reception will be learning to:	Examples of how to support this:
	<p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <p>Create opportunities to discuss how we care for the natural world around us.</p> <p>Offer opportunities to sing songs and join in with rhymes and poems about the natural world.</p> <p>After close observation, draw pictures of the natural world, including animals and plants.</p> <p>Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.</p>
Describe what they see, hear and feel whilst outside.	<p>Encourage focused observation of the natural world.</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in.</p> <p>Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside.</p>
Recognise some environments that are different to the one in which they live.	<p>Teach children about a range of contrasting environments within both their local or national region.</p> <p>Model the vocabulary needed to name specific features of the natural world, both natural and man-made.</p>

Children in reception will be learning to:	Examples of how to support this:
	<p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>
<p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Guide children's understanding by draw children's attention to the weather and seasonal features.</p> <p>Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons.</p> <p>Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change.</p> <p>Look for children incorporating their understanding of the seasons and weather in their play.</p>

	KS1	LKS2	UKS2
Asking Questions and Carrying Out Fair and Comparative Tests	<p>KS1 Science National Curriculum</p> <p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Performing simple tests.</p> <p>Children can:</p> <ul style="list-style-type: none"> a explore the world around them, leading them to ask some simple scientific questions about how and why things happen; b begin to recognise ways in which they might answer scientific questions; c ask people questions and use simple secondary sources to find answers; d carry out simple practical tests, using simple equipment; e experience different types of scientific enquiries, including practical activities; f talk about the aim of scientific tests they are working on. 	<p>Lower KS2 Science National Curriculum</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Setting up simple practical enquiries, comparative and fair tests.</p> <p>Children can:</p> <ul style="list-style-type: none"> a start to raise their own relevant questions about the world around them in response to a range of scientific experiences; b start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; c recognise when a fair test is necessary; d help decide how to set up a fair test, making decisions about what observations to make, how long to make them for and the type of simple equipment that might be used; e set up and carry out simple comparative and fair tests. 	<p>Upper KS2 Science National Curriculum</p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Using test results to make predictions to set up further comparative and fair tests.</p> <p>Children can:</p> <ul style="list-style-type: none"> a with growing independence, raise their own relevant questions about the world around them in response to a range of scientific experiences; b with increasing independence, make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; c explore and talk about their ideas, raising different kinds of scientific questions; d ask their own questions about scientific phenomena; e select and plan the most appropriate type of scientific enquiry to use to answer scientific questions; f make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them; g plan, set up and carry out comparative and fair tests to answer questions, including recognising and controlling variables where necessary; h use their test results to identify when further tests and observations may be needed; i use test results to make predictions for further tests.

Observing and Measuring Changes	<p>KS1 Science National Curriculum Observing closely, using simple equipment.</p> <p>Children can:</p> <ul style="list-style-type: none"> a observe the natural and humanly constructed world around them; b observe changes over time; c use simple measurements and equipment; d make careful observations, sometimes using equipment to help them observe carefully. 	<p>Lower KS2 Science National Curriculum Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Children can:</p> <ul style="list-style-type: none"> a make systematic and careful observations; b observe changes over time; c use a range of equipment, including thermometers and data loggers; d ask their own questions about what they observe; e where appropriate, take accurate measurements using standard units using a range of equipment. 	<p>Upper KS2 Science National Curriculum Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Children can:</p> <ul style="list-style-type: none"> a choose the most appropriate equipment to make measurements and explain how to use it accurately; b take measurements using a range of scientific equipment with increasing accuracy and precision; c make careful and focused observations; d know the importance of taking repeat readings and take repeat readings where appropriate.
Identifying, Classifying, Recording and Presenting Data	<p>KS1 Science National Curriculum Identifying and classifying.</p> <p>Gathering and recording data to help in answering questions.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use simple features to compare objects, materials and living things; b decide how to sort and classify objects into simple groups with some help; c record and communicate findings in a range of ways with support; d sort, group, gather and record data in a variety of ways to help in answering questions such as in simple sorting diagrams, pictograms, tally charts, block diagrams and simple tables. 	<p>Lower KS2 Science National Curriculum Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Children can:</p> <ul style="list-style-type: none"> a talk about criteria for grouping, sorting and classifying; b group and classify things; c collect data from their own observations and measurements; d present data in a variety of ways to help in answering questions; e use, read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge; f record findings using scientific language, drawings, labelled diagrams, keys, bar charts and tables. 	<p>Upper KS2 Science National Curriculum Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Children can:</p> <ul style="list-style-type: none"> a independently group, classify and describe living things and materials; b use and develop keys and other information records to identify, classify and describe living things and materials; c decide how to record data from a choice of familiar approaches; d record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar graphs and line graphs.

Drawing Conclusions, Noticing Patterns and Presenting Findings	<p>KS1 Science National Curriculum Using their observations and ideas to suggest answers to questions.</p> <p>Children can:</p> <ul style="list-style-type: none"> a notice links between cause and effect with support; b begin to notice patterns and relationships with support; c begin to draw simple conclusions; d identify and discuss differences between their results; e use simple and scientific language; f read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1; g talk about their findings to a variety of audiences in a variety of ways. 	<p>Lower KS2 Science National Curriculum Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Children can:</p> <ul style="list-style-type: none"> a draw simple conclusions from their results; b make predictions; c suggest improvements to investigations; d raise further questions which could be investigated; e first talk about, and then go on to write about, what they have found out; f report and present their results and conclusions to others in written and oral forms with increasing confidence. 	<p>Upper KS2 Science National Curriculum Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Children can:</p> <ul style="list-style-type: none"> a notice patterns; b draw conclusions based in their data and observations; c use their scientific knowledge and understanding to explain their findings; d read, spell and pronounce scientific vocabulary correctly; e identify patterns that might be found in the natural environment; f look for different causal relationships in their data; g discuss the degree of trust they can have in a set of results; h independently report and present their conclusions to others in oral and written forms.
Using Scientific Evidence and Secondary Sources of Information		<p>Lower KS2 Science National Curriculum Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Children can:</p> <ul style="list-style-type: none"> a make links between their own science results and other scientific evidence; b use straightforward scientific evidence to answer questions or support their findings; c identify similarities, differences, patterns and changes relating to simple scientific ideas and processes; d recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. 	<p>Upper KS2 Science National Curriculum Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use primary and secondary sources evidence to justify ideas; b identify evidence that refutes or supports their ideas; c recognise where secondary sources will be most useful to research ideas and begin to separate opinion from fact; d use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas; e talk about how scientific ideas have developed over time.

Science investigation terminology progression

Year 1	Observation, question, prediction, answer, data, record, measure, sort, group.
Year 2	Observation, question, prediction, answer, data, record, measure, sort, group, result, fair test, variable, flexible, absorbent, compare, similarities, differences.
Year 3	Observation, question, prediction, answer, data, record, measure, sort, group, result, fair test, variable, flexible, absorbent, compare, similarities, differences, transparent, opaque, permeable, durable, friction, magnetic field, diagram.
Year 4	Observation, question, prediction, answer, data, record, measure, sort, group, result, fair test, variable, flexible, absorbent, compare, similarities, differences, transparent, opaque, permeable, durable, friction, magnetic field, diagram, annotated diagram, classify, classification key, reversible, irreversible, conductor, insulator.
Year 5	Observation, question, prediction, answer, data, record, measure, sort, group, result, fair test, variable, flexible, absorbent, compare, similarities, differences, transparent, opaque, permeable, durable, friction, magnetic field, diagram, annotated diagram, classify, classification key, reversible, irreversible, conductor, insulator, control, reliable data, repeat test, gestation, factor, constant.
Year 6	Observation, question, prediction, answer, data, record, measure, sort, group, result, fair test, variable, flexible, absorbent, compare, similarities, differences, transparent, opaque, permeable, durable, friction, magnetic field, diagram, annotated diagram, classify, classification key, reversible, irreversible, conductor, insulator, control, reliable data, repeat test, gestation, factor, constant, hypothesis, translucent.

Science 'write-up' terminology progression across year groups

Year 1	Fill in a simple table of results
Year 2	Construct a bar graph (e.g. for plant diary) Interpret simple line graphs (growth charts) Draw simple charts/tables
Year 3	Question Prediction Apparatus Is it a fair test? Results (fill in a table of results as a class) or diagrams to represent results. Conclusion (including 'because') Evaluation
Year 4	Question Prediction Apparatus Method and annotated diagram Is it a fair test? Results table or diagram of results Conclusion Evaluation
Year 5	Question Prediction Apparatus Method and annotated diagram Reliability and is it a fair test? Results table and line or bar graph Conclusion Evaluation
Year 6	Question Prediction Apparatus Method and annotated diagram Reliability (plus is it a fair test?) Results table (look for anomalous data) and line or bar graph Conclusion Evaluation



Religious Education-Subject On A Page

Name of Subject Leader: Lisa Death

Subject Intent:

The Church of England Education office state that “Religious education (RE) in a Church school should enable every child to flourish and to live life in all its fullness”. (John 10:10).

We intend for RE in our school to be true to our underpinning faith, but with a deep respect for the integrity of other religions, religious traditions (and worldviews) and for the religious freedom of each person. This will give the children the knowledge, understanding and skills they need to handle questions raised by religion and belief, and allow them to reflect on their own ideas and ways of living. At Hintlesham and Chattisham CofE Primary School we seek to create a Christian community based on Christian values, which are reflected throughout the life of the School. Our close links with the local church, enables our RE curriculum to be relevant, real and broad for our children enabling them to develop an understanding of Christianity as the “heritage religion” of England and the one that most influences our school and community life.

RE is taught with reference to the Suffolk Agreed Syllabus ‘Where do I Stand?’ 2023-2028 which:

- acknowledges the breadth and diversity of worldviews, religious and non-religious, that pupils will encounter, and the ways these are lived out.
- establishes an entitlement to excellent religious education for all pupils, irrespective of type of school attended, social background, ability, gender, culture, religion or personal worldview.
- promotes continuity and coherence in RE in different phases of education by setting out a curriculum linked throughout by three disciplines: theology, human and social science, and philosophy.
- increases professional, parental and public understanding of RE as a subject that underpins British values, enables informed debate on issues of belief in a diverse society, and promotes the possibility of amicable disagreement.

‘Where do I stand?’ requires all pupils to think deeply about different religions and worldviews, and the complexity and diversity of belief and practice which surround them.

It also requires discussion of ‘big’ questions, which provide space for all to draw on new learning, to explain their own ideas, and to form, strengthen or refine these.

We follow the Emanuel Project 2020 as our scheme of work for Christianity and other major world faiths. We teach children to have mutual respect for and tolerance of those with different faiths and beliefs (Islam, Hinduism and Judaism as examples) and for those without faith.

The Big Ideas: Throughout the RE curriculum, **faith** (I explore my own faith and the beliefs of others), **understanding** (I investigate a range of faiths and I understand the similarities and differences between the religions), and **acceptance** (I respect and accept the beliefs of others) will be the common themes of teaching and learning, enabling children to be thoughtful and tolerant members of a multicultural and diverse society.

Planning:

- **Long term plan**-Emmanuel Project
- **Medium term plan**-individual units taken from the Emmanuel project-on T drive
- **Short term plan**-teacher adaptations from units of work
- Planning follows a progression map of specific RE knowledge and skills to ensure coverage through the school and that pupils reach

Teaching:

Religious Education lessons ensure pupils encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to handle questions of religions and belief. The teaching of the Emmanuel Project provides a complete set of enquiry-based units, specific additional units on Christianity and units on other world faiths. It also requires discussion of ‘big’ questions, which provide space for all to draw on new learning, to explain their own ideas, and to form, strengthen or refine these.

expected attainment levels by the end of year 6.

Learning & Recording:

- **Expectations of children**– High expectations benefit all pupils. Children with a faith are encouraged to share and celebrate their religion. Presentation of work in line with expectations in other lessons.
- **Best practise** – All children excited and engaged in learning. Complete activities successfully and review and improve work after input from peers/adults.
- **Books**– Individual RE books in KS1/2, EYFS class creates and uses a class RE reflection scrap book. These include key questions, answers, learning, photographs of role play that have taken place during a unit which can be reflected on by the children and in future lessons
- **Practical element**–Use of cameras and recording devices to evidence learning.
- **What does high quality learning look like** – children engaged, show understanding, asking and answering questions, completing tasks to best of ability, making links between ideas.
- **Differentiation**– Achievement in RE is not limited by academic ability in reading and writing. Learning is accessible to all. SEN and LA children can use verbal/scribed responses where needed, work in small groups, complete writing frames etc.
HA and exceeding children-learning is extended through further questioning-answer 'why'? to explain thinking and understanding, children used as 'experts' or 'mini-teachers'.
- **Opportunities for enrichment**-Children share their learning with members of the Church and wider community. Educational Visits and visitors are a key feature. Enrichment activities include the EYFS/KS1 Nativity Production, Charity Events, educational visits to St. Edmundsbury Cathedral, visits by the Discovery Centre and other local world faith leaders, making whole school Christingles for a Christingle Service, walking to the local parish church for special Church Services and Open the Book assemblies. Pupils are encouraged to extend their knowledge further through their involvement in evaluating assemblies and collective worship as well as becoming members of the Faith Council. Visits to churches and other religious buildings promote a sense of awe and wonder and widen pupils' horizons.

- **Timetabling**-30 mins per week for EYFS and 1 hour per week for KS1 and KS2 or equivalent time taught in a block
- **Can be taught by**-class teacher or HLTA
- **Non-negotiables**– RE worship area in each classroom, teaching of each unit in the order of the LTP, continuous reference to The Big Ideas (including displays), use of knowledge organisers for all units, mind map at start and end of a unit, completion of quizzes, individual RE books in KS1/2, class scrapbook completed for each unit in EYFS, KS1 and KS2, progression of expectation of learning and outcome in each year group in the class
- **Expectations**– High expectations benefit all pupils. Lessons to be fun and engaging, KQ's displayed and referred to throughout the lesson, links to previous learning explicit
- **Resources**-The Bible, Emmanuel Project Units & USB stick, religious artefacts and books
- **Differentiation** – Teachers to ensure that all children have equal access to the RE curriculum. SEN and LA children-(where necessary) plan for children to work in a small group with an adult and complete activities adapted to their needs (eg writing frames, extra manipulatives). HA and exceeding children-plan further questioning asking children to explain why they have given an answer.
- **Best practise**-RE is taught by studying one religion at a time (systemic units) and then including thematic units, which build on learning by comparing the religions, beliefs and practices studied. Teachers link with key dates and religious festivals, providing opportunities to celebrate festivals and religions with greater relevance and consistency and enhances a cross-curricular approach. Teachers adapt Emmanuel project unit activities to fit the needs of their class

Assessment:

- **Which assessment**-Teacher-Target Tracker, Smart starts and mind maps, exit tickets
- **Observations** – SL lesson dips, book scrutiny, review of scrapbooks, pupil perceptions
- **Marking and feedback** – Within the lesson at the time of working, feedback given. Following marking policy.

Key Priorities 2023 – 2024:

7. Continue to ensure that there are opportunities for challenge within the lessons and that extra support is given when required.
8. Ensure subject specific vocabulary is explicitly taught, modelled and used-following the progression of vocabulary document.
9. Continue to strengthen assessment opportunities in RE, including revisiting and building upon previous learning.



Hintlesham and Chattisham CofE Primary School Religious Education

Intent

The Church of England Education office state that "Religious education (RE) in a Church school should enable every child to flourish and to live life in all its fullness". (John 10:10).

We intend for RE in our school to be true to our underpinning faith, but with a deep respect for the integrity of other religions, religious traditions (and worldviews) and for the religious freedom of each person. This will give the children the knowledge, understanding and skills they need to handle questions raised by religion and belief, and allow them to reflect on their own ideas and ways of living. At Hintlesham and Chattisham CofE Primary School we seek to create a Christian community based on Christian values, which are reflected throughout the life of the school. Our close link with the local church, enables our RE curriculum to be relevant, real and broad for our children, enabling them to develop an understanding of Christianity as the "heritage religion" of England and the one that most influences our school and community life.

The Big Ideas

Throughout the RE curriculum **faith, understanding, and acceptance** will be the common themes of learning and teaching, enabling our children to be thoughtful and tolerant members of a multicultural and diverse society.

Implementation

Religious Education (RE) is a core subject that lies at the heart of our curriculum. We believe that RE should be of the highest standard, always striving for excellence, and that it should reflect our school's distinctive Christian character. RE is taught through the use of the Suffolk Agreed Syllabus and The Emmanuel Project produced by the Diocese of St Edmundsbury and Ipswich from EYFS to Year 6. The agreed syllabus aims to ensure:

- that children are taught age appropriately and as they progress through school, they build up a bigger picture, appreciation and understanding of religion.
- that children learn about religion AND from religion.
- different religions are studied across the school and these are linked to themes so that religions can be compared and contrasted.

RE is taught by studying one religion at a time (systemic units) and then including thematic units, which build on learning by comparing the religions, beliefs and practices studied. Teachers link with key dates and religious festivals, providing opportunities to celebrate festivals and religions with greater relevance and consistency and enhances a cross-curricular approach. There are 6 EYFS units which are taught over a year. The KS1 and KS2 units run on a two-year cycle so in total, over every 2 years, children cover 12 units. The units being taught this year across our school can be seen on the Whole School Long Term plan for RE. Assessments are conducted at the end of each unit and progression is tracked throughout the year.

Learning is not always recorded in a formal written way. Children are given the opportunity to use discussion, drama and art to interpret and present their understanding in different ways. To further deepen learning, religious visitors are organised to talk to the children about their faith, festivals and beliefs. These visits provide the children with opportunities to ask questions and have hands on experiences through exploring artefacts. These visitors and trips are organised termly where appropriate, focusing on the topics that the children are studying.

Religious Education in the Early Years:

RE sits very firmly within the areas of PSED and UW. From an early age, the children at Hintlesham and Chattisham CofE Primary School learn to develop a positive sense of themselves, and others, and learn how to form positive and respectful relationships. They will do this through the Emmanuel Project scheme, encountering religious and non-religious worldwide views through special people, books, places and objects. The children will have the opportunity to listen to and talk about stories. They are introduced to subject-specific words and use all of their senses to explore beliefs, practices and forms of expression. In the Early Years, the children ask questions and reflect on their own feelings and experiences. They use their imaginations and curiosity to develop their appreciation of, and wonder at, the world in which they live. Our EYFS class creates and uses a class RE reflection scrap book. This includes key questions, answers, learning, photographs of role play that have taken place during a unit which can be reflected on by the children and in future lessons.

Impact

The children at Hintlesham and Chattisham CofE Primary School acquire a keen sense of enthusiasm as they learn about different religious and cultural backgrounds. The children's understanding and acceptance of differences and similarities between religions enables them to discuss issues respectfully and appreciate the diversity of the modern world. Children learn how to articulate their thoughts as they broaden their vocabulary and power of expression through high quality RE lessons taught at our school.

The *Emmanuel* Project for EYFS using the Suffolk RE Syllabus 2023

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
BQ1 – What does the word ‘God’ mean?	BQ2 – Why are some people revered?	BQ3 – Is it always easy to help someone?	BQ4 – Does everyone need some help?	BQ5 – Is every one of us special?	BQ6 – What is really important to do?
Christian Harvest/Creation <i>Why is the word ‘God’ so important to Christians?</i>	Christian Christmas/Incarnation <i>Why do Christians perform nativity plays at Christmas?</i>	Christian Lent/Salvation <i>How can we help others when they need it?</i>	Christian Easter/Salvation <i>Why do Christians put a cross in an Easter garden?</i>	Christian Pentecost/ Incarnation <i>What makes every single person unique and precious?</i>	Christian Creation/Stewardship <i>How can we care for our wonderful world?</i>
And encounter...	And encounter...	And encounter...	And encounter...	And encounter...	And encounter...
Muslim Allah <i>Why do Muslims want to whisper ‘Allah’ in a baby’s ear?</i>	Muslim Prophet <i>Why did Prophet Muhammad rescue some ants?</i>	Sikh Courage <i>How did Guru Har Gobind rescue the 52 princes?</i>	Buddhist Self sacrifice <i>What do Buddhists learn from the Monkey King?</i>	Hindu Ralksha Bandhan <i>How do Hindu brothers and sisters show love?</i>	Jewish Tu Bishvat <i>Why do Jewish children help plant trees?</i>

The *Emmanuel* Project for KS1 using the Suffolk RE Syllabus 2023

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	YEAR 1 OR A
BQ1 - Is it important to belong?		BQ2 – Why do people celebrate?		BQ3 – Should everyone learn to pray?		
Christian church <i>Why is belonging to God and the church family important to Christians?</i>	Jewish mitzvot <i>Why is learning to do good deeds so important to Jewish people?</i>	Christian **For 2023-2024 ** How does celebrating Pentecost remind Christians that God is with them always? Resurrection <i>What are the best symbols of Jesus’ death & resurrection at Easter?</i>	Hindu devotion <i>How does a Hindu celebrate devotion to a deity at the festival of Holi?</i>	Jewish tefillah <i>Why do Jewish families say so many prayers and blessings?</i>	Christian worship <i>Why do Christians pray to God and worship him?</i>	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	YEAR 2 OR B
Big Question 4: What do people believe is important?		Big Question 5: Who is it right to follow?		Big Question 6: Can books and stories be good teachers?		
Jewish teshuvah <i>Why do Jewish families talk about repentance at New Year?</i>	Christian saviour <i>Why was Jesus given the name ‘saviour’?</i>	Muslim compassion <i>How do some Muslims show Allah is compassionate and merciful?</i>	Christian trust <i>Why do Christians trust Jesus and follow him?</i>	Jewish Torah <i>Why is the Torah such a joy for the Jewish community?</i>	Christian parable <i>What did Jesus teach about God in his parables?</i>	

VA and CE Academies - The *Emmanuel* Project for LKS2 using the Suffolk RE Syllabus 2023

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
BQ1 – Do beliefs make any difference to someone’s life?			BQ2 - What beliefs drive people to make a difference in the world?			YEAR 3 OR A
Christian <i>How do Christians show that <u>reconciliation</u> with God and others is important?</i>	Muslim <i>How does a Muslim show their <u>submission</u> and <u>obedience</u> to Allah?</i>	<i>*for 2023-2024 *</i> Jewish <i>‘What symbols and stories help Jewish people remember their covenant with God?’</i> Hindu <i>Why do Hindus want to collect good <u>karma</u>?</i>	Christian <i>What do Christians mean when they talk about the <u>Kingdom of God</u>?</i>	Humanist <i>Why do Humanists use the golden rule as a basis for <u>morality</u>?</i>	Christian <i>Is the cross a symbol of love, <u>sacrifice</u> or commitment for Christians?</i>	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
BQ3 - What makes some people an inspiration to others?			BQ4 - What beliefs bind a community together?			YEAR 4 OR B
Christian <i>How does believing Jesus is their <u>saviour</u> inspire Christians to save and serve others?</i>	Muslim <i>Why do Muslims call Muhammad the ‘seal of the <u>prophets</u>’?</i>	Hindu <i>How does the story of Rama and Sita inspire Hindus to follow their <u>dharma</u>?</i>	Christian <i>Why do Christians call themselves the ‘<u>body of Christ</u>’?</i>	Christian <i>Why do Christians believe they are people on a <u>mission</u>?</i>	Sikh <i>How do Sikhs put their beliefs about <u>equality</u> into practice?</i>	

VA and CE Academies - The *Emmanuel* Project for UKS2 using the Suffolk RE Syllabus 2023

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
BQ5– Where do people look for answers to life and living?			BQ6 – Are some things more sacred than others?			YEAR 5 OR A
Christian <i>Why is the <u>gospel</u> such good news for Christians?</i>	Muslim <i>What does the <u>Qur'an</u> <u>reveal</u> about Allah and his guidance?</i>	Hindu <i>What spiritual pathways to <u>Moksha</u> are written about in Hindu scriptures?</i>	Christian <i>Why do Christians think being a <u>pilgrim</u> is a good analogy for life itself?</i>	Christian <i>What is the great significance of the <u>Eucharist</u> for Christians?</i>	Buddhist <i>How did Buddha teach his followers to find <u>enlightenment</u>?</i>	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
BQ7 – Why are there so many different ideas about God?			BQ8 - What are the best ways to think about death and dying?			YEAR 6 OR B
Christian <i>How do Christians show their belief that Jesus is God <u>incarnate</u>?</i>	Muslim <i>How does <u>tawhid</u> create a sense of belonging to the Muslim community?</i>	Hindu <i>How do questions about <u>Brahman</u> and <u>atman</u> influence the way a Hindu lives?</i>	Christian <i>How do the '<u>Heroes of faith</u>' encourage Christians today?</i>	Christian <i>Should believing in the <u>resurrection</u> change how Christians view life and death?</i>	Humanist <i>Why do Humanists say <u>happiness</u> is the goal of life?</i>	



EYFS	KS1	LKS2	UKS2
<p>By the end of EYFS, pupils will know that for Christians God is a Very Important Person. That God has a son called Jesus who he gave as a very special gift to the world. Pupils will hear stories about Jesus and begin to build an understanding that he was special, through the stories of his birth and death. Pupils will learn that Christians believe everyone is precious to God and so is the world he created.</p> <p>ELG-Knowledge and Understanding of the World (People, Culture and Communities): 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.</p>	<p>By the end of KS1, pupils will have learnt that Christians pray and worship this God because they believe he is great and that they are part of his family. They will learn more in depth about who Jesus was, that he was a Saviour and Rescuer. They will encounter his parables which teach more about God and learn about his life and death. The Holy Spirit is introduced as an invisible friend to help Christians copy how Jesus lived and become more like him.</p>	<p>By the end of LKS2, pupils learn more about the significance of Jesus. That he was a peacemaker who showed love to all. That Christians want to follow him as their King and how they do this. They will learn about the concept of sin and importance of the symbol of the cross as a sign of both commitment and sacrifice. Their understanding of the Holy Spirit is enhanced as a giver of strength and this is explored further through the task for Christians of spreading the message of Jesus around the world.</p>	<p>By the end of UKS2, pupils delve deeply into the stories of the gospel as a source for discovering who Christians believe Jesus was. They encounter more of his teachings, including his I am sayings and what he said about himself. The sacrifice of Jesus as God incarnate - both human and divine - is explored in the context of a loving and forgiving God. Pupils will examine Christian belief in the resurrection and the afterlife and understand that for Christians thanksgiving for life and all God gives is a duty.</p>

Progression in Christianity Knowledge of text-practice-living (Bible, Church, Life-not including additional units)

	End of EYFS	End of KS1	End of LKS2	End of UKS2
Bible	<p>Explain that the Bible is a special book for Christians.</p> <p>Recall details from a range of stories in the Bible including the story of creation, nativity and Easter story.</p> <p>Explain that God is a VIP to Christians, the creator of all, and that Jesus was special baby.</p> <p>Listen to some of the stories of Jesus such as the Good Samaritan or the Lost Coins.</p>	<p>Tell stories from the Bible and explain that a parable is a special story Jesus told.</p> <p>Remember the parable of the Lost Sheep and begin to explain what it means to Christians.</p> <p>Recall that Jesus taught people how to pray in a special prayer called The Lord's Prayer.</p> <p>Describe how the Holy Spirit arrived at Pentecost as told in the Bible.</p> <p>Recognise that the meaning of Jesus' name was 'saviour' and retell parts of the Easter story.</p>	<p>Use a Bible to find chapter and verse where Jesus helps, saves or heals.</p> <p>Tell the story of the prodigal son and explain what it means to a Christian.</p> <p>Explain that Jesus is the King of God's Kingdom and describe what this kingdom might look like.</p> <p>Describe how the Bible explains sin.</p> <p>Explain what the Great commission is and how the Holy Spirit strengthens Christians.</p>	<p>Articulate teachings from the Gospels and explain how these are good news for Christians.</p> <p>Use the Bible to explore who Jesus said he was.</p> <p>Describe some of the miracles and actions of Jesus which led to questions about his humanity and divinity.</p>
Church and Community	<p>Recall that Christians celebrate at Harvest and Christmas which is Jesus' birthday.</p> <p>Know that Christians say thank you to God for our wonderful world.</p> <p>Know that Christians say prayers to God.</p>	<p>Remember some of the events which happen at a baby's baptism.</p> <p>Know Christians worship God by singing.</p> <p>Remember that Christians celebrate the Holy Spirit and birthday of the church at Pentecost.</p> <p>Remember the importance of advent.</p> <p>Know that Christians say special words at Church and recall some of these.</p>	<p>Explain the role of confession for some Christians around the world.</p> <p>Describe what the Lord's Prayer teaches about the Kingdom of God.</p> <p>Give examples of different worship songs and what they celebrate about God and Jesus as the Saviour of the world.</p> <p>Describe how Pentecost is celebrated and acknowledged in church.</p>	<p>Explain how Jesus' diversity is recognised in different ways including in buildings, doctrines and creed.</p> <p>Explain what the Holy communion service means to Christians.</p> <p>Explain and give examples of how Christians believe through Jesus, God understands what it is like to be human.</p>
Christian Life	<p>Remember that Christians help other people like Jesus did.</p> <p>Explain that Christians believe we should care for the world.</p> <p>Know that Christians sing songs about how special Jesus was and give presents as a reminder that Jesus was the best present ever.</p> <p>Remember the golden rule.</p>	<p>Know Christians welcome everyone into God's family.</p> <p>Know Christians pray together at church.</p> <p>Know God works within a Christian to grow Fruit of the spirit.</p> <p>Know Christians like to help others eg. Helping the homeless.</p> <p>That Easter eggs are a symbol for remembering Jesus.</p>	<p>Explain why Christians wear crosses.</p> <p>Describe why charity work is important to Christians as a way of growing God's kingdom.</p> <p>Recall some of the marks of mission.</p>	<p>Give examples of where the Bible talks about living thankfully.</p> <p>Explain how Jesus was good news for some and bad news for others.</p> <p>Articulate how hope is important for Christians.</p>

The additional units

	LKS2 Why do Christians call themselves the ' <u>body of Christ</u> '	LKS2 Why are good <u>stewardship</u> and generous giving important for every Christian?	LKS2 What difference did Paul's <u>conversion</u> on the Damascus road make to Christians?	UKS2 How do the ' <u>Heroes of faith</u> ' encourage Christians today?	UKS2 When Christians need real <u>wisdom</u> where do they look for it?	UKS2 Why do Christians think being a <u>pilgrim</u> is a good analogy for life itself?	UKS2 How do Christians try to capture the mystery of God as <u>Trinity</u> ?
Bible	Describe events and actions of the early church as recorded in Acts of the Apostles.	Describe what Christians might learn from the parable of the Three Servants about good stewardship	Recall the story of Saul's conversion and the difference this experience made to him.	Describe how heroes from the Bible displayed their faith.	Know that Christian ideas about wisdom come from the Bible e.g. Proverbs, Psalms, parables.	Give good reasons why going on pilgrimage to the Holy Lands may help Christians to think about God and grow spiritually.	Describe what a Christian might learn about the Trinity from the story of Jesus' baptism.
Church and Community	Describe some different roles and titles people have in the Anglican church, and in different churches.	Use the words 'tithe' and 'offering' to describe Christian beliefs about giving to God.	Describe how Christians read Paul's letters in church to guide their way of life.	Explain the purpose of church with growing and developing faith.	Describe how Christians use the Psalms in their worship.	Explain how the start of the Christian journey is marked by baptism.	Describe and compare trinitarian practices involved in belonging to different Christian groups.
Christian Life	Describe what a Christian might learn from St Paul's writings about God and about living as part of the 'Body of Christ'.	Describe some things that Christians believe they should do as stewards of God's world.	Describe the role of the Holy Spirit to help change and transform a Christian.	To understand how Christians use key Bible stories and teachings about faith during times of struggle.	Describe how Jesus understood wisdom through reference to his parables and sayings.	Make links that show how the belief that Christians are 'pilgrims and strangers in this world' comes from the Bible and affects personal choices.	Explain that for a Christian, the purpose of life is found in relationships, as personally experienced through a relationship with the trinitarian God.

End of phase Judaism Core knowledge: What do we want pupils to know?

KS1	KS2
By the end of KS1, pupils learn about the importance of the Torah for Jewish people. They encounter some of the stories such as creation, Jonah or Ruth and discuss possible meanings. Importantly they learn Jewish people follow the teachings of the Torah as a rule book for life and learn about how the Torah is remembered and respected. They learn about the importance of Shabbat and the role of other Jewish festivals.	By the end of KS2, pupils learn about some of the Torah stories in more detail, especially the Exodus story and the importance of covenant with God for Jewish people. They extend their learning into philosophical and theological conversation about holiness and describe and compare different Jewish celebrations. **If both Judaism units are taught**

Progression in Judaism knowledge of text-practice-living

	End of KS1 Pupils will be able to:	End of KS2 Pupils will be able to:
Text/Narrative	<p>Know that Jewish stories contain examples of Good deeds. Remember all, or parts of, the story of Ruth.</p> <p>Say at the end of the creation story God rested.</p> <p>Retell the story of Jonah and begin to talk about its possible meanings.</p> <p>Remember that the Torah is the most important book for Jewish people given by God. It was written down by a great leader called Moses.</p> <p>Recall some of the stories of Moses e.g. 10 commandments or his birth</p>	<p>Describe a part of the Exodus story</p> <p>Describe what Jewish people might learn from the stories of Noah or Abraham about a covenant with God.</p> <p>Explain what the burning bush story in Exodus teaches about holiness.</p>
Community Practice	<p>Know that Jewish people welcome babies into their community.</p> <p>Know that Jewish families have a day of rest every week.</p> <p>That at the start of Shabbat, a special meal, candles are lit and blessings said.</p> <p>Describe that for Jewish people new year is about saying sorry and making changes.</p> <p>Say that the Torah is kept in a synagogue or in a special ark.</p> <p>Know the Torah contains rules.</p>	<p>Describe some different customs and practices Jewish people have as part of their Pesach (Passover) celebrations.</p> <p>Explain in what way Shabbat is holy and how Jewish families mark its beginning and ending.</p>
Living	<p>Know that Jewish people care for their world. Describe what some Jewish people wear when they pray.</p> <p>Describe what happens in a synagogue at Yom Kippur.</p>	<p>Explain what happens at Shavuot.</p> <p>Give examples of what the Torah says about living a holy life.</p>

	<p>Remember that a mezuzah contains important words for Jewish people (the Shema).</p> <p>Demonstrate how a mezuzah is used by Jewish people.</p>	
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End of phase Hinduism Core Knowledge: What do we want pupils to know?

KS2

By the end of KS2, pupils learn that Hinduism is a complex tradition which draws on many ancient philosophies. They will encounter some of the traditional stories told to Hindu children and some of the inspirational figures. Pupils will learn some of the key teachings about the Hindu's Supreme Being Brahman and other deities worshipped. They will learn that Hindus take their religious responsibilities seriously; and that even Hindu children must learn to take responsibility for gathering good karma in an attempt to break the cycle of birth and re-birth.

Progression in Hinduism knowledge of text -practice - living

	End of KS2 Pupils will be able to:
Text/Narrative	<p>Begin to describe what Hindus might learn from one of the stories of the Panchatantra about living the right way. Describe what a Hindu might learn from the story of Rama and Sita.</p> <p>Understand that some Hindus read from the Gita every day for guidance, comfort and advice.</p> <p>Explain some key teachings Hindus hold about Brahman / Atman linking these to religious texts.</p>
Community Practice	<p>Explain that Hindus are encouraged to perform acts of selfless kindness.</p> <p>Describe some things Hindus do to celebrate Rama and Sita's commitment to duty and describe how Hindus celebrate Diwali.</p> <p>Attempt to explain why Hindu children are encouraged to 'Be as Rama' or 'as Sita.'</p> <p>Express the importance role of devotion or those who follow the Bhakti pathway.</p> <p>Explain the different ways Hindus explain their ideas of God.</p>
Living	<p>Know that even Hindu children must learn to take responsibility for gathering good karma. Explain how belief in the Hindu God differs from that of monotheistic religions.</p> <p>List how belief in Brahman affects a Hindu's diet and their attitude to animals.</p> <p>Give examples of how Hindus express beliefs and feelings about Krishna.</p>

End of phase Islam Core knowledge: What do we want pupils to know?

KS1	KS2
By the end of KS1, pupils are introduced to Islam through the stories of Muhammad who they learn is an important person to Muslims. They encounter the name 'Allah' and learn about other names used to describe him. Pupils explore the festival of Ramadan and Eid and learn the words 'fasting' and 'sharing' to talk about what Muslims do during these festivals.	By the end of KS2, pupils learn that at the heart of Islam lies obedience and submission to Allah as creator. Pupils learn that Muslims across the world respond to the call of prayer as an act of submission and recite words of importance such as the Shahadah, a statement of faith in Muhammad as God's messenger, but also in the one-ness of God. These core beliefs are strengthened through the Global Islamic community, the ummah. Pupils encounter text from the Qur'an, understand how it is respected and revered, and learn about its importance as the revealed word of God.

Progression in Islam knowledge of text -practice - living

	End of KS1 Pupils will be able to:	End of KS2 Pupils will be able to:
Text/ Narrative	<p>Recognise that the names 'Allah' and 'Muhammad' are important to Muslims.</p> <p>Suggest why the words of the Bismillah are important to Muslims.</p> <p>Tell a story about Muhammad and say what it teaches a Muslim about compassion.</p> <p>Recall some different names of Allah e.g. the doer of good, the generous, which show what a Muslim believes about God.</p>	<p>Explain that Muslims respond to the call for prayer.</p> <p>Describe what a Muslim might learn from the story of Bilal and the first call to prayer.</p> <p>Describe Muslim belief in one God, the most important being in the universe, who they believe they should obey in every way. He is Allahu Akbar or 'God most great'</p> <p>Describe the Shahadah and know all Muslims everywhere recite the same words.</p> <p>Explain what Muslims believe about Muhammad as the messenger of God and the last prophet and recall something about his life.</p> <p>Describe ways Muslims show respect towards the Qur'an and give reasons for this.</p> <p>Retell the story of how the Qur'an was revealed to Muhammad.</p> <p>Explain how the Kaaba or 'cube' reminds Muslims that there is only one God</p>
Community Practice	<p>Use the words 'fasting' and 'sharing' to talk about what Muslims do during Ramadan.</p>	<p>Describe some things Muslims do when they get ready for prayer and how the physical actions show submission to Allah.</p> <p>Describe some different ways Muslims show / do not show their beliefs about Muhammad in art, calligraphy or design.</p> <p>Know that a mosque in a Muslim place of worship.</p> <p>Describe some practices and experiences of Muslim children at a madrassah.</p> <p>Describe why only some Muslims seek to become Hafiz and how the study affects both their lives and the lives of others.</p> <p>Recall the Five Pillars of Islam and how the practice of each pillar makes a Muslim feel they belong to the 'ummah.'</p>

Living	Recall how Muslims prepare for and celebrate Eid-ul-Fitr.	<p>Explain that saying the Bismillah reminds Muslims that Allah is involved in everything.</p> <p>Recall ways some Muslims celebrate Muhammad's birthday.</p> <p>Show how Muslims express the idea of revelation as a rope reaching down to earth, suggesting what the image means.</p> <p>Make links that show how Muslim belief and practices come from the teachings of the Qur'an or from the Sunnah of the Prophet.</p> <p>Explain some key Muslim teachings about Tawheed or the one-ness of Allah.</p> <p>Describe the impact of Hajj on a Muslim.</p>
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End of phase Sikhism Core knowledge: What do we want pupils to know?

KS2
By the end of KS2, pupils learn about the origins of Sikhism and the role of the guru as teacher of the light of God. Pupils listen and engage with stories from different Gurus of the past and learn about the present living guru, the Guru Granth Sahib. The importance of the value of equality is shared through the example of langar and beliefs around the oneness of God are introduced through learning how Sikhs pray and worship.
If both Sikhism units are taught

Progression in Sikhism knowledge of text -practice - living

	End of KS2 Pupils will be able to:
Text/Narrative	Understand that Guru means teacher and the purpose of a Guru to share the light of God. Describe what a Sikh might learn from stories of Guru Nanak. Understand the significance of Ik Onkar as representing the Sikh belief in one god. Describe what Sikhs might learn about God or how to live from the story of Guru Amar Das and the Emperor.
Community Practice	Describe how and why Sikhs show the Granth the respect due to a living guru and how this is like or different from how other holy books are treated. Describe some similar things Sikhs do when they come to the gurdwara for worship and those which demonstrate equality. Describe how the names 'Kaur' and 'Singh' show the belief that all Sikhs are equal, valued and united.
Living	Understand how a Sikh will listen to the true Guru through chanting and meditating. Explain and describe the practice of the langar.

End of phase Buddhism Core knowledge: What do we want pupils to know?

KS2

By the end of KS2, pupils learn the story of the Buddha and about his journey to enlightenment including the Four Noble Truths as the essence of Buddhist teaching. Using the correct terminology, pupils are able to explain the key concepts that help Buddhists today on this journey including reference to the Eightfold Path. The role of the Buddhist community is explored as well as the practice of meditation.

****If both Buddhism units are taught****

Progression in Buddhism knowledge of text -practice - living

	End of KS2 Pupils will be able to:
Text/Narrative	Retell the story of Buddha's enlightenment. Explain how and why a Buddhist uses the image of a lotus to explain beliefs about growing towards enlightenment. Explain Buddhist teachings including reference to the four noble truths. Show how Buddhists express their belief that the Buddha is a refuge and guide by referring to the story of Angulimala.
Community Practice	Use the right religious words to describe different practices of Buddhists in search of enlightenment on the Eightfold Path. Describe the Eightfold Path as techniques for overcoming suffering. Explain how the Buddha's teachings (dharma) help Buddhists journey along the path.
Living	Describe the use and importance of stillness and meditation. Evaluate the role of the Buddhist community. Use the right religious words to describe the practices and experiences of Buddhists belonging to the Sangha, both lay and monastic. Explain how members of the Sangha support each other at the festival of Wesak.

End of phase Humanism Core knowledge: What do we want pupils to know?

KS2

By the end of KS2, pupils learn what is important to those with non-religious worldviews who call themselves Humanists. They will learn about the importance of reason, respect and the scientific principals which lay behind this worldview. Pupils will have opportunities to encounter thought of famous Humanists past and present. They will ask questions about what the meaning and purpose of life is for a human being and debate whether happiness should be considered a right for all. They will explore and learn about the ceremonies and celebrations of Humanists and what these look like and mean to those who live their life in this way today.

Progression of Knowledge in Religious Education (Year A)

Skills involving all 3 gems

Faith

Children can talk about the key beliefs of different faiths and use appropriate vocabulary. They can also talk about the Christian Faith through class worship time and collective worship.

Acceptance

Children listen to each other's views, thoughts and feelings and they learn to respect each other's similarities and differences, including the beliefs of Christians and the beliefs of other faiths.

Understanding

Children are inquisitive about Faith. They ask questions and share their ideas. Children can make comparisons between different families, culture and faiths and talk about the similarities and differences.

	EYFS Ruby Class	Year 1 and 2 Emerald Class	Year 3 and 4 Sapphire Class	Year 5 and 6 Diamond Class
Autumn Term 1	<p>Why is the word God so important to Christians?</p> <p>[Whispering Allah into Baby's ear: Muslim birth custom)</p> <p>Can talk about when and where people use their name and why.</p> <p>Can recognise that the word 'God' is an important name for Christians.</p> <p>Can talk about who is important or special to them, their VIPs.</p> <p>Can remember something that happens in the Bible story of Creation.</p> <p>Can recognise that Christians use God's name with care because God is their Creator.</p>	<p>Christianity: Why is belonging to God and the church family important to Christians?</p> <p>Can talk about how they might welcome people in their family, their class or their religion.</p> <p>Can ask, with respect for people's feelings, what happens to welcome people in groups their friends belong to, including a faith group.</p> <p>Can use the right words to talk about what happens at a baby's baptism.</p> <p>Can talk about a present they have received and why it was important to them.</p> <p>Can talk about why Christian parents might want to baptize their baby, and about questions they would ask them about this.</p> <p>Can ask why a story is being told and what they learn from it, including a</p>	<p>Christianity: How do Christians show that reconciliation with God and other people is important?</p> <p>Can use religious words to describe how Christians act out the idea of reconciliation in church services or practices.</p> <p>Can recognise some things that influence them e.g. family, friends, faith, when it comes to admitting they are in the wrong.</p> <p>Can link what is important to them about peace, reconciliation or forgiveness, with the way they think and behave.</p> <p>Can describe what a Christian might learn from the story of the Lost (Prodigal) Son.</p> <p>Can ask good questions about life when thinking about the story of the Lost Son and communicate some of their ideas for answers.</p> <p>Can ask important questions about the reconciliation in life e.g. when looking at sculptures, and compare ideas with others, including Christians.</p> <p>Can describe what Christians might learn from the Parable of the Lost Son / or stories of Christians involved in</p>	<p>Islam: How does Tawhid create a sense of belonging to the Muslim community?</p> <p>Can show how the Muslim faith expresses the idea of 'one-ness' in many different ways e.g. prayer direction, prayer words, Kaaba</p> <p>Can ask questions about a Muslim view of the meaning and purpose of life and suggest their own opinions about life's meaning and purpose.</p> <p>Can ask about moral decisions they, and others make, asking if it matters what you have at the 'centre' of your life, and how this might affect your decisions.</p> <p>Can express the Muslim belief in the one-ness of Allah, using a Muslim style e.g. using patterns, and explaining what they are trying to convey.</p> <p>Can use the right terms to describe the Five Pillars of Islam and how the practice of each pillar makes a Muslim feel they belong to the 'ummah.</p> <p>Can ask questions about groups people choose to belong to and whether choosing to pray daily, or fast, inspires Muslims and makes them feel they belong.</p>

		<p>Bible story.</p> <p>Can remember the story of Jesus and the children and know who it is special to.</p> <p>Can tell the story of Jesus welcoming children and say why it might be important to Christians.</p> <p>Can suggest why some items used at a baptism</p> <p>(candle, shell, water) are important to a Christian.</p> <p>Can talk about some important things Christians do</p> <p>and say at a Church of England baptism ceremony.</p> <p>Can say what the water and light stand for at a</p> <p>Church of England baptism, or what some of the</p> <p>Promises are about.</p> <p>Can talk about what is important to others, including religious people, about welcoming a new baby, & ask respectfully why.</p>	<p>Reconciliation.</p> <p>Can describe some different ways that Christians show the reconciliation in pictures of the Prodigal Son e.g. by Rembrandt.</p> <p>Can describe how Christians everywhere practise confession and ask God to forgive their sins.</p> <p>Can describe some things that are the same / different in the way Christians confess their sins.</p> <p>Can compare people and things which influence them with those which influence others, including a practising Christian.</p> <p>Can link things that they, and others value about the need for 'peacemakers' or 'reconcilers' with the way they choose to think and behave in school.</p>	<p>Can use a wide religious vocabulary to compare the practices of and ways of life of a Muslim with the practice of another religion.</p> <p>Can discuss some benefits and problems of holding strong values and commitments, including religious ones, and say what is positive about Tawhid.</p> <p>Can make links that show how the Muslim belief in Tawhid comes from key verses in the Qur'an and is supported by stories of the life of Prophet Muhammad.</p> <p>Can explain some key Muslim teachings about Tawhid or the one-ness of Allah, linking these to similar or different beliefs in another faith.</p> <p>Can compare their own ideas about the meaning and purpose of life, with those of others, including a Muslim in Ahmed's story.</p> <p>Can ask about the diverse groups people belong to in British society and give my views on the challenges of being a Muslim child growing up here.</p>
Autumn Term 2	<p>Why do Christians perform nativity plays at Christmas? (The Muslim story of Muhammad caring for the Ants)</p> <p>Can recognise an image of Jesus e.g. in a nativity set, stained glass window, icon</p> <p>Can talk about a person who is important or special to them.</p> <p>Can talk about something interesting</p> <p>in a story about Jesus as an adult.</p>	<p>Judaism: Why is learning to do good deeds so important to Jewish people?</p> <p>Can talk about when someone has done a good deed to help them or their friends or family.</p> <p>Can talk about what is important to them about good deeds that help people and why.</p> <p>Can talk about something that might be a 'mitzvah' or good deed for Jewish people</p> <p>Can suggest why a tzedakah box (pushke) is important to a Jewish</p>	<p>How does a Muslim show their submission and obedience to Allah?</p> <p>Can link who is important to me, and who I believe I should obey, with the way I think and behave.</p> <p>Can describe how Muslims believe in one God, and say prayers as part of their faith, like many religious people.</p> <p>Can recognise some things that influence what I do e.g. family, friends, faith, and know the call to prayer affects a Muslim</p> <p>Can describe the way the words and use of the adhan or prayer call shows Muslims the importance of prayer.</p>	<p>Christianity: What is the great significance of the Eucharist for Christians?</p> <p>Can ask questions about groups people belong to as a result of who inspires them or who they want to remember, including Christians.</p> <p>Can compare their own ideas about what humans are for in our vast universe, with answers a Christian like Buzz Aldrin might give.</p> <p>Can show how two Last Supper images, express very different Christian beliefs / feelings about Jesus and suggest why.</p> <p>Can create, in a style used by a believer, an image of the Last Supper which expresses</p>

	<p>Can tell part of the nativity story e.g. when dressed up as a character or using figures from a crib set.</p> <p>Know something a family is doing at Christmas because they are Christians.</p> <p>Can talk about things that happen to them e.g. places they go at the weekend.</p>	<p>family.</p> <p>Can remember the story of Ruth and know it is special to Jewish people.</p> <p>Can ask why a story is told, and what they learned from it, including the story of Ruth.</p> <p>Can tell the story of Ruth and say why it might help Jewish people understand the need for mitzvot.</p> <p>Can talk about how Jewish people might perform the mitzvah of welcoming a baby girl in their synagogue.</p> <p>Can ask about what happens to others in their lives, including respectful questions about the life of a Jewish child</p> <p>Can talk about the possible meanings in a story, including the story of Ruth, and about any questions it raises (e.g. about being welcome).</p> <p>Can talk about what is important to others, including Jewish people, about 'good deeds' and ask respectfully why.</p> <p>Can say what the words in a song / picture about Tikkun Olam are about for a Jewish person.</p>	<p>I can compare some things that influence me, and my friends, with how a Muslim parent wants Allah to be first in their baby's life.</p> <p>Can describe what a Muslim might learn from the story of Bilal and the first call to prayer</p> <p>Can ask good questions about life after hearing the story of Bilal and give some ideas for answers</p> <p>Can describe what Muslims might learn from the story of Bilal about God or the Prophet Muhammad</p> <p>Can use religious words to describe some ways Muslims show Allah is important when they pray.</p> <p>Can describe some things Muslims do when they get ready for prayer, and how this is the same / different from others who pray.</p> <p>Can link things that I, and others, say we value as part of our daily routine or lifestyle, with how we actually choose to think and behave.</p>	<p>Christian beliefs / feelings and explain what it means.</p> <p>Can use the right religious words to describe what Anglicans do at a Eucharist / Holy Communion and what they might value most.</p> <p>Can explain key reasons why Christians believe the Eucharist is important to them and show how they draw on Bible texts or church teaching for their ideas.</p> <p>Can produce a guide to Eucharist / Holy Communion in two Christian denominations, using a wide religious vocabulary to compare how it is celebrated.</p> <p>Can make links that show how a Christian's belief in 'giving thanks to God' in prayer and worship follows the Bible's teaching.</p> <p>Can ask whether being thankful, or giving thanks to God, gives more meaning to life and suggest their own, and a Christian, answer.</p> <p>Can ask about how people decide to face problems in life and suggest what might happen if people chose to play the 'Glad game'.</p> <p>Can ask about challenges of being a follower of Christ facing difficult situations in life, surrounded by diverse groups of people with very different beliefs.</p> <p>Can discuss some of the benefits and problems associated with always being thankful, including a Biblical view.</p>
Spring Term 1	<p>How can we help others when they need it?</p> <p>(The Sikh story of Guru Har Gobind saving the 52 Princes)</p> <p>Can talk about things that happened when they needed help or they helped someone.</p> <p>Can talk about something interesting in a story where</p>	<p>Christianity: What did Jesus teach Christians about God in his parable?</p> <p>Can remember Jesus' parable of the Lost Sheep and know who it is special to.</p> <p>To suggest why the story of the Lost Sheep is important to a Christian.</p> <p>To talk about times when they feel alone or lost, or need help at home, in</p>	<p>Christianity: Is the cross a symbol of love, sacrifice or commitment for Christians?</p> <p>Can link the things that they, and their friends, value, with what they would be willing to sacrifice.</p> <p>Can recognise how Remembrance Day celebrations might make different people feel.</p> <p>Can link things that are important or</p>	<p>Hinduism: What spiritual pathways to Moksha are written about in Hindu scriptures?</p> <p>Can ask about moral decisions they and others have to make about the rights and wrongs of fighting as a way to solve conflict, referring to Arjuna.</p> <p>Can discuss some of the benefits and problems of holding strong values and commitments, including religious ones, when</p>

	<p>someone needed help.</p> <p>Can talk about someone who is special because they helped them when they needed help.</p> <p>Can remember how the traveller in The Good Samaritan story was saved or rescued.</p> <p>Can recognise the important parable of the Good Samaritan e.g. in a painting, drama, stained glass.</p> <p>Can recognise some images of a Christian praying and identify this as part of their religion.</p>	<p>class or in their religion.</p> <p>To ask why Jesus used parables and what they can learn from stories, including a parable.</p> <p>To tell one of Jesus' parables and say why it might be important to Christians.</p> <p>To talk about the meaning in a story, including one of Jesus' parables, and about any questions it raises.</p> <p>To use the right words to talk about how a Christian learns the stories Jesus told.</p> <p>To talk about a book that is important to them and why the Bible is valued by Christians.</p> <p>To say what the characters might stand for in some of Jesus' parables, OR what the stories might be about for a Christian.</p> <p>To ask, with respect, what people do in groups their friends and others belong to when they need advice, including Christians.</p> <p>To talk about some things Christians do together to help them pass on Jesus' message as part of their worship in church.</p> <p>To talk about important messages some people, including Christians, want to share and ask, with respect, about why.</p> <p>To talk about whether praying is important to other people, including Christians, and ask respectfully about why.</p>	<p>precious to them with the way they think about, or behave towards, them.</p> <p>Can compare some things that influence them, and others, with how belief in Jesus' sacrifice influences Christians.</p> <p>Can describe what a Christian might learn from one of the stories of Holy Week.</p> <p>Can ask good questions about life after discussing the Holy Week stories and share ideas for answers.</p> <p>Can describe what Christians might learn from the story of Jesus' death / sacrifice.</p> <p>Can describe how Christians in many different lands use crosses to show they are Christians.</p> <p>Can describe some ways in which a cross is used in the same, or different, ways by Christians.</p> <p>Can describe some ways Christians show their beliefs on different crosses or in songs about the cross.</p> <p>Can use religious words to describe how Christians may make the sign of a cross to show Christian beliefs.</p>	<p>fighting 'battles' in life</p> <p>Can make links that show how some Hindu beliefs come from the teachings of the Bhagavad Gita.</p> <p>Can use the right religious terms to describe what it might mean for Hindus to follow the different pathways to moksha.</p> <p>Can ask if being really devoted to something gives life meaning and purpose, suggesting their own answers and those a Hindu might give.</p> <p>Can compare their own analogies for ways of seeing life, with those of others, including a Hindu idea about 'life as a roundabout'.</p> <p>Can make links between some key Hindu beliefs about different pathways to the divine and the texts or other sources which teach about them.</p> <p>Can use a wide religious vocabulary to compare various practices of Hindus who choose to belong to Krishna and follow the Bhakti pathway.</p> <p>Can show how Hindus express beliefs and feelings about Krishna in many ways e.g. as a child, in his universal form, and suggest why.</p> <p>Can ask questions about what it means to belong to a group who are devoted to something and refer to 'devotees' I know and devotees of Krishna.</p> <p>Can express religious ideas about Krishna in the style of art, craft or storytelling used by Hindus, explaining what they are trying to convey.</p> <p>Can ask about the diverse groups people belong to in society, as a result of heritage, choice or beliefs, and assess the challenges of joining Hare Krishna (ISKCON).</p>
Spring Term 2	<p>Why do Christians put a cross in an Easter garden?</p> <p>(The Buddhist story of the</p>	<p>Christianity: Why do Christians pray to God and worship him?</p> <p>Can use the right words to talk about</p>	<p>Hinduism: How does the story of Rama and Sita inspire Hindus to follow their dharma?</p>	<p>Christianity: Why is the gospel such good news for Christians?</p> <p>Can compare their own ideas about the</p>

	<p>Monkey King)</p> <p>Can talk about something interesting in a story e.g. that makes them ask a question.</p> <p>Can recognise something a Christian is doing because of their religion e.g. making the sign of the cross.</p> <p>Can recognise things which are important to Christians e.g. pictures of Jesus, different crosses.</p> <p>Can remember something that happens in the Christian story of Easter.</p> <p>Can talk about things that happen to them. Eg. going somewhere special, doing things with their family.</p> <p>Can talk about what is important to them e.g. a favourite story, food or souvenir.</p>	<p>Christians praying at mealtimes e.g. grace, God, amen.</p> <p>Can ask why stories are told, including the story of Jesus feeding the 5000 and what they learned from it.</p> <p>Can talk about what happened when someone said thank you to them and why they liked it.</p> <p>Can tell the story of Jesus feeding 5000 people and say why it might be important to a Christian.</p> <p>Can talk about when they need to ask someone for help in their family, or their class, or their faith.</p> <p>Can ask respectfully about whether their friends or other people they know belong to groups which learn how to pray.</p> <p>Can remember the story of Jesus teaching his disciples to pray and know who it is special too.</p> <p>Can suggest what is important about the Lord's Prayer to a Christian.</p> <p>Can talk about some of the phrases in the Lord's Prayer and about any questions they raise.</p> <p>Can talk about how some Christians pray together at church e.g. the Lord's Prayer, intercessions, silence, rosary, songs.</p> <p>Can say what a rosary stands for, why a candle might be used or what a worship song is about, for a Christian.</p>	<p>Can use religious words to describe how Hindus show the importance of duty at Raksha Bandhan.</p> <p>Can recognise things which influence them (family, friends, faith) to fulfil / neglect their duties.</p> <p>Can link things that are important to them with the way they think about, and tackle, their duties.</p> <p>Can describe what a Hindu might learn from the story of Rama and Sita.</p> <p>Can describe how, like other religious people, Hindus have people to inspire them.</p> <p>Can describe what Hindus might learn about dharma or 'right action' from the story of Rama and Sita.</p> <p>Can ask good questions to do with their duty in life after talking about Rama and Sita, and share their answers.</p> <p>Can describe some things Hindus do to celebrate Rama and Sita's commitment to duty, some the same, some different.</p> <p>Can ask whether everyone has the same or different duties in life and compare their ideas with others, including a Hindu view.</p> <p>Can compare some of the things / people that influence them with those that influence others, including how the characters in Ramayana influence Hindus.</p> <p>Can describe some difference ways Hindus show their beliefs in actions / symbols/ words during a wedding.</p> <p>Can link things that they, and others, value as the 'duties of a human' and those valued by Hindus, with how they actually think and behave.</p>	<p>meaning and purpose of life, or about what is true, with Christians who want to share their belief in Jesus.</p> <p>Can make links that show Christian beliefs in Jesus e.g. as God's Son / Saviour of the World, come from Gospel stories in the Bible.</p> <p>Can ask questions about the meaning and purpose of life and suggest what answers others, including Christians might give.</p> <p>Can discuss some of the benefits and problems of believing strongly that Jesus is 'good news' and ask whether anything in my life is as important.</p> <p>Can use the right religious words to describe and compare what may happen in a church when the Gospels are read.</p> <p>Can ask about groups people choose to belong to and include reference to why Jesus inspires Christians to belong to and follow him.</p> <p>Can ask about the diverse groups people belong to, by heritage, choice or beliefs, and whether, like Christians, they believe some messages should be shared with all.</p> <p>Can ask about moral decisions they, and others, including Christians, make when we believe something is 'good news' for people.</p> <p>Can suggest reasons why Christians want to follow Jesus' teachings on life and morality in the gospels but do not always interpret them the same.</p> <p>Can express the Christian belief that Jesus is good news in an image influenced by Forsey or Vallotton, or in poem or song, and explain their ideas.</p> <p>Can compare different ways in which Christians pass on the gospel e.g. film, art, music, translation, and suggest reasons why.</p> <p>Can use a wide religious vocabulary to compare how and why some groups share the Christian gospel and ask how this might</p>
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Summer Term 1	<p>What makes every single person unique and precious?</p> <p>(A Hindu festival for brothers and sister: Raksha Bandhan)</p> <p>Can talk about something that happens to them now that didn't happen to them when they were little.</p> <p>Can talk about something interesting in the story of Jesus getting lost.</p> <p>Can remember something that happens in the story of Jesus welcoming the children.</p> <p>Can talk about what they think is special (or unique) about them.</p> <p>Can recognise why a 'thank you' song to God is important to a Christian.</p> <p>Can recognise something a Christian might do to follow the Golden Rule which Jesus taught them.</p>	<p>Judaism: Why do Jewish families talk about repentance at new year?</p> <p>Can talk about times when they have done things wrong and need to say sorry, at home or in class.</p> <p>Can talk about what is important to them about saying sorry and being forgiven, and why.</p> <p>Can suggest why the symbol of weighing scales is important to a Jewish person at New Year.</p> <p>Can talk about something Jewish people do together as part of their celebration / worship at Rosh Hashanah.</p> <p>Can say what the sound of the shofar or tasting honey means for Jewish people at Rosh Hashanah.</p> <p>Can remember the story of Jonah and know who it is special to.</p> <p>Can ask why a story is told, and what they learned from it, including the Jonah story.</p> <p>Can tell the story of Jonah and say why it might be important to a Jewish person.</p> <p>Can talk about the possible meanings in a story, including the Jonah story, and about any questions the story raises.</p> <p>Can ask respectfully what happens when friends or others get things wrong and want to put them right, including a Jewish view.</p> <p>Can talk about what is important to others, including Jewish people, about repentance and 'putting things right', asking respectfully why.</p> <p>Can use the right words e.g. God,</p>	<p>Christianity: What do Christians mean when they talk about the Kingdom of God?</p> <p>Can link things that are important to me with the sort of 'kingdom' they would like to live in.</p> <p>Can ask important questions about what life in a kingdom ruled by Jesus would be like and compare ideas with others, including Christians.</p> <p>Can link ideas about what they, and others, would value in a 'good' kingdom with how they would need to think and behave.</p> <p>Can describe what a Christian might learn about Jesus from the story of Palm Sunday.</p> <p>Can describe how Christians from different places believe Jesus is king and want to follow his way of life.</p> <p>Can use religious terms to describe some ways Christians show their belief that Jesus is their king.</p> <p>Can recognise some of the things which influence how they treat other people e.g. family, friends, faith.</p> <p>Can ask good questions, about the right way to live based on Jesus' parables, and share some answers.</p> <p>Can describe what Christians might learn from the 'Sheep and Goats' about what God is like and how to live.</p> <p>Can compare who they listen to when it comes to how they behave with who other people are influenced by, including Christians.</p> <p>Can describe how Christians pray for God's Kingdom to come in different ways e.g. through songs or the Lord's Prayer.</p>	<p>Christianity: When Christians need real wisdom, where do they look for it?</p> <p>Can ask questions about groups we choose to belong to and how we would decide whether belonging to them was wise, and who would inspire us to join.</p> <p>Can ask whether the search for wisdom in life is important for humanity and suggest my own answers and that of a Christian.</p> <p>Can ask about moral decisions I, and others, make as a result of particular values and commitments, relating these to Solomon and the two mothers.</p> <p>Can make links that show how some Christian ideas about wisdom come from the Book of Proverbs, or other Wisdom teachings, in the Bible.</p> <p>Can explain some of the key things Christians say about God's Wisdom and about wise ways to live and link their ideas and beliefs to Bible texts.</p> <p>Can use the right religious words to describe /compare how Christians celebrate God's Wisdom in the Bible e.g. dance, song, flags, drama.</p> <p>Can express Christian feelings and beliefs in an image or dance based on a Bible passage and explain what I am trying to convey.</p> <p>Can ask about the diverse groups people belong to in society and why Christians may be called foolish for belonging to groups which value religious sources of wisdom.</p> <p>Can discuss some of the benefits and problems of holding strongly to the value of wisdom, including the wisdom spoken of in the Bible, and being committed to act wisely.</p> <p>Can show how two parables express Christian beliefs and feelings about wisdom and foolishness in different ways and suggest why.</p>

		<p>scroll, shofar, repent to talk about what happens at Yom Kippur.</p>	<p>Can describe some different ways that Christians show their belief in Jesus as King through songs and various art forms.</p>	<p>Can use a wide religious vocabulary to produce a mini-guide to Jesus' Sermon on the Mount explaining how acting on his teaching is wise even if it is tough.</p> <p>Can compare my ideas about whether the purpose of life is to become wise or search for wisdom, with those of others, including a Christian.</p>
<p>Summer Term 2</p>	<p>How can we care for our wonderful world?</p> <p>(Tu B'Shevat-the Jewish holiday for planting trees)</p> <p>Can talk about and remember the different things created by God in the Bible story of Creation</p> <p>Can talk about something interesting or wonderful in the Creation story or in the world around them.</p> <p>Be able to talk about what they think is special or wonderful in the natural world.</p> <p>Can talk about when they have looked after or cared for someone or something themselves.</p> <p>Can talk about and remember the story of the naming of the animals and know it is special to Christians.</p> <p>Know why a song / prayer about God's world is important to Christians</p> <p>Know something a Christian does because they believe God wants them to care for the world.</p>	<p>Christianity: Why was Jesus given the name 'saviour'?</p> <p>Can remember the Annunciation story and know who it is special to.</p> <p>Can talk about what really helps them when they are in trouble e.g. lonely, and why.</p> <p>Can use the words 'nativity' or 'crib' to talk about what a Christian does at Christmas.</p> <p>Can suggest how a Christian shows which figures are important in a nativity set.</p> <p>Can ask why stories are told and what they learned from them, including the Nativity.</p> <p>Can tell the story about Simeon meeting Jesus and say why it might be important to a Christian.</p> <p>Can talk about things that happen in their family or their class when they have needed help.</p> <p>Can talk about how Christians use an Advent wreath in their church services.</p> <p>Can talk about who or what their friends or family would think it was important to help & ask respectfully why.</p> <p>Can say what Posada stands for and what being involved might make a Christian think about.</p>	<p>Judaism: What symbols and stories help Jewish people remember their covenant with God?</p> <p>Can describe what a Jewish person might learn from Noah about the idea of a covenant with God.</p> <p>Can use religious words to describe how a rainbow in the Noah story is a reminder of God's promises.</p> <p>Can describe how Jewish people show the importance of remembering their covenant with God when they fix a mezuzah and touch it.</p> <p>Can describe how Jewish and Christian people both read and discuss Bible stories to know about God.</p> <p>Can recognise some of the things which influence their ideas about promises e.g. family, friends, faith.</p> <p>Can describe what Jewish people might learn from the stories of Abraham about a covenant with God.</p> <p>Can ask good questions about life after hearing the stories of the Exodus and share some of their ideas.</p> <p>Can link objects which hold important memories for them with how they think about and treat them.</p> <p>Can describe some different customs and practices Jewish people have as part of their Pesach (Passover) celebrations.</p> <p>Can compare some of the memories that</p>	<p>How did Buddha teach his followers to find enlightenment?</p> <p>Can ask about the decisions I, and others, make about whether to persevere at a hard task, referring to the story of Buddha.</p> <p>Can explain how religious stories of struggles / temptations told by Christians (or Hindus) and Buddhists might influence their teachings about life.</p> <p>Can create artwork, similar to a Buddhist piece, based on Buddha's enlightenment and explain the ideas I want to convey.</p> <p>Can show how and why a Buddhist uses the image of a lotus to explain beliefs about growing towards enlightenment.</p> <p>Can suggest who I think would be important to ask about suffering in life and say why Buddhist groups would be inspired to ask what Buddha said.</p> <p>Can discuss some of the benefits and problems of holding strong values and commitments, including ideas related to Buddhist commitments.</p> <p>Can use the right religious words to describe different practices of Buddhists in search of enlightenment on the Eightfold Path.</p> <p>Can ask questions about why people belong to Buddhist communities and the challenges of being a Buddhist or belonging to a Buddhist community in Britain.</p> <p>Can make links that show Buddhists want to find enlightenment in their own lives because</p>

		<p>Can talk about how stories often have a meaning, and about questions the nativity story makes them ask.</p>	<p>influence them with how the story of Passover (Pesach) might help Jewish people think about their covenant with God.</p> <p>Can ask important questions about the role of trust in relation to promises and compare their ideas with others, including a possible Jewish response.</p> <p>Can link things that they, and others, agree are valuable e.g. their home/ school agreement, with how they choose to think and behave in class.</p>	<p>of the example and teaching of Buddha.</p> <p>Can ask questions about the meaning and purpose of life and suggest various ideas/ answers including my own and a Buddhist's.</p> <p>Can describe, and compare, with examples from interviews, how belonging to Buddhist groups can involve different practices and experiences.</p> <p>Can ask questions about the meaning and purpose of life promoted in a Buddhist school and compare this with ideas promoted in my own school.</p>
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Hintlesham and Chattisham CofE Primary School Progression of Knowledge in Religious Education (Year B)

Skills involving all 3 gems

Faith

Children can talk about the key beliefs of different faiths and use appropriate vocabulary. They can also talk about the Christian Faith through class worship time and collective worship.

Acceptance

Children listen to each other's views, thoughts and feelings and they learn to respect each other's similarities and differences, including the beliefs of Christians and the beliefs of other faiths.

Understanding

Children are inquisitive about Faith. They ask questions and share their ideas. Children can make comparisons between different families, culture and faiths and talk about the similarities and differences.

	EYFS Ruby Class	Year 1 and 2 Emerald Class	Year 3 and 4 Sapphire Class	Year 5 and 6 Diamond Class
Autumn Term 1	Why is the word God so important to Christians? [Whispering Allah into Baby's ear: Muslim birth custom) Can talk about when and where people use their name and why. Can recognise that the word 'God' is an important name for Christians. Can talk about who is important or special to them, their VIPs. Can remember something that happens in the Bible story of Creation. Can recognise that Christians use God's name with care because God is their Creator.	Judaism: Why is learning to do good deeds so important to Jewish people? Can talk about when someone has done a good deed to help me or my friends or family. Can talk about what is important to me about good deeds that help people and why. Can talk about something that might be a 'mitzvah' or good deed for Jewish people. Can suggest why a tzedakah box (pushke) is important to a Jewish family. Can remember the story of Ruth and know it is special to Jewish people. Can ask why a story is told, and what I learn from it, inc. the story of Ruth. Can tell the story of Ruth and say why it might help Jewish people understand the need for mitzvot. Can talk about how Jewish people might perform the mitzvah of	How does believing Jesus is their saviour inspire Christians to save and serve others? Can describe what a Christian might learn from a story about how Jesus helped or saved someone. Can describe how Christians all talk about Jesus as their 'saviour' in their songs and prayers. Can use religious words to describe how the Salvation Army or other Christians show their beliefs in a badge. Can recognise some of the things which influence me to help others e.g. family, friends, faith. Can ask good questions about life after thinking about one of Jesus' miracles and share ideas for answers. Can link things that are important to me about receiving help when I need it to how I think and behave. Can describe what Christians might learn from the story of Zacchaeus about how people need 'saving'. Can describe some things Christians do as part of their faith to try to 'save' or help others,	How do Christians show their belief that Jesus is God incarnate? Can make links that show how the Christian belief in Jesus as God comes from passages in the New Testament. Can use the right religious words to describe practices or artefacts in churches which show Christians believe Jesus is God Can show how Christians express ideas about Jesus as human / divine in different images and say why some may not want to portray Jesus Can ask questions about why people choose to support the Children's Society, referring to their Christian identity and the inspirational message of the Christingle. Can ask questions about things people need in life, and suggest my own answers to how the 'I am' sayings of Jesus address human needs. Can ask about moral decisions people make about who to help in society, and about why Christians set up organisations like Children's Society. Can suggest reasons for why Christians believe Jesus is God's Son and explain how they draw on the Bible for their ideas. Can use wide religious vocabulary to compare

		<p>welcoming a baby girl in their synagogue.</p> <p>Can ask about what happens to others in their lives, including respectful questions about the life of a Jewish child.</p> <p>Can talk about the possible meanings in a story, including the story of Ruth, and about any questions it raises (e.g. about being welcome)</p> <p>Can talk about what is important to others, including Jewish people, about good deeds', and ask respectfully why?</p> <p>Can say what the words in a song / picture about Tikkun Olam are about for a Jewish person.</p>	<p>some the same, some different.</p> <p>Can describe some different ways that Christians show their beliefs about Jesus by using the words 'save/ saviour / sin / God' in Christmas carols or on Christmas cards.</p> <p>Can compare some things (or people) that influence me with who influences other people, including a practising Christian.</p> <p>Can ask important questions about things that spoil people's lives and compare with the Christian idea about sin as failing to be perfect.</p> <p>Can link things or people that my friends and I value with the way we choose to think and behave.</p>	<p>how Christians follow Jesus and how they respond to the belief that Jesus became a human like them.</p> <p>Can express a Christian's feelings or beliefs about Jesus as 'God with us' in a style used by believers (art, poetry, drama...) and give an explanation.</p> <p>Can ask about different denominations Christians belong to as a result of heritage, belief or choice, and outline some of the challenges of choosing to follow Christ.</p> <p>Can compare my own ideas about why humans exist and how people should live, with others, and suggest answers a Christian might give.</p> <p>Can discuss some benefits and problems of a strong commitment to help the less fortunate, and whose responsibility this is, inc. a Christian viewpoint.</p>
Autumn Term 2	<p>Why do Christians perform nativity plays at Christmas?</p> <p>(The Muslim story of Muhammad caring for the Ants)</p> <p>Can recognise an image of Jesus e.g. in a nativity set, stained glass window, icon</p> <p>Can talk about a person who is important or special to them.</p> <p>Can talk about something interesting</p> <p>in a story about Jesus as an adult.</p> <p>Can tell part of the nativity story e.g.</p> <p>when dressed up as a character or using figures from a crib set.</p>	<p>Christianity Why was Jesus given the name 'saviour'?</p> <p>Can remember the Annunciation story and know who it is special to.</p> <p>Can use the words 'nativity' or 'crib' to talk about what a Christian does at Christmas.</p> <p>Can suggest how a Christian shows which figures are important in a nativity set.</p> <p>Can talk about things that happen in my family or my class when we have needed help.</p> <p>Can ask why stories are told and what I learn from them, including the Nativity.</p> <p>Can talk about what really helps me when I am in trouble e.g. lonely, and why</p> <p>Can tell the story about Simeon meeting Jesus and say why it might</p>	<p>Why do Muslim's call Muhammad the 'Seal of the Prophets'?</p> <p>Can describe what a Muslim might learn from a story about Muhammad.</p> <p>Can describe the Shahadah and know all Muslims everywhere recite the same words.</p> <p>Can use 'seal of the prophets' to describe Muslim belief about Muhammad.</p> <p>Can recognise some of the things which influence me (family, friends, faith).</p> <p>Can ask good questions about what is important in life after hearing stories about Muhammad.</p> <p>Can link important messages I think the world should hear with the way I think and behave.</p> <p>Can describe what Muslims might learn from a story about Muhammad's life about Allah or about living.</p> <p>Can describe how Muslims say the words of the Shahadah to witness to their faith, as new</p>	<p>How do Christians try to capture the mystery of God as Trinity?</p> <p>Can show that some Christian beliefs about how God helps them in their lives link to Bible metaphors about God and Jesus e.g. Rock, Shepherd .</p> <p>Can use the right religious words to describe and compare 'Trinitarian' practices which may be involved in belonging to different Christian groups.</p> <p>Can show how Christians express beliefs and feelings about God as Trinity in various ways (prayers, music, song, 2D / 3D art) and suggest why.</p> <p>Can ask questions about groups people belong to and understand that some groups are strongly influenced by who or what they believe God is like.</p> <p>Can ask big questions about the mysteries of life and the universe and consider answers Christians and atheists, might offer about the idea of God.</p>

	<p>Know something a family is doing at Christmas because they are Christians.</p> <p>Can talk about things that happen to them e.g. places they go at the weekend.</p>	<p>be important to a Christian.</p> <p>Can talk about how Christians use an Advent wreath in their church services.</p> <p>Can say what Posada stands for and what being involved might make a Christian think about.</p> <p>Can ask, with respect, about what my friends or different groups do at Christmas, including Christians.</p> <p>Can talk about how stories often have a meaning, and about questions the nativity story makes me ask.</p> <p>Can talk about who or what my friends or family would think it was important to help & ask respectfully why.</p>	<p>believers or as part of prayer.</p> <p>Can describe some different ways Muslims show / do not show their beliefs about Muhammad in art, calligraphy or design.</p> <p>Can compare how someone I admire influences me with who influences others, as well as how Muhammad might influence a Muslim.</p> <p>Can ask important questions about how people decide who to follow in life, comparing ideas with others, including a Muslim view.</p> <p>Can link things that I, and others, value with how we choose to behave and what we choose to celebrate.</p>	<p>Can ask about how I, and others, make moral decisions and how the use of icons has been controversial and led to different decisions by Christians.</p> <p>Can explain some of the reasons why Christians believe God is Trinity and explain how this is based on the way they experience God as well as hinted at in Biblical.</p> <p>Can use a wide religious vocabulary to produce a guide to Rublev's icon which compares how and why some Christians might use this icon and how it draws them to God.</p> <p>Can capture religious beliefs, ideas or feelings about the Trinity in a style (e.g. triptych, or dance) used by Christians and explain what I am trying to convey.</p> <p>Can ask about the diverse groups people belong to in society, how they make choices about what to believe, and how easy it is to have faith in a 'mystery' when people ask for proof.</p> <p>Can compare my own ideas with the Christian idea that meaning and purpose of life is found in loving relationships, as expressed in their belief in the Trinity.</p> <p>Can discuss some of the benefits and problems of holding strong values and commitments, considering if we ever venerate people a bit like religious icons.</p>
Spring Term 1	<p>How can we help others when they need it?</p> <p>(The Sikh story of Guru Har Gobind saving the 52 Princes)</p> <p>Can talk about things that happened when they needed help or they helped someone.</p> <p>Can talk about something interesting in a story where someone needed help.</p> <p>Can talk about someone</p>	<p>Judaism: Why do Jewish families say so many prayers and blessings?</p> <p>Can remember the Biblical story of creation and know it is special to Jewish people.</p> <p>Can use the right words to say how a Jewish family celebrates Sukkot: (God, sukkah, lulav, blessings).</p> <p>Can suggest why it is important to Jewish families to build their</p>	<p>Why do Hindus want to collect good karma?</p> <p>Can make links that show how a Hindu's belief in the importance of sewa (selfless service) is connected to other beliefs e.g. karma and samsara, and encouraged by Hindu teachers and scriptures.</p> <p>Can use the words 'debts' and 'duties' to describe what a child may learn in a Hindu community about how to behave and what it is important to do.</p> <p>Can show how Hindus express their religious</p>	<p>How do questions about Brahman and Atman influence the way a Hindu lives?</p> <p>Can make links that show how Hindu belief in Brahman is expressed in what Svetaketu's father taught him from the salt, honey and fig.</p> <p>Can use the right religious words to describe how a belief in Brahman / atman might affect a Hindu's diet and their attitude to animals.</p> <p>Can show how Hindus express their religious beliefs and feelings about the value of life in different ways, suggesting why.</p>

	<p>who is special because they helped them when they needed help.</p> <p>Can remember how the traveller in The Good Samaritan story was saved or rescued.</p> <p>Can recognise the important parable of the Good Samaritan e.g. in a painting, drama, stained glass.</p> <p>Can recognise some images of a Christian praying and identify this as part of their religion.</p>	<p>Sukkah in a special way.</p> <p>Can talk about things that my family or my class might like to do or happen on a day of rest.</p> <p>Can ask why a story is told, and what I learn from it, including the Creation story.</p> <p>Can talk about why saying thank you, including for food, is important to me.</p> <p>Can tell the story of creation and say why it be it might be important to Jewish people.</p> <p>Can talk about some things Jewish families do together as part of Shabbat worship in the home.</p> <p>Can say what some symbols on the Shabbat table are for and / or explain a Shabbat song/ story.</p> <p>Can ask about what happens in groups my friends or others belong to on a special day, including Shabbat.</p> <p>Can talk about the meaning in a story, including the Creation story, and about any questions it raises.</p> <p>Can talk about whether thankfulness is important to others, including Jewish people, asking respectfully why.</p>	<p>beliefs about karma using several different metaphors and suggest why they do this.</p> <p>Can ask questions about debts I owe to my own family or other groups to which I belong, and include reference to the debt many owe to Gandhi for inspiring them to 'be the change'.</p> <p>Can ask questions about the importance of acts of kindness in daily life and suggest some answers of my own and include an answer a Hindu involved in Sewa Day might give.</p> <p>Can ask questions about how I, and others, make moral decisions, as a result of what we think is important, including how ideas about karma might affect a Hindu's decision.</p>	<p>Can ask questions about groups people choose to belong to, including religious groups who believe people have a spirit or soul.</p> <p>Can ask about the meaning and purpose of life as sung about in 'Colours of the Wind' and suggest a range of answers, including my own and a Hindu view.</p> <p>Can ask about moral decisions I, and others including Hindus, make as a result of particular values or commitments, referring to the Shambo debate.</p> <p>Can explain some key teachings Hindus hold about Brahman / Atman linking these to religious texts e.g. the Upanishads, Hindu spiritual teachers or traditional stories.</p> <p>Can use a wide religious vocabulary to compare different Hindu views on worship e.g. with reference to Sanjay's Super Team, and the film's creator.</p> <p>Can attempt to express ideas about Brahman in a similar style to a metaphorical passage from the Bhagavad Gita and explain what I am trying to convey.</p> <p>Can ask about the diverse groups people belong to in society, and about the challenge of being a Hindu in Britain who believes all things are 'pervaded' by Brahman.</p> <p>Can compare my own ideas about what is really important in life / what I feel ready to stand up for, with those of others, including those of a Hindu.</p> <p>Can discuss some of the benefits and problems of holding strong values and commitments, including those held by Hindu communities.</p>
Spring Term 2	<p>Why do Christians put a cross in an Easter garden?</p> <p>(The Buddhist story of the Monkey King)</p> <p>Can talk about something interesting in a story e.g.</p>	<p>Christianity: What are the best symbols of Jesus' death and resurrection at Easter?</p> <p>Can remember one of the Easter stories and know who these stories are special to.</p> <p>Can use the right words to talk</p>	<p>How does the teaching of the gurus move Sikhs from dark to light?</p> <p>Can make links that show how for many Sikhs reading the daily Hukamnama is a rich source of guidance in life and comes from the Guru Granth.</p> <p>Can use the right religious words to try and</p>	<p>Should believing in resurrection change how Christians view life and death?</p> <p>Can make links that show how Christian beliefs in resurrection from death come from particular sources in the Bible.</p>

	<p>that makes them ask a question.</p> <p>Can recognise something a Christian is doing because of their religion e.g. making the sign of the cross.</p> <p>Can recognise things which are important to Christians e.g. pictures of Jesus, different crosses.</p> <p>Can remember something that happens in the Christian story of Easter.</p> <p>Can talk about things that happen to them. Eg. going somewhere special, doing things with their family.</p> <p>Can talk about what is important to them e.g. a favourite story, food or souvenir.</p>	<p>about Christians celebrating Easter: Jesus, cross, communion, joy, shout.</p> <p>Can suggest why a cross, or crucifix, is an important religious symbol for Christian people.</p> <p>Can talk about something surprising or amazing that happened in my family, my class or my religion.</p> <p>Can ask why a story is told, and what I learn from it, including the story of Easter.</p> <p>Can talk about an object or symbol that helps me if I am sad or reminds me of something amazing</p> <p>Can tell one of the Easter stories and say why it might be important to a Christian.</p> <p>Can talk about Christians taking communion together as part of their Easter worship at church.</p> <p>Can say what different items could be used as symbols of the Easter stories and what they stand for.</p> <p>Can ask, with respect, what happens when groups my friends or others belong to, celebrate a joyful event.</p> <p>Can talk about things in the Easter stories that make me, or others, ask questions.</p> <p>Can talk about what I, and others, think is important to celebrate and ask why Easter is important.</p>	<p>describe the experiences of a Sikh as they put the three principles into practice in their life.</p> <p>Can show how Sikhs express their beliefs about God as the Divine Light or Jot in pictures of the Ten Gurus and suggest why they do this.</p> <p>Can ask questions about belonging to a group which follows an inspirational leader, and include references to how Guru Nanak challenged ideas about belonging.</p> <p>Can ask questions about whether having a new purpose or goal in life changes someone, and suggest my own answers and one from Sajjan the Robber.</p> <p>Can ask questions about who guides us in the moral decisions I, and others, make and suggest why it might be valuable to choose a 'True Guru' as a guide.</p>	<p>Can use the right religious words to describe practices and experiences involved in Easter celebrations and how they might make a Christian feel.</p> <p>Can compare two very different ways that Christians have created resurrection images, suggesting reasons why they are different.</p> <p>Can ask about why people choose to belong to different groups and how Christians try to be 'witnesses to the resurrection' and inspire others to follow Christ.</p> <p>Can ask how the beliefs people have about death affect the way they face a funeral or their own death, and suggest a Christian's answer and my own.</p> <p>Can ask about moral decisions people might need to make if faced with life and death issues and how belief in resurrection might affect them.</p>
Summer Term 1	<p>What makes every single person unique and precious?</p> <p>(A Hindu festival for brothers and sister:</p>	<p>Christianity: Why do Christians pray to God and worship him?</p> <p>Can remember the story of Jesus teaching his disciples to pray and know who it is special to.</p>	<p>Why do Christians believe they are people on a mission?</p> <p>Can make links that show how Christian beliefs about being on a mission and being salt and light in the world come from Jesus'</p>	<p>What is holiness for Jewish people: a place, time, object or something else?</p> <p>Can make links that show how Jewish beliefs about observing a holy Shabbat come from the teachings of the Torah.</p>

	<p>Raksha Bandhan)</p> <p>Can talk about something that happens to them now that didn't happen to them when they were little.</p> <p>Can talk about something interesting in the story of Jesus getting lost.</p> <p>Can remember something that happens in the story of Jesus welcoming the children.</p> <p>Can talk about what they think is special (or unique) about them.</p> <p>Can recognise why a 'thank you' song to God is important to a Christian.</p> <p>Can recognise something a Christian might do to follow the Golden Rule which Jesus taught them.</p>	<p>Can use the right words to talk about Christians praying at mealtimes e.g. grace, God, amen.</p> <p>Can suggest what is important about the Lord's Prayer to a Christian.</p> <p>Can talk about when I need to ask someone for help in my family, or my class, or my faith.</p> <p>Can ask why stories are told, including the story of Jesus feeding the 5000 and what I learn from it.</p> <p>Can talk about what happened when someone said thank you to me and why I liked it.</p> <p>Can tell the story of Jesus praying before feeding five thousand people and say why it might be important to a Christian.</p> <p>Can talk about how some Christians pray together at church e.g. the Lord's Prayer, intercessions, silence, rosary, songs.</p> <p>Can say what a rosary stands for, why a candle might be used or what a worship song is about, for a Christian.</p> <p>Can ask respectfully about whether my friends or other people I know belong to groups which learn how to pray.</p> <p>Can talk about some of the phrases in the Lord's Prayer and about any questions they raise.</p> <p>Can talk about whether praying is important to other people, including Christians, and ask respectfully about why.</p>	<p>teaching in the Sermon on the Mount.</p> <p>Can use the words 'commission' and 'mission' appropriately to describe and compare different things Christians do to fulfil their call to follow Jesus.</p> <p>Can show how Christians express their beliefs about the mission Jesus set them through the twin images of 'salt' and 'light' and suggest what different ideas the images convey.</p> <p>Can ask questions about groups people around me choose to belong to, and include reference to people who inspire others to work with / belong to a Christian mission group.</p> <p>Can ask questions about whether people have a mission or purpose in life, and suggest answers of my own, and at least one that a Christian might give.</p> <p>Can ask about how having particular values and commitments affects moral decisions I, and others, make, including how the 5 Marks of Mission might affect the decisions some Christians make.</p>	<p>Can use the right religious words to describe practices and experiences which make Shabbat holy for Jewish families.</p> <p>Can show how Jewish believers express their religious beliefs about holiness in different ways and suggest why.</p> <p>Can ask questions about groups we choose to listen to or join, especially those with great popularity and what it feels like to be inspired.</p> <p>Can ask whether it is right to stand up for what you believe in life and suggest why some people do / don't, including people of faith.</p> <p>Can ask about moral choices I, and others make, and suggest what might happen if people kept to the holiness code.</p> <p>Can explain that Jewish people may hold a variety of beliefs as a result of studying the Torah as their guide for life and morality, and give an example.</p> <p>Can use a wide religious vocabulary to compare how and why young Jews take on their religious responsibility publicly at Bar / Bat Mitzvah.</p> <p>Can express the idea of holy ground / holy God in art work similar to a Jewish interpretation of Moses and the Burning Bush, and explain my ideas.</p> <p>Can ask about the diverse groups people belong to in society and give my views on the challenges of observing Shabbat for Jewish groups in Britain.</p> <p>Can compare my ideas about the purpose of life with the ideas of friends, including the Jewish idea of making the world 'holier' and what that might mean.</p> <p>Can discuss some of the benefits and problems of valuing things as 'holy' and compare my ideas with those of Jewish people and others.</p>
Summer	How can we care for our	Judaism: Why is the Torah such	How do Sikhs put their beliefs about	Why do Humanists say happiness is the goal

Term 2	<p>wonderful world?</p> <p>(Tu B'Shevat-the Jewish holiday for planting trees)</p> <p>Can talk about and remember the different things created by God in the Bible story of Creation</p> <p>Can talk about something interesting or wonderful in the Creation story or in the world around them.</p> <p>Be able to talk about what they think is special or wonderful in the natural world.</p> <p>Can talk about when they have looked after or cared for someone or something themselves.</p> <p>Can talk about and remember the story of the naming of the animals and know it is special to Christians.</p> <p>Know why a song / prayer about God's world is important to Christians</p> <p>Know something a Christian does because they believe God wants them to care for the world.</p>	<p>a joy for the Jewish community?</p> <p>Can remember a story about Moses and the Commandments and know who it is special to .</p> <p>Can talk about what Jewish people do at Simchat Torah using the right words.</p> <p>Can suggest why a Torah scroll is important to a Jewish person.</p> <p>Can talk about times when my family or class have felt like jumping or dancing for joy.</p> <p>Can ask why a story is told, and what I learn from it, including stories about Moses.</p> <p>Can talk about who or what I think it is important to listen to.</p> <p>Can tell parts of the story of Moses and say why they might be important to Jewish people.</p> <p>Can talk about some things Jewish people do together when the Torah is read in the synagogue.</p> <p>Can say what the Aron Kodesh (Ark) is and how it shows the Torah's importance for Jewish people.</p> <p>Can ask respectfully about what makes a good leader in groups my friends or others belong to, including faith groups.</p> <p>Can talk about the meaning in a story, including stories of Moses, and about any questions these raise.</p> <p>Can talk about what is important for others to remember, including Jewish people, asking respectfully why.</p>	<p>equality into practice?</p> <p>Can make links that show how the beliefs of Sikhs in equality and service come from particular stories of the different Gurus and from the words of the Guru Granth.</p> <p>Can use the right religious words to describe the practice of langar at the Gurdwara and how it helps Sikhs experience the equality Guru Nanak preached.</p> <p>Can show how Sikhs express their religious beliefs through the different worship activities at the Gurdwara, and suggest why they do these things.</p> <p>Can ask questions about whether humans should see themselves as belonging to one big family, and include reference to people who have inspired others to take this view e.g. the Sikh Gurus.</p> <p>Can ask questions about whether there are always new things to learn in life, and suggest answers of my own, and one that a Sikh might give from the story of The Milk and the Jasmine Flower.</p> <p>Can ask what the world would be like if I, and others I know, were committed to treating all people as equal, as Guru Nanak taught, and how this might affect the making of moral decisions.</p>	<p>of life?</p> <p>Can make links between Humanist beliefs and the sources from which they draw their ideas, or which they use to promote their views of life.</p> <p>Can use the right terms to describe some practices / experiences involved at a Humanist naming, wedding or funeral, and how they might affect people.</p> <p>Can show how some Humanists express their secular beliefs in different ways, e.g. in slogans, bus advertising, and suggest why.</p> <p>Can ask questions about why some people choose to belong to a Humanist group, including a reference to people who may have inspired them to do so.</p> <p>Can ask questions about what the meaning and purpose of life is for a human being and suggest my own idea and a Humanist one.</p> <p>Can ask about moral decisions I and others make, as a result of our values and say what might happen if we made happiness the goal for everyone.</p> <p>Can explain some key beliefs and ideas promoted by local Humanists, or by the British Humanist Association, about God and about how to live.</p> <p>Can use a wide vocabulary to compare the practices and ways of life some Humanists believe are important and why.</p> <p>Can express atheist or agnostic beliefs, ideas or feelings in similar ways to Humanists e.g. on posters or badges, and explain what I am trying to convey.</p> <p>Can ask about the diverse groups people belong to in society, including non-religious groups, and discuss how and why Humanists challenge religious groups.</p> <p>Can compare my own ideas about the meaning and purpose of life, or about what is true, with others, including those of a practising Humanist.</p>
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				Can discuss some of the benefits and problems of holding strong values and commitments in life, including those of a Humanist nature
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The *Emmanuel* Project Scheme of Work Progression

Title of unit	Vocabulary	Key outcome	Substantive knowledge		
			Explore 1	Explore 2	Explore 3
EYFS					
Why is the word 'God' so important to Christians?	VIP, treasure, God, harvest, celebration,	Christians believe God is a VIP.	Explore the creation story.	Explore harvest at church.	Explore God's name being precious to Christians.
Why do Christians perform nativity plays at Christmas?	Nativity, crib, costume,	Christians believe that Jesus was a very special baby.	Explore the nativity story.	Explore Christmas at church.	Explore the giving of presents at Christmas.
How can we help others when they need it?	Hero, prayer, cathedral, Lent	Christians believe we should help others just like Jesus did.	Explore the Good Samaritan Bible story.	Explore how Christians pray.	Explore what Christians do during Lent.
Why do Christians put a cross in an Easter garden?	Cross, symbol, Easter, Palm Sunday, vicar,	Christians believe Jesus died on a cross but that he came back to life.	Explore the Easter story.	Explore what happens at church at Easter.	Explore Easter gardens.
What makes every single person unique and precious?	Precious, special, unique, thanksgiving	Christians believe all humans were created by God and are loved by him.	Explore what happens in the story of Jesus welcoming the children.	Explore a thanksgiving service for a baby.	Explore the Golden Rule.
How can we care for our wonderful world?	Caretaker, service, environment	Christians believe God created the world and it is our job to look after it.	Explore the Bible story of Adam naming the animals.	Explore a Sunday church service.	Explore how a Christian looks after their environment.
KS1 Year A					
Why is <u>belonging</u> to God and the church family important to Christians?	Baptism, Christening, Christian.	Christians believe baptism welcomes a person into God's family.	Recall a church song that makes everyone feel welcome.	Remember some of the events which happen at a baby's baptism.	Recall some of the ways Christians help each other.

Why is learning to do <u>good deeds</u> so important to Jewish people?	Jewish, Mitzvah, Tikkun Olan, Tzadakah box	Jewish people believe God's mitzvot are ways to help mend the world and make it better.	Know that Jewish stories contain examples of Good deeds.	Know that Jewish people welcome babies into their community.	Know that Jewish people care for their world.
What are the best symbols of Jesus' death & <u>resurrection</u> at Easter?	Resurrection, Good Friday, Good Sunday, celebration	Christians believe that Jesus is alive today.	Retell the Easter story.	Recognise things a Christian is doing at an Easter service at church.	Understand Easter eggs as a symbol for remembering Jesus
How does a Hindu celebrate <u>devotion</u> to a deity at the festival of Holi?	Deity, Hindu, Holi, Vishnu, Prahlad, Krishna, Shrine	Holi is an important festival where many Hindus show their love for God.	Retell the story of Radha and Krishna.	Describe how Holi is celebrated such as throwing colours	Know Hindus worship at a shrine.
Why do Christians <u>pray</u> to God and worship him?	Prayer, Lord's Prayer, worship	Christians pray to and worship God because they believe he is great.	Recall that Jesus taught people how to pray in a special prayer called The Lord's Prayer.	Know Christians worship God by singing.	Know Christians pray together at church.
Why do Jewish families say so many prayers and <u>blessings</u> ?	Sukkah, Shabbat, Kippah, synagogue, Tallit, Havdalah, ceremony	Jewish people give thanks to God and learn about the importance of rest through listening to the creation story.	Say at the end of the creation story God rested.	Know that Jewish families have a day of rest every week.	Describe what some Jewish people wear when they pray.
KS1 Year B					
Why do Jewish families talk about <u>repentance</u> at New Year?	Yom Kippur, Rosh Hashanah, Shofar	Saying sorry is important to Jewish people. God wants people to learn from their mistakes.	Retell the story of Jonah and begin to talk about its possible meanings.	Describe that for Jewish people new year is about saying sorry and making changes.	Describe what happens in a synagogue at Yom Kippur.
Why was Jesus given the name ' <u>saviour</u> '?	Advent, annunciation	Christians believe Jesus came to earth to help and save others.	Recognise that the meaning of Jesus' name was Saviour and retell parts of the Easter story.	Remember the importance of advent.	Know Christians like to help others e.g. Helping the homeless

How do some Muslims show <u>Allah</u> is compassionate and merciful?	Allah, Muslim, prophet, Islam, Qur'an, Muhammad	Because Muslims believe Allah is a God of compassion they show compassion to others.	Tell a story about Muhammad and say what it teaches a Muslim about compassion.	Use the words 'fasting' and 'sharing' to talk about what Muslims do during Ramadan.	Recall how Muslims prepare for and celebrate Eid-ul-Fitr.
What did Jesus teach about God in his <u>parables</u> ?	Parable, Bible,	Parables are special stories which teach what God is like. That he is loving and forgiving.	Remember the parable of the Lost sheep and begin to explain what it means to Christians.	Recall some of the ways parables are shared e.g. stained glass windows	Recall how parables are passed on to others.
Why do Christians <u>trust</u> Jesus and follow him?	Trust, creed	Christians follow Jesus by trying to copy how he lived.	Explore the story of Jesus and Zacchaeus.	Know people follow Jesus because of the stories told about him in the Bible.	Explore why a Christian follows Jesus by asking suitable questions.
Why is the <u>Torah</u> such a joy for the Jewish community?	Simchat Torah, Bimah, synagogue, mezuzah, Moses, Holy Ark, Hebrew	The Torah is a special and important book for Jews. They believe it was given to them by God.	Know that the Torah is the most important book for Jewish people given by God.	Know the Torah contains rules.	Remember that a mezuzah contains important words for Jewish people (the Shema)
LKS2 Year A					
How do Christians show that <u>reconciliation</u> with God and others is important?	Parable, reconciliation, Desmond Tutu	Christians believe God wants them to be peacemakers based on the example of Jesus.	Tell the story of the prodigal son and explain what it means to a Christian.	Explain the role of confession for some Christians around the world.	Understanding the Christian call to be a peacemaker e.g. Desmond Tutu.
How does a Muslim show their <u>submission</u> and <u>obedience</u> to Allah?	Bismallah, Salat, Adhan, Muezzin, mu'adhin	Muslims submit to Allah because of his greatness. He is to be obeyed at all times.	Describe what a Muslim might learn from the story of Bilal and the first call to prayer.	Knowing how Muslims get ready to pray.	Understand how saying the Bismillah reminds Muslims that Allah is involved in everything.
Why do Hindus want to collect good <u>karma</u> ?	Karma, moksha, samsara, reincarnation, soul	Hindus take responsibility for gathering good karma and living the right way.	Describe what Hindus might learn from one of the stories of the Panchatantra about living the right way.	Explain that Hindus are encouraged to perform acts of selfless kindness.	Describe what happens at the Upanayana or 'Sacred Thread Ceremony'.

What do Christians mean when they talk about the <u>Kingdom of God</u> ?	The Lord's Prayer, parable	Christians believe Jesus is their King and want to follow his way of life.	Explain that Jesus is the King of God's Kingdom and describe what this Kingdom might look like.	Describe what The Lord's Prayer teaches about the Kingdom of God.	Describe why charity work is important to Christians as a way of growing God's kingdom.
Why do Humanists use the golden rule as a basis for <u>morality</u> ?	Morality, morals, humanist, reason, empathy, conscience	Humanists believe morality does not come from God, We all have to decide what is right and wrong based on reason, empathy and consequences.	Explain how a humanist uses stories to help us to think about how to treat others and develop empathy.	Describe what humanists mean when they talk about 'good without God.'	Describe how humanist thinking and the golden rule impacts education at a humanist school.
How does the teaching of the <u>gurus</u> move Sikhs from dark to light?	Guru, Guru Nanak, Guru Granth Sahib, Waheguru	Sikhs believe the divine light of God is passed from one Guru to the next.	Describe what Sikhs might learn from the story of Nanak's disappearance in the river	Describe how and why Sikhs show the Granth the respect due to a living guru and how this is like or different from how other holy books are treated.	Understand how a Sikh will listen to the true Guru through chanting and meditating.
LKS2 Year B					
How does believing Jesus is their <u>saviour</u> inspire Christians to save and serve others?	William Booth, Salvation Army, sin	Christians believe Jesus is the saviour of the world who rescues us from sin.	Use a Bible to find chapter and verse where Jesus helps, saves or heals.	Give examples of different worship songs and what they celebrate about God and Jesus as Saviour of the world.	Explore the Salvation Army
Why do Muslims call Muhammad the 'seal of the <u>prophets</u> '?	Prophet, shahadah, mosque, seal, calligraphy, Arabic, divine	Muslims believe Muhammad is the messenger of God and the last prophet.	Explain what Muslims believe about Muhammad as the messenger of God and the last prophet and recall something about his life.	Describe some different ways Muslims show / do not show their beliefs about Muhammad in art, calligraphy or design.	Describe ways some Muslims celebrate Muhammad's birthday.

How does the story of Rama and Sita inspire Hindus to follow their <u>dharma</u> ?	Dharma, Raksha Bandhan, murti, Diwali, divas	Hindus celebrate Rama and Sita's commitment to duty.	Describe what a Hindu might learn from the story of Rama and Sita.	Describe some things Hindus do to celebrate Rama and Sita's commitment to duty and describe how Hindus celebrate Diwali.	Describe what happens at a Hindu wedding.
What symbols and stories help Jewish people remember their <u>covenant</u> with God?	Exodus, Passover, Sedar, Shavuot, Omer	Jewish people believe they have a covenant with God.	Understand the Exodus story	Describe some different customs and practices Jewish people have as part of their Pesach (Passover) celebrations	Explain what happens at Shavuot.
Why do Christians believe they are people on a <u>mission</u> ?	Great Commission, Pentecost, Marks of Mission	Jesus gave all Christians the task of spreading his message around the world. The Holy Spirit gives strength for this work.	Explain what the Great commission is and how the Holy Spirit strengthens Christians.	Describe how Pentecost is celebrated and acknowledged in church.	Recall the 5 marks of mission of the Anglican church.
How do Sikhs put their beliefs about <u>equality</u> into practice?	Sikh, Kaur, langar, Patka, Gurdwara	Sikhs believe everyone is equal because God is present in everyone.	Describe what Sikhs might learn about God or how to live from the story of Guru Amar Das and the Emperor.	Describe some similar things Sikhs do when they come to the gurdwara for worship and those which demonstrate equality.	Explain and describe the practice of the langar.
UKS2 Year A					
Why is the <u>gospel</u> such good news for Christians?	Lectern, Herod, authority, Matthew, Mark, Luke, John, Gospel, account, pulpit	The gospel is good news for Christians because it contains the teachings and stories of Jesus.	Articulate teachings from the Gospels and explain how these are good news for Christians.	Describe and compare what may happen in a church when the Gospels are read.	Explore how Jesus' teaching affect Christians in their daily lives and why the words hold authority for them.

What does the Qur'an <u>reveal</u> about Allah and his guidance?	Revelation, Hira, Gabirel, recite, Hafiz, Madrassah	For Muslims, the greatest revelation has come from Allah to the Prophet Muhammad and is recorded in the Qur'an.	Retell the story of how the Qur'an was revealed to Muhammad.	Describe why only some Muslims seek to become Hafiz and how the study affects both their lives and the lives of others.	Explain how Muslims express the idea of revelation as a rope reaching down to earth, suggesting what the image means.
What spiritual pathways to <u>Moksha</u> are written about in Hindu scriptures?	Krishna, yoga, moksha, Bhakti, Gita, Janmashtami	Hindus believe in different pathways to become united with God.	Understand that some Hindus read from the Gita every day for guidance, comfort and advice.	Express the importance of devotion or those who follow the Bhakti pathway.	Give examples of how Hindus express beliefs and feelings about Krishna.
What is <u>holiness</u> for Jewish people: a place, a time, an object or something else?	Ner Tamid, shabbat, Bar Mitzvah, Bat Mitzvah	Within Judaism, Holiness is a synonym for God himself. He is set apart and different from.	Explain what the burning bush story in Exodus teaches about holiness.	Explain in what way Shabbat is holy and how Jewish families mark its beginning and ending.	Give examples of what the Torah says about living a holy life.
What is the great significance of the <u>Eucharist</u> for Christians?	Passover, Eucharist, Holy Communion, thanksgiving	The Eucharist is a reminder of Jesus' life and sacrifice and God's love and forgiveness. Giving thanks to God is a Christian duty.	Understand and compare the different Gospel writers' accounts of the Last Supper.	Explain what the Holy Communion service means to Christians.	Explore Christian belief in the importance of giving thanks.
How did Buddha teach his followers to find <u>enlightenment</u> ?	Buddha, enlightenment, eightfold path, Dharma wheel, four noble truths, meditation	Buddhists believe people have the ability to become enlightened like the Buddha if they follow his teachings.	Retell the story of Buddha's enlightenment.	Describe the Eightfold Path as techniques for overcoming suffering.	Describe the use and importance of stillness and meditation
UKS2 Year B					
How do Christians show their belief that Jesus is God <u>incarnate</u> ?	Divine, incarnate, Emmanuel, ichthus, -humanity, identify, Anglican, creed, christingle	Christians believe Jesus was God incarnate - both human and divine, the second person of the Holy Trinity	Explore the Biblical origin of Christian belief in Jesus as God.	Explain how Jesus' divinity is recognised in different ways including in buildings, doctrines and creed.	Explore how the Children's Society 'incarnate' the love of Jesus.

How does <u>tawhid</u> create a sense of belonging to the Muslim community?	Kaaba, Ummah, Hajj, Tawhid	Muslims believe in the oneness of Allah and the oneness of the Muslim community.	Explain how the Kaaba or 'cube' reminds Muslims that there is only one God.	Explain how the practice of each pillar makes a Muslim feel they belong to the 'ummah.'	Describe the impact of Hajj on a Muslim.
How do questions about <u>Brahman</u> and <u>atman</u> influence the way a Hindu lives?	Brahman, Atman, Namaste, deities, Ahimsa	Hindus believe all living things contain a 'spark' of Brahman, which in humans is known as the 'atman'.	Explain some key teachings Hindus hold about Brahman / Atman linking these to religious texts.	Explain the different ways Hindus explain their ideas of God	Describe how belief in Brahman affects a Hindu's diet and their attitude to animals.
How does the Triple <u>Refuge</u> help Buddhists in their journey through life?	Buddha, Dharma, Sangha, Triple Gem, five moral precepts, Wesak, laity, monastic life?	Buddhists believe that the Buddha, his teachings and the Buddhist community are a refuge and guide for release from suffering.	Show how Buddhists express their belief that the Buddha is a refuge and guide by referring to the story of Angulimala.	Explain how the Buddha's teachings (dharma) help Buddhists journey along the path.	Explain how members of the Sangha support each other at the festival of Wesak.
Should believing in the <u>resurrection</u> change how Christians view life and death?	Resurrection, creed, hallelujah, collect, euphemisms.	Christians believe in the resurrection and the afterlife.	Explore the witness to the resurrection accounts in the Gospel.	Understanding why Easter services are celebratory	Exploring Christian funerals and the belief in the afterlife.
Why do Humanists say <u>happiness</u> is the goal of life?	Humanist, agnostic, atheist, secularist, reason, rights, responsibilities, ceremonies,	Humanists believe every human has only one life to live and so people should try to make life happy and fulfilling for themselves and for everyone else.	Describe how Humanist advertising expresses their beliefs.	Describe some practices involved at Humanist celebrations.	Explore how being a humanist affects someone's life and decision making.
Additional Units					
Why do Christians call themselves the ' <u>body of Christ</u> '?	Disciple, Deacon, Bishop, Archdeacon, disciple	The Christian church is a body of people not a building. The church is a family of people who act as the hands and feet of Jesus.	Describe events and actions of the early church as recorded in Acts of the Apostles.	Describe some different roles and titles people have in the Anglican church, and in different churches.	Describe what a Christian might learn from St Paul's writings about God and about living as part of the 'Body of Christ.'

Why are good <u>stewardship</u> and generous giving important for every Christian?	Steward, offering, tithe	Christians believe they should give generously as a sign of love for God and care for his creation.	Describe what Christians might learn from the parable of the Three Servants about good stewardship.	Use the words 'tithe' and 'offering' to describe Christian beliefs about giving to God.	Describe some things that Christians believe they should do as stewards of God's world.
What difference did Paul's <u>conversion</u> on the Damascus road make to Christians?	Missionary, persecuted, New Testament, Philippi	After Paul converted to Christianity he took the message of Jesus around the world.	Recall the story of Saul's conversion and the difference this experience made to him.	Describe how Christians read Paul's letters in church to guide their way of life.	Describe the role of the Holy Spirit to help change and transform a Christian.
How do the ' <u>Heroes of faith</u> ' encourage Christians today?	Faith, mustard seed, parable	Christians grow their faith through the examples of others found in the Bible. Their faith makes a genuine difference to how they live.	Describe how heroes from the Bible displayed their faith.	Explain the purpose of church with growing and developing faith.	To understand how Christians use key Bible stories and teachings about faith during times of struggle.
When Christians need real <u>wisdom</u> where do they look for it?	Proverbs, sermon on the mount, Psalms, foolishness, wisdom, Solomon	Christians believe true wisdom comes from God and the Bible.	Know that Christian ideas about wisdom come from the Bible e.g. Proverbs, Psalms, parables.	Describe how Christians use the Psalms in their worship.	Describe how Jesus understood wisdom through reference to his parables and sayings.
Why do Christians think being a <u>pilgrim</u> is a good analogy for life itself?	Holy Lands, Pilgrim, Pilgrimage	Going on pilgrimage helps a Christian to think about God and grow in their own spiritual lives.	Give good reasons why going on pilgrimage to the Holy Lands may help	Explain how the start of the Christian journey is marked by baptism.	Make links that show how the belief that Christians are 'pilgrims and strangers in this
			Christians to think about God and grow spiritually.		world' comes from the Bible and affects personal choices.
How do Christians try to capture the mystery of God as <u>Trinity</u> ?	Mystery, icon, agnostic, atheist, trinity, symbol, baptism, prophecy	Christians experience God as the Holy Trinity - three separate persons- Father, God and Holy Sprit.	Describe what a Christian might learn about the Trinity from the story of Jesus' baptism.	Describe and compare trinitarian practices involved in belonging to different Christian groups.	Explain that for a Christian, the purpose of life is found in relationships, as personally experienced through a relationship with the trinitarian God.

The *Emmanuel* Project




Vocabulary Progression by Faith

FAITH:	EYFS	KS1	LKS2	UKS2
Christianity 	VIP Treasure God Harvest celebration nativity crib costume hero prayer cathedral Lent Cross Symbol Easter Palm Sunday vicar precious special unique thanksgiving caretaker service environment	Baptism Christening Christ parable Bible prayer The Lord's Prayer worship Pentecost Holy Spirit ascension advent annunciation resurrection Good Friday Good Sunday celebration trust creed	parable reconciliation Desmond Tutu The Lord's Prayer Parable William Booth Salvation Army Sin Great Commission Pentecost Marks of Mission	lectern Herod authority Matthew Mark Luke John gospel account pulpit Passover Eucharist Holy Communion thanksgiving divine incarnate Emmanuel Ichthus humanity identify Anglican Christingle resurrection creed hallelujah collect euphemisms proverbs sermon on the mount psalms foolishness wisdom

				Solomon mystery icon agnostic atheist trinity symbol baptism prophecy
Judaism 	Jewish Tu B'shevat	Jewish Mitzvah Tikkun Olan Tzadakah box Sukkah Shabbat Kippah Synagogue Tallit Havdalah Ceremony Yom Kippur Rosh Hashanah Shofar Simchat Torah Bimah Synagogue Mezuzah Moses Holy Ark Hebrew	Exodus Passover Sedar Shavuot Omer	Ner Tamid Shabbat Bar Mitzvah Bat Mitzvah
Islam 	Muslim Adhan Allah prophet Muhamad Islam compassion	Allah Muslim Prophet Islam Qur'an Muhammad	Bismallah Salat Adhan Muezzin mu'adhin Prophet Shahadah mosque seal	Revelation Hira Gabriel Recite Hafiz Madrassah Kaaba Ummah Hajj

			Calligraphy Arabic Divine	Tawhid
Hinduism 	Hindu festival Raksha Bandhan rakhi Diwali	Deity Hindu Holi Vishnu Prahlad Krishna Shrine	Karma Moksha Samsara reincarnation soul Dharma Raksha Bandhan Murti Diwali divas	Krishna Yoga Moksha Bhakti Gita Janmashtami Brahman Atman Namaste Deities Ahimsa
Sikhism 	Sikh festival Bandi Chhor Divas (Diwali) Har Gobind		Guru Guru Nanak Guru Granth Sahib Waheguru Sikh Kaur langar Patka Gurdwara	
Buddhism 	Buddhist Buddha			Buddha Enlightenment eightfold path Dharma wheel four noble truths meditation Dharma Sangha Triple gem Five moral precepts Wesek Laity Monastic

<div>Humanism</div> <div></div>			<div>morality</div> <div>morals</div> <div>Humanist</div> <div>reason</div> <div>empathy</div> <div>conscience</div>	<div>Humanist</div> <div>agnostic</div> <div>atheist</div> <div>secularist</div> <div>reason</div> <div>rights</div> <div>responsibilities</div> <div>ceremonies</div>
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Subject On A Page – History

Name of Subject Leader: Miss Jo Self

Subject Intent:

The aim of teaching and learning in History is to provide children with a chronological knowledge of local, national and global events which develop an understanding of social, religious and cultural change and continuity in a diverse range of people's lives. This contributes to a growing awareness of a pupil's own identity and an understanding of the challenges of the modern world. Lessons aim to inspire curiosity to know more about the past and how it shapes the world we live in.

Planning:

- Long term planning (Curriculum shared drive, copy in SL file and on website)
- Progression of knowledge (Website)
- Progression of vocabulary (Website)
- Medium term planning (Written by Class Teacher to ensure that all objectives on LTP/Progression of knowledge are covered in each unit)
- Examples of planning (long and short term) can be found on Twinkl, Hamilton Trust, Planbee.

Teaching:

- Timetabling – one unit covered each term for one afternoon per week.
- To be planned by Class Teacher – delivery by HLTA is fine.
- Non-negotiables – coverage of each curriculum area and 'big ideas', links to gems
- Expectations – see separate progression document
- Resources- located in Class 4 resource cupboard.
- Differentiation – ensure curriculum is accessible for SEN, extension tasks for HA, fewer steps for LA with the addition of further adult/peer support
- Knowledge Organisers – Teachers to ensure that chn have a KO stuck in books at the beginning of each unit, which is referred to in each lesson, to secure subject knowledge.

Learning & Recording:

- Chn to be given a range of stimuli and experiences to increase historical knowledge and understanding.
- Teachers to plan, resource and assess activities. Giving chn the opportunity to enquire, discuss, present and share work with peers, review and improve.
- Provide opportunities for chn to work individually, in pairs or small groups.
- Topic books used for recording.
- What does high quality learning look like – engaged, shows understanding, completes task to best of ability.
- Chn will develop skills of historical enquiry and analysis by asking critical questions about a topic or evidence, they will analyse cause and consequence and evaluate the significance of individuals and key events.
- Chn will experience practical fieldwork through visits.
- Visits and visitors encourage links with local history.
- Opportunities for enrichment – enrichment days, share work with other year groups/parents etc
- Expectations for presentation and high quality learning will follow the school policy.

Assessment:

- Years 1 - 6 complete TT statements at the end of each unit taught and PITA.
- Mind map linked to each gem to be completed at the start of each unit to show previous knowledge.
- Weekly quizzes in KS2.
- Pupil perceptions – conducted by SL and Governors
- Lesson dips, learning walks by SL and HT.
- Book scrutiny by SL each term
- Whole school Marking and feedback policy followed.

Key Priorities 2023 – 2024:

10. Continue to consistently provide opportunities for challenge for higher achievers to increase the number of children working above expected, while also supporting SEN and lower ability children to access the curriculum as well as demonstrate good progress.
11. Continue to ensure new curriculum objectives/progression of knowledge objectives are covered and outcomes recorded in a range of ways.
12. To continue to develop pupils' chronological knowledge and develop the use of appropriately challenging vocabulary in lessons.

Overview of teaching of learning of History

Intent

The aim of teaching and learning in History is to provide children with a chronological knowledge of local, national and global events which develop an understanding of social, religious and cultural change and continuity in a diverse range of people's lives. This contributes to a growing awareness of a pupil's own identity and an understanding of the challenges of the modern world. Lessons aim to inspire curiosity to know more about the past and how it shapes the world we live in.

The Big Ideas

Chronology

Historical Enquiry

Connections and Contrasts

Implementation


- Pupils develop skills of historical enquiry and analysis by asking critical questions about a topic or evidence.
- Pupils make inferences from evidence based on careful observation and building upon subject knowledge.
- A range of stimuli and experiences will be used to increase knowledge and understanding e.g. real artefacts and visits
- Pupils evaluate the cause and consequence of events.
- Pupils evaluate the significance of individuals and events and their impact.
- Pupils judge the reliability of sources and why historical accounts may differ.
- Pupils encouraged to compare and contrast between their own lives and that of the historical period being studied and the impact of that society on their own identity and Britain and the wider world.
- A timeline displayed in each classroom which can be referenced regularly helps to embed the concept of chronology.
- Subject specific vocabulary will be explicitly explored, revisited and extended in different contexts as pupils progress through the school.
- Planning is based around a Long-Term scheme which maps topics covered each term over a two-year period.
- For each History unit, Teachers plan the following:
 - Mind maps using big ideas, to revisit prior learning.
 - A Knowledge organiser, which outlines knowledge (including vocabulary) all children will learn and apply in lessons.
 - A cycle of lessons for each subject, which carefully plans for progression and depth concentrating on the geographical skills suited to the age group
 - A multiple-choice quiz at the beginning of each lesson, to support learners' ability to retain and recall learning and increase space in the working memory.
 - Challenge questions for children to apply their learning in a philosophical/open manner.
 - Where appropriate, trips and visiting experts who will enhance the learning experience
 - Where appropriate, curriculum themed home learning tasks which children complete with adults at home.
- History is used as a starting point for cross-curricular activities to broaden knowledge and understanding.
- Current events and anniversaries are included as appropriate e.g. Remembrance Day

- Teaching and learning provides suitable opportunities for pupils by matching the challenge of the task to the ability of the child, through a range of strategies
- Delivery of lessons in a range of styles e.g. use of ICT, games and practical activities
- Opportunities for staff CPD are developed through lesson dips, book scrutiny and informal discussion
- Progress will be assessed with data collected using N.C statements on Target Tracker and PITA.
- Governors will visit and conduct pupil perception interviews
- SL to conduct audit of staff CPD and resources
- In Early Years Foundation Stage, History is taught as part of Understanding the World. Pupils are encouraged to be curious to learn, to ask deep questions and wonder about the world around them and globally. Pupils can talk about past and present events in their own lives, comparing their family with other traditions, communities and cultures. The children's voice drives and shapes their understanding of the world, leading to greater depth and deeper understanding of knowledge.

Impact

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should encourage and enable children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Whole School Long Term Plan and Key Knowledge: Humanities

	Past and Present (PG History)	General learning throughout the year: <ul style="list-style-type: none">• Through interactions talking about what they did yesterday, last week, last year.• Personal history: how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year.• Learning about the family traditions of children in class from different cultural backgrounds.• Learning Feedback time – talking about learning from the previous day / week.						
		Family- some and different- books about families from the past e.g. Peppa, etc.	Bonfire night and Guy Fawkes Remembrance Day- soldiers from Hinlsham Christmas- changes linked to toys	Lunar New Year traditions The Tiger Who Came to Tea	History of traditional tales Explorer-Mary Anning Fossils Space Travel- Moon Landings linked to Neil Armstrong Look at life of Chris Hadfield/Mae Jemison- astronauts	History of traditional tales Castles	Seaside in the past and today Grandparents experience of holidays compared to ours	
	Reception "sticky knowledge"	<p>All about me: I know about my family and where I was born.</p> <p>I can talk about fun family experiences in my past.</p> <p>I know that as I get older I can do different things.</p> <p>I know that my Grandparents are my Mum and Dads parents.</p> <p>I know that things have changed since my Mum and Dad were little.</p> <p>I know which objects are from the past and which are modern. (home artefacts)</p> <p>I can talk about our school grounds and the history/changes within our school.</p> <p>Seasonal changes – Autumn: I can explore the school's grounds and observe seasonal changes over time.</p> <p>Festivals: I can talk about festivals inc: bonfire night and Harvest Festival and family traditions from different cultures.</p>	<p>I know the story of Guy Fawkes and can talk about the traditions of Bonfire Night</p> <p>Festivals: I know some information about Remembrance Day and the soldiers from Hinlsham.</p> <p>I can talk about festivals and family traditions from different cultures inc: Diwali and Christmas</p> <p>Toys: I know which toys are from the past and which are modern. I can share information about my favourite toys and listen to parents/ grandparent's childhood experiences of favourite toys.</p> <p>I can talk about my experiences of Christmas and the toys I received.</p>	<p>Seasonal Changes – Winter: I can explore the school grounds and observe seasonal changes in the winter.</p> <p>I can explore the festival and family traditions of Chinese New Year.</p> <p>I can explore the family traditions of Shrove Tuesday.</p>	<p>Seasonal Changes –Spring: I can explore the school grounds and observe seasonal changes in the spring.</p> <p>Spring Festivals: I can explore festivals (Holi, Ramadan and Easter) and talk about family traditions from different cultures.</p> <p>Dinosaurs: I can talk about the life of Mary Anning.</p> <p>I can recount the extinction of the dinosaurs using non-fiction texts.</p> <p>Space: I can talk about the life/experience of Neil Armstrong</p> <p>I can share grandparent's first-hand experiences of watching the moon landing in 1969.</p> <p>I can explore the art of Vincent Van Gogh – A Starry Night</p>	<p>Jack and the Beanstalk: I can explore and compare castle homes to our modern homes.</p> <p>I know that some stories have been around for a long time and that some are new.</p>	<p>Pirates: I can compare modes of travel on the sea.</p> <p>Seaside holidays: I know that things have changed since my grandparents were little.</p> <p>I can talk about and share family experiences of holidays abroad.</p> <p>I can talk about and share family experiences of holidays in the UK.</p>	People, Culture and Communities <i>Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</i> <i>Know some similarities and differences between families, different religious and cultural communities, cultures and traditions.</i>
	KEY VOCABULARY	old, new, past, present, yesterday, today, tomorrow, family, parents, grandparents, history, traditional tales, change, different, some						



<p>People, Culture and Communities (links to NC Geography)</p> <p>All About Me: Look at where we live, describe features we see on the way to school.</p> <p>Draw route to school.</p> <p>Explore the school, where are the different rooms in relation to one another. What happens in each room?</p> <p>Explore the school grounds, look at features of our school environment.</p> <p>Look at maps of Hintlesham (paper and Google Earth) explore and discuss the features found on local maps.</p> <p>Discuss where we were born and where our extended family live using world maps/globes for support.</p> <p>Describe the local environment, using all their senses to explore the natural and urban world</p> <p>Look at and create maps of the local area.</p> <p>Seasonal changes – Autumn: Exploring school's grounds and observing seasonal changes in the Autumn.</p> <p>Explore harvest time in the UK and farming at harvest time.</p>	<p>Explore festival origins/correlations across the world, using a world map/globe.</p> <p>Explore compare/contrast our environment with polar regions.</p> <p>Explore hibernation and migration, looking at contrasting environments/animals around the world in the autumn.</p>	<p>Explore food from around the world using world maps and Google (Lunar New Year)</p> <p>Map skills</p> <p>Seasonal Changes – Winter: Exploring schools' grounds and observing seasonal changes in the winter.</p> <p>Observe seasonal weather changes in the winter (ice exploration)</p> <p>Conduct Winter walk around School grounds.</p>	<p>Describe other environments.</p> <p>Map Skills</p> <p>Observe, question and draw spring plants/spring growth.</p> <p>Explore natural spring resources in Tuff Tray, asking questions and making/drawing observations.</p>	<p>Look at different animals and their habitats linked to climate and landscape</p> <p>Map Skills</p> <p>Seasonal Changes – Summer: Exploring schools' grounds and observing seasonal changes in the summer.</p> <p>Observe seasonal weather changes in the summer</p> <p>Explore, observe and identify UK landscapes.</p>	<p>Compare the local environment and the seaside</p> <p>Look at the seaside in other countries-contrasting environments.</p> <p>Map skills</p> <p>Introduce London as the capital of England.</p> <p>Name features around the UK (farm, beach, mountains, woodland etc).</p>	
<p>Recreation "little knowledge"</p>	<p>I know the names of the 4 seasons.</p> <p>I can talk about the signs of autumn and the associated weather-raining, snowing, cloudy, windy, thundery, sunny etc</p> <p>I know where I live.</p> <p>I know some of the features of my immediate environment.</p> <p>I know the name of my</p>	<p>I know some features of the world and Earth.</p> <p>I know environments vary from one another.</p> <p>I know that aerial maps are taken from above like a birds-eye view and can comment on simple features.</p> <p>I know some similarities and differences between places e.g. countryside and town and drawing on my experiences and what has</p>	<p>I know about the signs of winter and the associated weather raining, snowing, cloudy, windy, thundery, sunny etc -.</p> <p>I know how to use and draw information from a simple map</p> <p>I know how to make simple maps of imaginary communities using a variety of construction resources.</p> <p>I know that simple symbols</p>	<p>I know about the signs of spring and the associated weather.</p> <p>I know how to use and draw information from a simple map.</p> <p>I know how to make simple maps of imaginary communities using a variety of construction resources.</p> <p>I know how to use and draw information from a simple map</p> <p>I know how to make simple maps of imaginary</p>	<p>I know about the signs of summer and the associated weather e.g. in the summer it gets hot and sunny; that they need to find the shady areas when outside and wear appropriate clothing, and in the winter, it is cold and may snow.</p> <p>I know how to use and draw information from a simple map</p> <p>I know how to make simple maps of imaginary</p>	<p>I know how environments vary from one another.</p> <p>I know some similarities and differences between the world around me and contrasting environments.</p> <p>I know that some things in the world are man-made, and some things are natural.</p> <p>I know that the capital city of England is London.</p>
<p>KEY VOCABULARY</p>	<p>the things I pass on my way to school.</p> <p>I can use everyday language to talk about distance and relative positions (behind, next to) in the local environment.</p> <p>I know that not all places in the world are the same.</p>	<p>I can 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</p>	<p>I can 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</p>		<p>I know that simple symbols are used to identify features on a map.</p> <p>I know some animals from different parts of the world.</p>	

Year B	Autumn	Spring	Summer
<p>Class 2 Year 1 & 2</p> <p>Chronology Continuity and change Significance</p> <p>Location Knowledge Mapping skills Change and Impact</p>	<p>Autumn 1: My world and me (Geog)</p> <ul style="list-style-type: none"> To find out where the UK, the equator and the poles are on a world map. To compare the land features and climate of the UK and Ecuador. To compare the capital cities of the UK and Ecuador. To find out where different animals live in the world. To identify physical and human features in aerial photos. To create a map with a key. 	<p>Spring 1: Castles (History/Geog)</p> <ul style="list-style-type: none"> Find out who built the first castles in the UK. <i>Battle of Hastings and the Norman conquest of Britain. Using the Bayeux Tapestry, your children will look at a chronological account and learn key facts to recall and retell.</i> Explore the features of Norman castles. Explore the structure of medieval castles. <i>Research both styles of castle and compare how they were the same/different.</i> Finding out who lived in medieval castles. <i>(Power, hierarchy, significant individuals, peasants).</i> To find out about how the Tower of London's use has changed over time. <i>Normans started building the Tower of London? Explain how the Tower of London has changed over time? Explain what the Tower was used for in the past and what it is used for now.</i> 	<p>Summer 1: Oceans and Seas incl. Grace Darling (Geog)</p> <ul style="list-style-type: none"> To sequence the story of Grace Darling. To explore the legacy of Grace Darling. Name and locate the major seas surrounding the UK. Name the 5 oceans and 7 continents of the world and locate them on a map, understanding that the UK lies in the Atlantic Ocean. Understand what causes waves in the sea and what effect waves have on beaches and coastlines.
	<p>Autumn 2: Gunpowder Plot & Guy Fawkes (History)</p> <ul style="list-style-type: none"> Explain what Bonfire night is and relate to own experience Use the past tense when talking 	<p>Spring 2: Let's go on Safari! (Geog)</p> <ul style="list-style-type: none"> Locate Africa on a world map and identify the country of Kenya. 	<p>Summer 2: Seaside holidays in the past (History)</p> <ul style="list-style-type: none"> Identify features of a seaside holiday. Use photographs to find clues as

	<p>about historical events</p> <ul style="list-style-type: none"> Find out about King James 1 and Elizabeth 1 and how they were involved Explain who Guy Fawkes was and why he created the Gunpowder plot Explain why Guy Fawkes is famous and why the Gunpowder plot is still remembered today. <p>Events beyond living memory: Remembrance</p>	<ul style="list-style-type: none"> Explore the climate and weather of Kenya. Explore the animals of Kenya. Use compass points to navigate around a map. Explore the landscapes of Kenya. To find out about the people and culture of Kenya. Identify similarities and differences between Kenya and the UK. 	<p>to what seaside holidays were like in the past.</p> <ul style="list-style-type: none"> Find out when and how seaside holidays became popular. Find out what seaside holidays were like 100 years ago. Order seaside holidays in chronological order. Identify similarities and differences between seaside holidays now and in the past.
<p>Class 3</p> <p>Year 3 & 4</p> <p>Chronology</p> <p>Continuity and change</p> <p>Significance</p>	<p>Autumn 1:</p> <p>Volcanoes and Earthquakes</p> <p>(Geog)</p> <ul style="list-style-type: none"> Describe what you find underground. Explain how volcanoes are formed Explain how volcanoes affect people's lives Explain what causes earthquakes and how they are measured Explain what causes tsunamis and how they affect people. 	<p>Spring 1:</p> <p>Ancient Egypt</p> <p>(History)</p> <ul style="list-style-type: none"> Locate ancient Egypt in time and place. Learn about the Egyptian landscape and find out how it impacted on people's lives in Ancient Egypt. Find out about Tutankhamun and how artefacts can teach us about the past. Understand the importance of artefacts in helping us find out about the past. Find out about the way of life in ancient Egypt. What we can learn from the evidence the ancient Egyptians left behind. 	<p>Summer 1:</p> <p>Local History Study: Weaving in Hadleigh</p> <p>(History)</p> <ul style="list-style-type: none"> Investigate the history of the locality Build on previous knowledge about the school. Study the village sign and its history. Extend research to links with neighbouring town. Find out about the process of weaving and the impact on the local area. How has the process of weaving and the impact on the local area changed over time? Evaluate sources of information used – how reliable are they?
	<p>Autumn 2:</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>(History)</p> <ul style="list-style-type: none"> What does prehistory mean? Understand how the period from the Stone Age to the Iron Age fits into a wider 	<p>Spring 2:</p> <p>Where does our food come from?</p> <p>(Geog)</p> <ul style="list-style-type: none"> Understand that the food we eat comes from many different places around the world. Know how land in temperate climate zones is used to produce 	<p>Summer 2:</p> <p>Investigating our local area</p> <p>(Geog)</p> <ul style="list-style-type: none"> Locate the local area on a map and to give directions. Learn about physical and human features of our local area.

<p>Location Knowledge</p> <p>Mapping skills</p> <p>Change and Impact</p>	<p>picture of British history.</p> <ul style="list-style-type: none"> How did hunter-gatherers survive in the Stone Age? What kind of sources tell us about the Stone Age? Examine non-written sources of evidence about the Stone Age Make deductions from primary sources. Research the history of Skara Brae – how did this change things in Britain? How did bronze replace stone in the Bronze Age? What was life like in an Iron Age hill fort? <p>Investigate how British society changed in the Iron Age.</p>	<p>food.</p> <ul style="list-style-type: none"> Know how land in tropical climate zones is used to produce food. Describe the way in which land in tropical biomes is being changed to enable more food to be produced. Explore how food is produced in Mediterranean climate zones. Explain how land is used to produce food in the United Kingdom. 	<ul style="list-style-type: none"> Identify different types of services in the local area. Collect and record evidence. Evaluate what the local area is like
<p>Class 4</p> <p>Year 5 & 6</p> <p>Chronology</p> <p>Continuity and change</p> <p>Significance</p> <p>Location Knowledge</p> <p>Mapping skills</p> <p>Change and Impact</p>	<p>Autumn 1:</p> <p>Our changing world</p> <p>(Geog)</p> <ul style="list-style-type: none"> Explain how water and weather can change the landscape (in terms of erosion and weathering) Understand how coastal features are formed and identify coastal features of the UK. Explain how the make-up of the United Kingdom has changed over time and how the international borders of Europe have changed over time. Explain how and why landscapes change over time. Predict how physical factors might change the landscape in the future. 	<p>Spring 1:</p> <p>North America</p> <p>(Geog)</p> <ul style="list-style-type: none"> Identify the countries of North America. Investigate and compare climates in North America. Explore the geographical features of North America. Explore the capital cities of North America. Explore the various time zones of North America and how these compare to other time zones around the world. Compare a region in the UK with a region in North America. Research the human and physical geography of a particular North American country. 	<p>Summer 1:</p> <p>Water World</p> <p>(Geog)</p> <ul style="list-style-type: none"> Explore water on our planet. Understand and explain the water cycle (understand the importance of the water cycle for our planet) Explore why we need water and how we use it. Compare the difference in water availability and usage in the UK and Kenya Explore how water can be used for power to contribute to a sustainable future. Investigate and explore a local body of water.

	<p>Autumn 2:</p> <p>Battle of Britain WW2</p> <p>(History)</p> <ul style="list-style-type: none"> • Explain why World War II began and order events from early World War II on a timeline. • Understand what evacuation and rationing were, explain how they worked and how different people were affected. • Explain the significance of the 'home front' and why the changing role of women was significant to the war effort. • Explain the Holocaust in detail and make links and comparisons to issues today. • Demonstrate an understanding of, and order, key events from WW2 on a timeline. • Links to local history - War memorial. 	<p>Spring 2:</p> <p>Titanic</p> <p>(History and Geog)</p> <ul style="list-style-type: none"> • Explore the timeline of the Titanic and her maiden voyage. • Investigate sources of information which tell us about the Titanic and the people on board. • Investigate what life was like aboard the Titanic for each of the classes. • Gather evidence to back up opinions during a debate about why so many people lost their lives in the Titanic disaster. Reflect on what has changed since the Titanic disaster and how the incident influenced these changes. 	<p>Summer 2:</p> <p>Early Islamic civilisation</p> <p>Baghdad/ Persia AD 900</p> <p>(impact on British culture) (History)</p> <ul style="list-style-type: none"> • Develop a chronology of and find out about, Baghdad's role in the early Islamic Civilisation. • Find out about the House of Wisdom and how it became a centre for learning. • Explain some of the significant discoveries and studies which were led by early Islamic scholars and evaluate the impact they made to the wider world. • Describe who Muhammad is, how the first caliphate came to be formed and explain the roles and responsibilities of a caliph. • Identify reasons why the early Islamic civilisation became a major power, know about the Silk Road trade route and the items offered for trade. Be able to describe the methods used by early Islamic chemists when making perfume. • Demonstrate a full understanding of how the early Islamic civilisation shaped world history.
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Whole School Plan: Humanities

Year A	Autumn	Spring	Summer
<p>Class 2 Year 1 & 2</p> <p>Chronology Continuity and change Significance</p> <p>Location Knowledge Mapping skills Change and Impact</p>	<p>Autumn 1:</p> <p>Great Fire of London, significant person Samuel Pepys (History)</p> <ul style="list-style-type: none"> When, where and why did the Great Fire of London break out? What happened during the Great Fire and how do we know? Why did the Great Fire burn down so many houses? Investigate the timeline of events. Could more have been done to slow the spread? How was London rebuilt after the fire? Discuss why some sources are more useful than others during historical enquiry. 	<p>Spring 1:</p> <p>Hot and Cold planet (Geog)</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Learn about and identify the 5 climate zones. Know the characteristics of polar and arid climates and how they affect living conditions. (eg people, animals. Plants) To know the characteristics of Mediterranean and tropical climates and how they affect living conditions. (eg people, animals. Plants) 	<p>Summer 1:</p> <p>Local area study (Geog)</p> <ul style="list-style-type: none"> To be able to locate the local area on a map and to give directions. To learn about physical and human features of our local area. To identify different types of services in the local area. To be able to evaluate what the local area is like.
	<p>Autumn 2:</p> <p>London (Geog)</p> <ul style="list-style-type: none"> To be able to locate London on a map and describe its location. To be able to identify and describe landmarks of London. To be able to use compass points and directional language to navigate between London landmark To be able to identify and describe a variety of geographical features in London. To explore seasonal weather patterns in London. To be able to plan a trip to London. 	<p>Spring 2:</p> <p>History of Transport (History)</p> <ul style="list-style-type: none"> How has transport changed over time? Early travel How have cars changed over time? Find out about George Stephenson and how trains changed people's lives. How have humans tried to fly? Find out about the Wright Brothers. Compare past and present travel and transport. 	<p>Summer 2:</p> <p>Buildings and memories of Hintlesham, including the school. (History)</p> <ul style="list-style-type: none"> When was the school first built? How do we know what it was like when it was first built? How has the school changed between then and now? When, why, and how is it different? Show key events on a timeline. Why is the building important locally?

<p>Class 3 Year 3 & 4</p> <p>Chronology Continuity and change Significance</p> <p>Location Knowledge Mapping skills Change and Impact</p>	<p>Autumn 1: The Roman Empire and its impact on Britain (History)</p> <ul style="list-style-type: none"> Understand the terms 'invade' and 'settle' and to place the Romans on a timeline. Find out why and how the Romans successfully invaded Britain. Find out about life in Roman Britain. Investigate why Boudicca was significant and explore different viewpoints about her and her revolt. Identify aspects of our lives that are affected by the Roman rule in Britain. What legacy did they leave? 	<p>Spring 1: Rivers and The Water Cycle (Geog)</p> <ul style="list-style-type: none"> Explain the key aspects of the water cycle. List the main features of a river and begin to use appropriate geographical vocabulary Know that a river has 3 distinct sections - upper, middle and lower course. Identify different features along the course of a river. Research a local river using maps, photos and the internet 	<p>Summer 1: Exploring a European country (Geog)</p> <ul style="list-style-type: none"> Compare and contrast and the United Kingdom. Know where Spain is in the world Know about the physical geography of Know about the human geography of Find out about and compare the climates of....and UK
	<p>Autumn 2: All around the World (Geog)</p> <ul style="list-style-type: none"> Explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere. Identify lines of latitude and longitude and use them to find places on maps, atlases and globes. Compare the climate of the tropics with the UK climate Explain the position and significance of the Prime Meridian. Explain the position and significance of time zones. 	<p>Spring 2: British Clothing through the ages (History)</p> <ul style="list-style-type: none"> Clothing development from 1066 to present day. Learn how changes in the textile industry affected Britain over time. Explore how clothing has differed for rich/poor male/female. 	<p>Summer 2: Mayans (History)</p> <ul style="list-style-type: none"> Investigate how and when Europeans encountered the Mayan civilisation. Explore how we know about the Mayan civilisation and their way of life. Explore how Mayan society was organised and how this compares to modern society. Find out about what the Maya believed in, including their religious rites and rituals. Exploring the achievements of the Maya including their number systems and calendar. Investigate the reasons behind the decline of the Mayan civilisation.

<p>Class 4 Year 5 & 6</p> <p>Chronology Continuity and change Significance</p> <p>Location Knowledge Mapping skills Change and Impact</p>	<p>Autumn 1: Marvellous Maps! (Geog)</p> <ul style="list-style-type: none"> Find information in an atlas using the index and simple co-ordinates. Use a key to describe features on an Ordnance Survey map Use the eight compass points to describe routes on a map Use four or six-figure grid references to locate places on a map. Plan a journey using the eight compass points and four or six-figure grid references. Describe how land use has changed over time. 	<p>Spring 1: Viking and Anglo-Saxon struggle for the Kingdom of England (History)</p> <ul style="list-style-type: none"> Who were the Anglo-Saxon invaders? (What was life like in Britain when they invaded? Place on a timeline) Why did the Anglo-Saxons want to settle in Britain? What might life have been like for different people living in an Anglo-Saxon village? How was Anglo-Saxon Britain ruled? Who was Alfred the Great? Sutton Hoo & West Stow - Significance of Local History 	<p>Summer 1: Mountains (Geog)</p> <ul style="list-style-type: none"> Discover what mountains are and where the major mountain ranges are in the world. Learn the names of famous mountains and find key facts about each one. Investigate why mountains have their own climate and explore data for particular mountains. Investigate what makes mountains popular tourist destinations and compare these destinations between seasons. Evaluate the positive and negative impacts tourism has on mountain environments.
	<p>Autumn 2: Victorian Childhood (History)</p> <ul style="list-style-type: none"> Identify the Victorian era on a timeline and generate questions/make inferences about what life might have been like for Victorian children - using portraits and pictures. Find out what life was like for poor children in Victorian Britain. Compare modern and Victorian schooling. Investigate sources of information - how can we find out about the past? What changed for children during Queen Victoria's reign? What impact have those changes had on life in Britain for children? 	<p>Spring 2: South America (Geog)</p> <ul style="list-style-type: none"> Find out about the location and countries of South America. Find out about the climate in South America. Research the major mountain ranges of South America. Investigate the human geography of South America Research trade and industry in South America. Carry out an in-depth study of a South American country. Compare an area of South America with the UK. 	<p>Summer 2: Ancient Greece (History)</p> <ul style="list-style-type: none"> Create timeline showing the following key periods which will feature in the topic 1. Trojan Wars 2. Start of Olympics 3. Golden Age of Athens 4. Battle of Marathon 5. Building of Parthenon What can we work out about everyday life in Ancient Athens from the evidence that remains? In what ways have the Ancient Greeks influenced our lives today?



	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>Big Idea:</p> <p><i>Chronology</i></p>	<p>Develop and understand concepts of past and present through direct personal experience and that of peers.</p> <p>Relate personal experience to historical events, figures and times.</p> <p>Use appropriate time related vocabulary</p>	<p>Sequence events or objects in chronological order.</p> <p>Start to use vocabulary such as when I was younger, a very long time ago, before I was born</p> <p>when my parents/grandparents were young</p>	<p>Sequence artefacts closer together in time.</p> <p>Sequence events and photos.</p>	<p>Place the time studied on a timeline.</p> <p>Sequence events and artefacts.</p> <p>Use dates related to the passing of time.</p>	<p>Place events from period studied on a timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms e.g. BC/AD and how that can be represented on a timeline.</p> <p>Understand how some historical events/figures/ time periods existed concurrently in different locations e.g. Ancient Egyptians and Pre-historic Britain</p>	<p>Place current study on timeline in relation to other studies.</p> <p>Know and sequence key events of time studied within standard frames of reference e.g. BC/AD, BCE/CE</p> <p>Use relevant terms and period names to relate current studies to previous studies.</p> <p>Make comparisons between different times in history.</p>	<p>Place current study on timeline in relation to other studies.</p> <p>Use relevant dates and terms.</p> <p>Identify changes within and across time periods (e.g. social attitudes, religions etc).</p> <p>Sequence up to ten significant events on a timeline.</p>

<p>Big Idea:</p> <p><i>Historical Enquiry</i></p>	<p>Use pictures, artefacts and other sources to understand how the past is different to the now.</p>	<p>Sort artefacts “then” and “now” Use as wide a range of sources as possible.</p> <p>Speaking and listening (links to literacy) to ask and answer questions related to different sources and objects</p>	<p>Use a source – why, what, who, how, where to ask questions and find answers.</p> <p>Sequence a collection of artefacts.</p> <p>Use of timelines discuss the effectiveness of sources.</p>	<p>Use a wide range of sources to find out about a period observe small details – artefacts, pictures.</p> <p>Select and record information relevant to the study.</p> <p>Begin to use the library, e learning for research ask and answer questions.</p>	<p>Use a wide range of evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in the past.</p> <p>Ask a variety of questions use the library, e learning for research.</p>	<p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of life in time studied.</p> <p>Select relevant sections of information confident use of library, e-learning, research.</p>	<p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out what this means.</p> <p>Bring knowledge gathering from several sources together in a fluent account.</p>
<p>Big Idea:</p> <p><i>Connections and Contrasts</i></p>	<p>Listen and respond to different views of a given time/event depending e.g. birthday, going to school</p>	<p>Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)</p>	<p>Compare pictures or photographs of people or events in the past.</p> <p>Identify different ways to represent the past</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources and evaluate their usefulness.</p> <p>Look at representations of the period – museum, illustrated books from the time</p>	<p>Look at the evidence available Start to distinguish between primary and secondary sources of information.</p> <p>Begin to evaluate the usefulness of different sources Use of textbooks and historical knowledge</p>	<p>Compare accounts of events from different sources. fact or fiction</p> <p>Start to develop an understanding of bias within a source.</p> <p>Offer some reasons for different versions of events Begin to evaluate evidence to choose the most reliable forms and understand that people have points of view that can affect interpretation.</p>	<p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Give reasons why there may be different accounts of history.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Confident use of the library etc. for research</p>



History Progression of vocabulary:

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>Big Idea:</p> <p><i>Chronology</i></p>	Old, New, First, Next.	<p>Earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after. Yesterday, today, tomorrow.</p> <p><i>Chronological order, sequence</i></p>		<p>Chronological, BC and AD, Ancient Civilisation.</p>		<p>Continuity</p> <p><i>Trend, reign, legacy.</i></p>	
<p>Big Idea:</p> <p><i>Historical Enquiry</i></p>		<p>Historical terms, such as monarch, parliament, government, war, remembrance;</p> <p><i>Sources, evidence, eyewitness, democracy</i></p>		<p>Ruled, reigned, empire, invasion, conquer, kingdoms;</p> <p><i>Historian, Primary Source, Secondary source.</i></p>		<p>Democracy, civilisation, social, political, economic, cultural, religious;</p>	
<p>Big Idea:</p> <p><i>Connections and Contrasts</i></p>		<p>Same, different, change.</p> <p><i>Artefact, similarities, differences, predict</i></p>		<p>Significant Power Development Compare Contrast Influence Innovation Legacy Conquer Consequence Invasion.</p> <p><i>Settlers, invaders, archaeologist, excavate.</i></p>		<p>Rise and Fall Exploration Hierarchy Bias Prejudice Oppression Empire Rebellion Retreat.</p> <p><i>Dynasty, trade,</i></p>	



Subject On A Page - Geography

Name of Subject Leader: Miss Jo Self

<p><u>Subject Intent:</u></p> <p>The aim of teaching and learning in Geography is to inspire a curiosity to learn about the diversity of people, places and environments around the world. Pupils will develop a knowledge of human and physical processes, the formation and uses of landscapes and environments and how they are linked and change over time.</p>	
<p><u>Planning:</u></p> <ul style="list-style-type: none"> • Long term planning (Curriculum shared drive, copy in SL file and on website) • Progression of knowledge (Website) • Progression of vocabulary (Website) • Medium term planning (Written by Class Teacher to ensure that all objectives on LTP/Progression of knowledge are covered in each unit) • Examples of planning (long and short term) can be found on Twinkl, Hamilton Trust, Planbee. 	<p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Timetabling – one unit covered each term for one afternoon per week. • To be planned by Class Teacher – delivery by HLTA is fine. • Non-negotiables – coverage of each curriculum area, 'big ideas', links to gems. • Expectations – see separate progression document • Resources- located in Class 4 resource cupboard. • Differentiation – ensure curriculum is accessible for SEN, extension tasks for HA, fewer steps for LA with the addition of further adult/peer support • Knowledge Organisers – Teachers to ensure that chn have a KO stuck in books at the beginning of each unit, which is referred to in each lesson, to secure subject knowledge.
<p><u>Learning & Recording:</u></p> <ul style="list-style-type: none"> • Expectations of children – to complete a range of class and fieldwork-based activities. • Teachers to plan, resource and assess activities. Giving chn the opportunity to enquire, discuss, present and share work with peers, review and improve. • Provide opportunities for chn to work individually, in pairs or small groups. • Topic books used for recording. • What does high quality learning look like – engaged, shows understanding, completes task to best of ability, shows progression. • Chn will develop location knowledge and map skills as they progress through the school by accessing atlases and a range of maps for study • Chn will experience practical fieldwork through visits. • Visits and visitors encourage links with local geography. • Opportunities for enrichment – enrichments days, share work with other year groups/parents etc • Expectations for presentation and high-quality learning will follow the school policy. 	<p><u>Assessment:</u></p> <ul style="list-style-type: none"> • Years 1 - 6 complete TT statements at the end of each unit taught and PITA. • Mind map linked to each gem to be completed at the start of each unit to show previous knowledge. • Vocabulary check at beginning and end of unit. • Weekly quizzes in KS2. • Pupil perceptions – conducted by SL and Governors • Lesson dips, learning walks by SL and HT. • Book scrutiny by SL each term • Whole school marking and feedback policy followed.
<p><u>Key Priorities 2023 – 2024:</u></p> <ol style="list-style-type: none"> 13. Continue to consistently provide opportunities for challenge for higher achievers to increase the number of children working above expected, while also supporting SEN and lower ability children to access the curriculum as well as demonstrate good progress. 14. Continue to ensure new curriculum objectives/progression of knowledge objectives are covered and outcomes recorded appropriately using a range of both formative and summative assessment opportunities. 15. To adapt planning and teaching to improve geographical skills (e.g using maps, atlases, globes and digital mapping, using locational and directional language, using aerial photographs, devising maps, using Ordnance Survey maps and fieldwork) 	

Overview of teaching of learning of Geography

Intent

Our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes, the formation and uses of landscapes and environments and how they are linked and change over time.

We are committed to providing children with opportunities to investigate and make enquiries about their local area of Suffolk so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special.

The Big Ideas

Location knowledge

Mapping skills

Changes and Impact

Implementation

- Children will develop location knowledge and map skills as they progress through the school by accessing atlases and OS maps and digital maps for study.
- They will experience practical fieldwork through visits which allow collection of real data.
- Visits and visitors encourage links with local geography e.g. visit to the School Farm and Country Fair, a visit from a local weaving company, a visit to a food and farming show. The whole school also contributes to competitions run by the Hadleigh Show and Suffolk Show which exhibit the children's work.
- Subject specific vocabulary will be explicitly explored, revisited and extended in different contexts as children progress through the school.
- In Early Years Foundation Stage, Geography is taught as part of Understanding the World. Children are encouraged to be curious to learn, to ask deep questions and wonder about the world around them and globally. This leads to a wide range of opportunities to talk about the features of their local environment and suggest how environments can differ from each other. Children can talk about past and present events in their own lives, comparing their family with other traditions, communities and cultures. The children's voice drives and shapes their understanding of the world, leading to greater depth and deeper understanding of knowledge.
- Wild Woods weekly sessions in EYFS and Year 1.
- Planning is based around a Long-Term scheme which maps topics covered each term over a two-year period.
- For each Geography unit, Teachers plan the following:
 - Mind maps using big ideas, to revisit prior learning.
 - A Knowledge organiser, which outlines knowledge (including vocabulary) all children will learn and apply in lessons.
 - A cycle of lessons for each subject, which carefully plans for progression and depth concentrating on the geographical skills suited to the age group
 - A multiple-choice quiz at the beginning of each lesson, to support learners' ability to retain and recall learning and increase space in the working memory.
 - Challenge questions for children to apply their learning in a philosophical/open manner.
 - Where appropriate, trips and visiting experts who will enhance the learning experience

- Where appropriate, curriculum themed home learning tasks which children complete with adults at home.
- Lessons are delivered in a range of styles e.g. use of ICT, games and practical activities
- Geography is used as a starting point for cross-curricular activities to broaden knowledge and understanding.
- Current events and anniversaries are included as appropriate e.g. Harvest
- RE Links: Global advocacy is encouraged through charitable works led by the pupils and whole school e.g. raising funds for Dementia UK, Christian Aid and Children in Need
- Themed whole school events – e.g a map making afternoon.
- Progress will be assessed using NC statements on Target Tracker and PITA.
- Subject Leaders will conduct lesson dips, learning walks and book looks.
- Subject Leaders will conduct audit of staff CPD and resources
- Governors will visit and conduct pupil perception interviews


Impact

By the time children leave Hintlesham and Chattisham Primary, they will have an understanding of their place in the world. They will be able to identify key local, national and global locations and features on a range of maps. They will have the skills they need to develop the subject in more detail in secondary school and be keen to find out more about the world around them. Children will have an understanding of the diversity of human and physical geography around the world.



Past and Present (MC History)	<p>General learning throughout the year</p> <ul style="list-style-type: none"> Through interactions talking about what they did yesterday, last week, last year. Personal history: how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year. Learning about the family traditions of children in class from different cultural backgrounds. Learning Feedback time – talking about learning from the previous day / week. 						
	<p>Family- some and different- books about families from the past e.g. Poppo, etc.</p>	<p>Bonfire night and Guy Fowles</p> <p>Remembrance Day- soldiers from Hintslesham</p> <p>Christmas- changes linked to toys</p>	<p>Lunar New Year traditions</p> <p>The Tiger Who Came to Tea</p>	<p>History of traditional tales</p> <p>Explorers- Mary Anning Family</p> <p>Space Travel- Moon Landings linked to Neil Armstrong</p> <p>Look at life of Chris Hadfield/ Mae Jemison- astronauts</p>	<p>History of traditional tales</p> <p>Cottles</p>	<p>Seaside in the past and today</p> <p>Grandparents experience of holidays compared to ours</p>	
Reception 'sticky knowledge'	<p>All about me: I know about my family and where I was born.</p> <p>I can talk about fun family experiences in my past.</p> <p>I know that as I get older I can do different things.</p> <p>I know that my Grandparents are my Mum and Dad's parents.</p> <p>I know that things have changed since my Mum and Dad were little.</p> <p>I know which objects are from the past and which are modern. (home artefacts)</p> <p>I can talk about our school grounds and the history/changes within our school.</p> <p>Seasonal changes – Autumn: I can explore the school's grounds and observe seasonal changes over time.</p> <p>Festivals: I can talk about festivals inc bonfire night and Harvest Festival and family traditions from different cultures.</p>	<p>I know the story of Guy Fowles and can talk about the traditions of Bonfire Night</p> <p>Festivals: I know some information about Remembrance Day and the soldiers from Hintslesham.</p> <p>I can talk about festivals and family traditions from different cultures inc: Diwali and Christmas</p> <p>Toys: I know which toys are from the past and which are modern. I can share information about my favourite toys and listen to parents' grandparent's childhood experiences of favourite toys.</p> <p>I can talk about my experiences of Christmas and the toys I received.</p>	<p>Seasonal Changes – Winter: I can explore the school grounds and observe seasonal changes in the winter.</p> <p>I can explore the festival and family traditions of Chinese New Year.</p> <p>I can explore the family traditions of Shrove Tuesday.</p>	<p>Seasonal Changes –Spring: I can explore the school grounds and observe seasonal changes in the spring.</p> <p>Spring Festivals: I can explore festivals (Holi, Ramadan and Easter) and talk about family traditions from different cultures</p> <p>Dinosaurs: I can talk about the life of Mary Anning.</p> <p>I can recount the extinction of the dinosaurs using non-fiction texts.</p> <p>Space: I can talk about the life/experience of Neil Armstrong</p> <p>I can share grandparent's first-hand experience of watching the moon landing in 1969.</p> <p>I can explore the art of Vincent Van Gogh – A Starry Night</p>	<p>Jack and the Beanstalk: I can explore and compare castle homes to our modern homes.</p> <p>I know that some stories have been around for a long time and that some are new.</p>	<p>Pirates: I can compare modes of travel on the sea.</p> <p>Seaside holidays: I know that things have changed since my grandparents were little.</p> <p>I can talk about and share family experiences of holidays abroad.</p> <p>I can talk about and share family experiences of holidays in the UK.</p>	<p>People, Culture and Communities Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between families, different religious and cultural communities, cultures and traditions.</p>
KEY VOCABULARY	old, new, past, present, yesterday, today, tomorrow, family, parents, grandparents, history, traditional tales, change, different, some						



	People, Culture and Communities (links to NC Geography)	All About Me: Look at where we live, describe features we see on the way to school. Draw route to school. Explore the school, where are the different rooms in relation to one another. What happens in each room? Explore the school grounds, look at features of our school environment. Look at maps of Huddersham (paper and Google Earth) explore and discuss the features found on local maps. Discuss where we were born and where our extended family live using world maps/globes for support. Describe the local environment, using all their senses to explore the natural and urban world. Look at and create maps of the local area. Seasonal changes – Autumn: Exploring school's grounds and observing seasonal changes in the Autumn. Explore harvest time in the UK and farming at harvest time.	Explore festival origins/celebrations across the world, using a world map/globe. Explore compare/contrast our environment with polar regions. Explore hibernation and migration, looking at contrasting environments/animals around the world in the autumn.	Explore food from around the world using world maps and Google (Lunar New Year) Map skills Seasonal Changes – Winter: Exploring school's grounds and observing seasonal changes in the winter. Observe seasonal weather changes in the winter (ice exploration) Conduct Winter walk around School grounds.	Describe other environments. Map Skills Observe, question and draw spring plants/spring growth. Explore natural spring resources in Tuff Trap, asking questions and making/drawing observations.	Look at different animals and their habitats linked to climate and landscape Map Skills Seasonal Changes – Summer: Exploring school's grounds and observing seasonal changes in the summer. Observe seasonal weather changes in the summer Explore, observe and identify UK minibeasts.	Compare the local environment and the seaside Look at the seaside in other countries-contrasting environments. Map skills Introduce London as the capital of England. Name features around the UK (farm, beach, mountains, woodland etc).	
	Recreation "stickle knowledge"	I know the names of the 4 seasons. I can talk about the signs of autumn and the associated weather-raining, snowing, cloudy, windy, thundery, sunny etc I know where I live. I know some of the features of my immediate environment. I know the name of my school and can say some of	I know some features of the world and Earth. I know environments vary from one another. I know that aerial maps are taken from above like a birds-eye view and can comment on simple features. I know some similarities and differences between places, e.g. countryside and town and drawing on my experiences and what has been read in class.	I know about the signs of winter and the associated weather raining, snowing, cloudy, windy, thundery, sunny etc ~. I know how to use and draw information from a simple map I know how to make simple maps of imaginary communities using a variety of construction resources. I know that simple symbols are used to identify features	I know about the signs of spring and the associated weather. I know how to use and draw information from a simple map. I know how to make simple maps of imaginary communities using a variety of construction resources.	I know about the signs of summer and the associated weather e.g. in the summer it gets hot and sunny; that they need to find the shady areas when outside and wear appropriate clothing, and in the winter, it is cold and may snow. I know how to use and draw information from a simple map I know how to make simple maps of imaginary communities using a variety of	I know how environments vary from one another. I know some similarities and differences between the world around me and contrasting environments. I know that some things in the world are man-made, and some things are natural. I know that the capital city of England is London.	

		<p>the things I put on my way to school.</p> <p>I can use everyday language to talk about distance and relative positions (behind, next to) in the local environment.</p> <p>I know that not all places in the world are the same.</p>	<p>I can 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</p>	<p>I can 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</p>		<p>I know that simple symbols are used to identify features on a map.</p> <p>I know some animals from different parts of the world.</p>		
	KEY VOCABULARY	Hintlesham, Suffolk, United Kingdom, Great Britain, world, country, town, city, London, capital, near, far, Africa, community, road, map, Harvest, seasons, Autumn, Winter, Spring, Summer, weather, farm, beach, countryside						

Year B	Autumn	Spring	Summer
<p>Class 2 Year 1 & 2</p> <p>Chronology Continuity and change Significance</p> <p>Location Knowledge Mapping skills Change and Impact</p>	<p>Autumn 1: My world and me (Geog)</p> <ul style="list-style-type: none"> To find out where the UK, the equator and the poles are on a world map. To compare the land features and climate of the UK and Ecuador. To compare the capital cities of the UK and Ecuador. To find out where different animals live in the world. To identify physical and human features in aerial photos. To create a map with a key. 	<p>Spring 1: Castles (History/Geog)</p> <ul style="list-style-type: none"> Find out who built the first castles in the UK. Battle of Hastings and the Norman conquest of Britain. Using the Bayeux Tapestry, your children will look at a chronological account and learn key facts to recall and retell. Explore the features of Norman castles. Explore the structure of medieval castles. <i>Research both styles of castle and compare how they were the same/different.</i> Finding out who lived in medieval castles. (Power, hierarchy, significant individuals, peasants). To find out about how the Tower of London's use has changed over time. <i>Normans started building the Tower of London? Explain how the Tower of London has changed over time? Explain what the Tower was used for in the past and what it is used for now.</i> 	<p>Summer 1: Oceans and Seas incl. Grace Darling (Geog)</p> <ul style="list-style-type: none"> To sequence the story of Grace Darling. To explore the legacy of Grace Darling. Name and locate the major seas surrounding the UK. Name the 5 oceans and 7 continents of the world and locate them on a map, understanding that the UK lies in the Atlantic Ocean. Understand what causes waves in the sea and what effect waves have on beaches and coastlines.
	<p>Autumn 2: Gunpowder Plot & Guy Fawkes (History)</p> <ul style="list-style-type: none"> Explain what Bonfire night is and relate to own experience Use the past tense when talking about historical events 	<p>Spring 2: Let's go on Safari! (Geog)</p> <ul style="list-style-type: none"> Locate Africa on a world map and identify the country of Kenya. Explore the climate and 	<p>Summer 2: Seaside holidays in the past (History)</p> <ul style="list-style-type: none"> Identify features of a seaside holiday. Use photographs to find clues as to what seaside holidays were like

	<ul style="list-style-type: none"> Find out about King James 1 and Elizabeth 1 and how they were involved Explain who Guy Fawkes was and why he created the Gunpowder plot Explain why Guy Fawkes is famous and why the Gunpowder plot is still remembered today. <p>Events beyond living memory: Remembrance</p>	<p>weather of Kenya.</p> <ul style="list-style-type: none"> Explore the animals of Kenya. Use compass points to navigate around a map. Explore the landscapes of Kenya. To find out about the people and culture of Kenya. Identify similarities and differences between Kenya and the UK. 	<p>in the past.</p> <ul style="list-style-type: none"> Find out when and how seaside holidays became popular. Find out what seaside holidays were like 100 years ago. Order seaside holidays in chronological order. Identify similarities and differences between seaside holidays now and in the past.
<p>Class 3 Year 3 & 4</p> <p>Chronology Continuity and change Significance</p>	<p>Autumn 1: Volcanoes and Earthquakes (Geog)</p> <ul style="list-style-type: none"> Describe what you find underground. Explain how volcanoes are formed Explain how volcanoes affect people's lives Explain what causes earthquakes and how they are measured Explain what causes tsunamis and how they affect people. 	<p>Spring 1: Ancient Egypt (History)</p> <ul style="list-style-type: none"> Locate ancient Egypt in time and place. Learn about the Egyptian landscape and find out how it impacted on people's lives in Ancient Egypt. Find out about Tutankhamun and how artefacts can teach us about the past. Understand the importance of artefacts in helping us find out about the past. Find out about the way of life in ancient Egypt. What we can learn from the evidence the ancient Egyptians left behind. 	<p>Summer 1: Local History Study: Weaving in Hadleigh (History)</p> <ul style="list-style-type: none"> Investigate the history of the locality Build on previous knowledge about the school. Study the village sign and its history. Extend research to links with neighbouring town. Find out about the process of weaving and the impact on the local area. How has the process of weaving and the impact on the local area changed over time? Evaluate sources of information used – how reliable are they?
	<p>Autumn 2: Changes in Britain from the Stone Age to the Iron Age (History)</p> <ul style="list-style-type: none"> What does prehistory mean? Understand how the period from the Stone Age to the Iron Age fits into a wider picture of British history. 	<p>Spring 2: Where does our food come from? (Geog)</p> <ul style="list-style-type: none"> Understand that the food we eat comes from many different places around the world. Know how land in temperate climate zones is used to produce food. 	<p>Summer 2: Investigating our local area (Geog)</p> <ul style="list-style-type: none"> Locate the local area on a map and to give directions. Learn about physical and human features of our local area. Identify different types of

<p>Location Knowledge</p> <p>Mapping skills</p> <p>Change and Impact</p>	<ul style="list-style-type: none"> How did hunter-gatherers survive in the Stone Age? What kind of sources tell us about the Stone Age? Examine non-written sources of evidence about the Stone Age Make deductions from primary sources. Research the history of Skara Brae – how did this change things in Britain? How did bronze replace stone in the Bronze Age? What was life like in an Iron Age hill fort? <p>Investigate how British society changed in the Iron Age.</p>	<ul style="list-style-type: none"> Know how land in tropical climate zones is used to produce food. Describe the way in which land in tropical biomes is being changed to enable more food to be produced. Explore how food is produced in Mediterranean climate zones. Explain how land is used to produce food in the United Kingdom. 	<p>services in the local area.</p> <ul style="list-style-type: none"> Collect and record evidence. Evaluate what the local area is like
<p>Class 4</p> <p>Year 5 & 6</p> <p>Chronology</p> <p>Continuity and change</p> <p>Significance</p> <p>Location Knowledge</p> <p>Mapping skills</p> <p>Change and Impact</p>	<p>Autumn 1:</p> <p>Our changing world</p> <p>(Geog)</p> <ul style="list-style-type: none"> Explain how water and weather can change the landscape (in terms of erosion and weathering) Understand how coastal features are formed and identify coastal features of the UK. Explain how the make-up of the United Kingdom has changed over time and how the international borders of Europe have changed over time. Explain how and why landscapes change over time. Predict how physical factors might change the landscape in the future. 	<p>Spring 1:</p> <p>North America</p> <p>(Geog)</p> <ul style="list-style-type: none"> Identify the countries of North America. Investigate and compare climates in North America. Explore the geographical features of North America. Explore the capital cities of North America. Explore the various time zones of North America and how these compare to other time zones around the world. Compare a region in the UK with a region in North America. Research the human and physical geography of a particular North American country. 	<p>Summer 1:</p> <p>Water World</p> <p>(Geog)</p> <ul style="list-style-type: none"> Explore water on our planet. Understand and explain the water cycle (understand the importance of the water cycle for our planet) Explore why we need water and how we use it. Compare the difference in water availability and usage in the UK and Kenya Explore how water can be used for power to contribute to a sustainable future. Investigate and explore a local body of water.
	<p>Autumn 2:</p> <p>Battle of Britain WW2</p>	<p>Spring 2:</p> <p>Titanic</p>	<p>Summer 2:</p> <p>Early Islamic civilisation</p>

	<p>(History)</p> <ul style="list-style-type: none"> • Explain why World War II began and order events from early World War II on a timeline. • Understand what evacuation and rationing were, explain how they worked and how different people were affected. • Explain the significance of the 'home front' and why the changing role of women was significant to the war effort. • Explain the Holocaust in detail and make links and comparisons to issues today. • Demonstrate an understanding of, and order, key events from WW2 on a timeline. • Links to local history - War memorial. 	<p>(History and Geog)</p> <ul style="list-style-type: none"> • Explore the timeline of the Titanic and her maiden voyage. • Investigate sources of information which tell us about the Titanic and the people on board. • Investigate what life was like aboard the Titanic for each of the classes. • Gather evidence to back up opinions during a debate about why so many people lost their lives in the Titanic disaster Reflect on what has changed since the Titanic disaster and how the incident influenced these changes 	<p>Baghdad/ Persia AD 900 (impact on British culture) (History)</p> <ul style="list-style-type: none"> • Develop a chronology of and find out about, Baghdad's role in the early Islamic Civilisation. • Find out about the House of Wisdom and how it became a centre for learning. • Explain some of the significant discoveries and studies which were led by early Islamic scholars and evaluate the impact they made to the wider world. • Describe who Muhammad is, how the first caliphate came to be formed and explain the roles and responsibilities of a caliph. • Identify reasons why the early Islamic civilisation became a major power, know about the Silk Road trade route and the items offered for trade. Be able to describe the methods used by early Islamic chemists when making perfume. • Demonstrate a full understanding of how the early Islamic civilisation shaped world history.
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Whole School Plan: Humanities

Year A	Autumn	Spring	Summer
<p>Class 2</p> <p>Year 1 & 2</p> <p>Chronology</p> <p>Continuity and change</p> <p>Significance</p> <p>Location Knowledge</p> <p>Mapping skills</p> <p>Change and Impact</p>	<p>Autumn 1:</p> <p>Great Fire of London, significant person Samuel Pepys (History)</p> <ul style="list-style-type: none"> When, where and why did the Great Fire of London break out? What happened during the Great Fire and how do we know? Why did the Great Fire burn down so many houses? Investigate the timeline of events. Could more have been done to slow the spread? How was London rebuilt after the fire? Discuss why some sources are more useful than others during historical enquiry. 	<p>Spring 1:</p> <p>Hot and Cold planet (Geog)</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Learn about and identify the 5 climate zones. Know the characteristics of polar and arid climates and how they affect living conditions. (eg people, animals. Plants) To know the characteristics of Mediterranean and tropical climates and how they affect living conditions. (eg people, animals. Plants) 	<p>Summer 1:</p> <p>Local area study (Geog)</p> <ul style="list-style-type: none"> To be able to locate the local area on a map and to give directions. To learn about physical and human features of our local area. To identify different types of services in the local area. To be able to evaluate what the local area is like.
	<p>Autumn 2:</p> <p>London (Geog)</p> <ul style="list-style-type: none"> To be able to locate London on a map and describe its location. To be able to identify and describe landmarks of London. To be able to use compass points and directional language to navigate between London landmark To be able to identify and describe a variety of geographical features in London. To explore seasonal weather patterns in London. To be able to plan a trip to London. 	<p>Spring 2:</p> <p>History of Transport (History)</p> <ul style="list-style-type: none"> How has transport changed over time? Early travel How have cars changed over time? Find out about George Stephenson and how trains changed people's lives. How have humans tried to fly? Find out about the Wright Brothers. Compare past and present travel and transport. 	<p>Summer 2:</p> <p>Buildings and memories of Hintlesham, including the school. (History)</p> <ul style="list-style-type: none"> When was the school first built? How do we know what it was like when it was first built? How has the school changed between then and now? When, why, and how is it different? Show key events on a timeline. Why is the building important locally?

<p>Class 3 Year 3 & 4</p> <p>Chronology Continuity and change Significance</p> <p>Location Knowledge Mapping skills Change and Impact</p>	<p>Autumn 1: The Roman Empire and its impact on Britain (History)</p> <ul style="list-style-type: none"> Understand the terms 'invade' and 'settle' and to place the Romans on a timeline. Find out why and how the Romans successfully invaded Britain. Find out about life in Roman Britain. Investigate why Boudicca was significant and explore different viewpoints about her and her revolt. Identify aspects of our lives that are affected by the Roman rule in Britain. What legacy did they leave? 	<p>Spring 1: Rivers and The Water Cycle (Geog)</p> <ul style="list-style-type: none"> Explain the key aspects of the water cycle. List the main features of a river and begin to use appropriate geographical vocabulary Know that a river has 3 distinct sections - upper, middle and lower course. Identify different features along the course of a river. Research a local river using maps, photos and the internet 	<p>Summer 1: Exploring a European country (Geog)</p> <ul style="list-style-type: none"> Compare and contrast and the United Kingdom. Know where Spain is in the world Know about the physical geography of Know about the human geography of Find out about and compare the climates of....and UK
	<p>Autumn 2: All around the World (Geog)</p> <ul style="list-style-type: none"> Explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere. Identify lines of latitude and longitude and use them to find places on maps, atlases and globes. Compare the climate of the tropics with the UK climate Explain the position and significance of the Prime Meridian. Explain the position and significance of time zones. 	<p>Spring 2: British Clothing through the ages (History)</p> <ul style="list-style-type: none"> Clothing development from 1066 to present day. Learn how changes in the textile industry affected Britain over time. Explore how clothing has differed for rich/poor male/female. 	<p>Summer 2: Mayans (History)</p> <ul style="list-style-type: none"> Investigate how and when Europeans encountered the Mayan civilisation. Explore how we know about the Mayan civilisation and their way of life. Explore how Mayan society was organised and how this compares to modern society. Find out about what the Maya believed in, including their religious rites and rituals. Exploring the achievements of the Maya including their number systems and calendar. Investigate the reasons behind the decline of the Mayan civilisation.

<p>Class 4 Year 5 & 6</p> <p>Chronology Continuity and change Significance</p> <p>Location Knowledge Mapping skills Change and Impact</p>	<p>Autumn 1: Marvellous Maps! (Geog)</p> <ul style="list-style-type: none"> Find information in an atlas using the index and simple co-ordinates. Use a key to describe features on an Ordnance Survey map Use the eight compass points to describe routes on a map Use four or six-figure grid references to locate places on a map. Plan a journey using the eight compass points and four or six-figure grid references. Describe how land use has changed over time. 	<p>Spring 1: Viking and Anglo-Saxon struggle for the Kingdom of England (History)</p> <ul style="list-style-type: none"> Who were the Anglo-Saxon invaders? (What was life like in Britain when they invaded? Place on a timeline) Why did the Anglo-Saxons want to settle in Britain? What might life have been like for different people living in an Anglo-Saxon village? How was Anglo-Saxon Britain ruled? Who was Alfred the Great? Sutton Hoo & West Stow - Significance of Local History 	<p>Summer 1: Mountains (Geog)</p> <ul style="list-style-type: none"> Discover what mountains are and where the major mountain ranges are in the world. Learn the names of famous mountains and find key facts about each one. Investigate why mountains have their own climate and explore data for particular mountains. Investigate what makes mountains popular tourist destinations and compare these destinations between seasons. Evaluate the positive and negative impacts tourism has on mountain environments.
	<p>Autumn 2: Victorian Childhood (History)</p> <ul style="list-style-type: none"> Identify the Victorian era on a timeline and generate questions/make inferences about what life might have been like for Victorian children - using portraits and pictures. Find out what life was like for poor children in Victorian Britain. Compare modern and Victorian schooling. Investigate sources of information - how can we find out about the past? What changed for children during Queen Victoria's reign? What impact have those changes had on life in Britain for children? 	<p>Spring 2: South America (Geog)</p> <ul style="list-style-type: none"> Find out about the location and countries of South America. Find out about the climate in South America. Research the major mountain ranges of South America. Investigate the human geography of South America Research trade and industry in South America. Carry out an in-depth study of a South American country. Compare an area of South America with the UK. 	<p>Summer 2: Ancient Greece (History)</p> <ul style="list-style-type: none"> Create timeline showing the following key periods which will feature in the topic 1. Trojan Wars 2. Start of Olympics 3. Golden Age of Athens 4. Battle of Marathon 5. Building of Parthenon What can we work out about everyday life in Ancient Athens from the evidence that remains? In what ways have the Ancient Greeks influenced our lives today?



Geography Progression of skills:

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>Big Idea:</p> <p><i>Location Knowledge</i></p>	<p>Explore the school grounds.</p> <p>Go on local walks and talk about where they live.</p>	<p>Understand how some places are linked to other places e.g. roads, trains.</p> <p>Name, describe and compare familiar places.</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>Name, locate and identify characteristics of the seas surrounding the United Kingdom.</p>	<p>Identify where countries are within the UK and the key topographical features.</p> <p>Name and locate the cities of the UK.</p>	<p>Recognise the different shapes of the continents.</p> <p>Remonstrate knowledge of features about places around him/her and beyond the UK.</p> <p>Identify where countries are within Europe, including Russia</p> <p>Recognise that people have differing qualities of life living in different locations and environments.</p> <p>Know how the locality is set within a wider geographical context.</p>	<p>Identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day.</p> <p>Recognise the different shapes of countries.</p> <p>Identify the physical characteristics and key topographical features of the countries within North America.</p> <p>Know about the wider context of places e.g. county, region, country.</p> <p>Know and describe where a variety of places are in relation to physical and human features.</p> <p>Know the location of: capital cities of countries in the British Isles and UK, seas around the UK, European Union countries</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have</p>

						with high populations and large areas and the largest cities in each continent.	changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
<p>Big Idea:</p> <p><i>Mapping Skills</i></p>	<p>Locate places on simple maps.</p> <p>Draw simple maps of school grounds and local area and seaside.</p>	<p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>Use simple observational skills to study the geography of the school and its grounds.</p> <p>Use simple maps of the local area e.g. large scale print, pictorial etc.</p> <p>Use locational language (e.g. near and far, left and right) to describe the location of features and route.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map</p>	<p>Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if... continues?</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures etc.</p> <p>Recognise that different people</p>	<p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.</p> <p>Measure straight line distances using the appropriate scale.</p> <p>Explore features on OS maps using 6 figure grid references.</p> <p>Draw accurate</p>	<p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and 6 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to</p>

		<p>Make simple maps and plans e.g. pictorial place in a story</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p>hold different views about an issue and begin to understand some of the reasons why.</p> <p>Communicate findings in ways appropriate to the task or for the audience.</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc.</p> <p>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.</p> <p>Make more detailed fieldwork sketches/diagrams</p> <p>Use fieldwork instruments e.g. camera, rain gauge.</p> <p>Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key</p>	<p>maps with more complex keys.</p> <p>Plan the steps and strategies for an enquiry</p>	<p>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>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links etc.</p> <p>Use maps, charts etc. to support decision making about the location of places e.g. new bypass</p>
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				<p>features.</p> <p>Use four figure grid references.</p> <p>Use the 8 points of a compass.</p> <p>Make plans and maps using symbols and keys</p>			
<p>Big Idea:</p> <p><i>Changes and Impact</i></p>	<p>Talk about places other than their locality.</p> <p>Compare their locality to other places they have visited e.g seaside, forest.</p> <p>Compare localities during seasonal walks.</p>	<p>Describe seasonal weather changes.</p> <p>Link their homes with other places in their local community.</p> <p>Know about some present changes that are happening in the local environment e.g. at school</p> <p>Suggest ideas for improving the school environment</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port,</p>	<p>Identify physical and human features of the locality.</p> <p>Explain about weather conditions/patterns around the UK and parts of the Europe.</p> <p>Understand why there are similarities and differences between places.</p> <p>Develop an awareness of how places relate to each other.</p> <p>Understand why there are similarities and differences between places.</p> <p>Develop an awareness of how places relate to each other.</p>	<p>Describe human features of the UK regions, cities and/or counties</p> <p>Understand the effect of landscape features on the development of a locality.</p> <p>Describe how people have been affected by changes in the environment</p> <p>Explain about natural resources e.g. water in the locality.</p> <p>Explore weather patterns around parts of the world.</p> <p>Know about the wider context of places – region, country.</p> <p>Understand why there are similarities and differences</p>	<p>Know about the physical features of coasts and begin to understand erosion and deposition.</p> <p>Understand how humans affect the environment over time.</p> <p>Know about changes to the world environments over time.</p> <p>Understand why people seek to manage and sustain their environment.</p> <p>Compare the physical and human features of a region of the UK and a region of North America, identifying similarities and differences.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Understand the geographical similarities and differences through the study of human and physical geography</p>

			harbour and shop. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country		between places		of a region of the UK, a region of a mainland European country and a region within North or South America.
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Hintlesham and Chattisham Primary School

Geography Progression of vocabulary:



	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Big Idea: <i>Location Knowledge</i>	England Hintlesham Home Live	United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.		County, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.		Atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key	
Big Idea: <i>Mapping Skills</i>		Compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.		Sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.		Atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.	
Big Idea: <i>Changes and Impact</i>		City, town, village, factory, farm, house, office, port, harbour and shop.		Mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunamis, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.		Environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.	



PE Subject On A Page

Name of Subject Leader: Lauren Beckett

Subject Intent:

Through the three ideas of community, opportunities and possibilities and significance, with an over-arching link to the Christian and British values, our children will grow into individuals that will have the skills and mindset to leave Primary School with the capabilities to be successful.

In physical education, children will develop into confident, proud children who all have an enjoyment for physical activity. Children will have developed physical skills and values which they can take with them into their future and will impact on the wider curriculum as they have a strong belief in their abilities, as well as improved concentration, behaviour and focus throughout all education and beyond. Children will also have the confidence and ability to interact socially, interact with others and present themselves so that they stand out with pride. They will understand the importance of physical activity in all aspects of life and through this, children will have a strong sense of wellbeing and can use it to feel happier and healthier.

The Big Ideas:

Develop Skills – Children continually learn new skills and develop existing skills to a high standard. These skills include social, emotional and thinking skills in order to develop the whole child.

Challenge – Children are physically active for sustained periods of time, choose from the skills they have developed and apply them correctly and reflect on and evaluate their performance in order to improve.

Performance – Children develop confidence and capability to apply skills in a performance environment either through matches, tournaments, productions, displays or performances to an audience.

Planning:

- The P.E. LTP is a 2 year rolling program and is available in the curriculum area of the [school website](#).
- P.E. is delivered by a specialist teacher and Teacher/HLTA in all classes with the use of a TA where necessary.

Teaching:

- P.E. is taught for 2 hours per week.
- Lessons refer to the Big Ideas.
- The lessons follow the structure of; warm up activity, skill development activities, warm down and reflection.
- Social, emotional and thinking skills are taught and demonstrated by the children throughout also.
- Application of skills and choice and use of skills are applied throughout and at the end of the unit in a performance context.
- Learning objectives and success criteria are shared orally or written, as well as the big ideas for PE.
- Positive praise is given to recognise achievement and encourage participation.
- Resources are stored in the P.E. sheds. Wall bars are available for use in the hall along with mats and other gymnastics/indoor sports equipment.
- Activities are differentiated using the skills progression framework in addition to access and ability using S.T.E.P. (see diagram).

Learning & Recording:

- PE ready days ensure the children have kit on in school when needed and lesson time is maximised.
- Photographs and video evidence are used to document, record and assess learning and are saved on Seesaw with comments or in the PE folder on the Google shared drive.
- The school participates in interschool competitions organised by the School Games Coordinator.
- Sports Leaders help to organise zones in the playground and arrange games/activities for the children to do during playtime and lunchtime to ensure 60 minutes of active play per day.

Assessment:

- Assessment is recorded half termly using the Target Tracker.
- Marking and feedback is given in lesson by staff and peers.
- Formative assessment is given through constructive and positive praise.
- Children who are below and above are recorded on Target Tracker half termly.

Key Priorities 2023 – 2024:

16. Ensure progression across year groups in a class by further embedding the 2-year rolling program with the new scheme.
17. Continue to provide opportunities for challenge for higher achievers to increase the number of children working above expected.
18. Continue to provide support to ensure SEN and lower ability children are able to access the curriculum as well as demonstrate good progress.
19. Ensure Play Leader role is continued and developed further to ensure 60 active minutes per day.
20. Maintain Gold School Games Award.



Space:

changing distance, height, size, location

- Using safe zones or safe playing areas
- Using targets that are closer
- Using smaller areas or playing over shorter distances
- Using flat areas such as playgrounds or halls
- Using bigger spaces to allow for more reaction time



Task:

changing rules, roles, progressions, conditions, complexity

- Adding conditions to games e.g. everyone must touch the ball
- Changing the speed of the activity e.g. everyone must walk
- Simplifying an activity e.g. less passes to score or gesture in dance using only arms
- Creating smaller/bigger targets to make the task easier or harder
- Pupils taking on different roles e.g. coach, official
- Using bigger spaces to allow for more reaction time



STEP

**principle to
adapting your PE**

Equipment:

changing what is being used

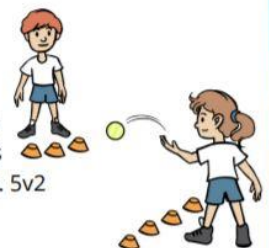
- Using larger balls which are easier to see and catch
- Using coloured balls that are easier to see
- Using balls that make noise
- Using tennis rackets instead of rounders or cricket bats
- Using lighter equipment which moves more slowly e.g. scarfs, beanbags



People:

changing groupings or how the children play together

- Working in mixed ability groups
- Working in similar ability groups
- Playing uneven sided games e.g. 5v2
- Using buddy systems
- Focus on and praise how the children interact with each other as opposed to score or outcome



Overview of Teaching and Learning of PE

Intent

Through the three ideas of community, opportunities and possibilities and significance, with an over-arching link to the Christian and British values, our children will grow into individuals that will have the skills and mindset to leave Primary School with the capabilities to be successful.

In physical education, children will develop into confident, proud children who all have an enjoyment for physical activity. Children will have developed physical skills and values which they can take with them into their future and will impact on the wider curriculum as they have a strong belief in their abilities as well as improved concentration, behaviour and focus throughout all education and beyond. Children will also have the confidence and ability to interact socially, interact with others and present themselves so that they stand out with pride. They will understand the importance of physical activity in all aspects of life and through this, children will have a strong sense of wellbeing and can use it to feel happier and healthier.

Big Ideas:

In line with every subject in Hintlesham and Chattisham Primary. The three Big Ideas for PE are:



All lessons should contain an aspect of each of the big ideas although they may be weighted differently from lesson to lesson.

Develop Skills – Children continually learn new skills and develop existing skills to a high standard. These skills include social, emotional and thinking skills in order to develop the whole child.

Challenge – Children are physically active for sustained periods of time, choose from the skills they have developed and apply them correctly and reflect on and evaluate their performance in order to improve.

Performance – Children develop confidence and capability to apply skills in a performance environment either through matches, tournaments, productions, displays or performances to an audience.

Vision:

We intend our children to become:

- ❖ Happy with an enjoyment of physical activity
- ❖ Confident to participate, perform and develop own learning
- ❖ Determined to achieve their full potential
- ❖ Driven to develop themselves through understanding and challenge
- ❖ Positive and determined to approach challenges for a sustained period
- ❖ Proud of their own and others' achievements

Implementation

The benefits of a high-quality physical curriculum are valuable in the development of our children. At the heart of education of all children in school is physical, social, cognitive and emotional development. Through a high-quality physical curriculum, including physical activity, physical education, sport and dance, children will become confident and proud through a high self-esteem and belief. They will develop an enjoyment of a healthy, active lifestyle as well as participation and competitiveness through tournaments and performance opportunities. We will produce independent learners with a strong desire to improve through resilience, commitment, understanding and cooperation with others, therefore impacting on relationships, personal well-being, communication and a sense of identity.

As well as not developing these traits, children who do not receive a high-quality physical curriculum can have a poor idea of body image/size and lack of understanding of the benefits of a healthy, active lifestyle. Attendance can also be affected as children develop a negative attitude toward physical activity and education, this can then impact further with poor behaviour, lack of concentration and not interacting with peers.

In order to meet our vision, we have the expectation that children will develop the following skills and characteristics:

Characteristics	Skills
Confident	Problem Solving
Positive	Communicating
Determined	Selecting
Committed	Applying
Willing	Assessing
Independent	Reflecting
Focussed	Understanding
Proud	Persevering
Respectful	Celebrating
Supportive	Collaborating
Honest	Leading
Creative	Empathising
Cooperative	Decision Making

We use these at the basis of all planning and pedagogy within the physical curriculum in order for all children to feel success and achieve to their ability as well as celebrating and respecting the success of others.

- Long term plans on a two-year rolling programme that cover a wide range of sporting activities ensuring progression through each lesson, unit and year on year
- 8 week units to ensure full coverage of skills within each unit and allowing time for performance element at the end of each unit
- Teachers to ensure powerful and memorable learning that provides a good range of activities that, together, ensure adequate breadth, balance, depth and significance to our children.
- Good use of time, space, people and resources throughout the physical curriculum
- Sports specialists used to teach sports and allow for staff development whenever possible.
- Engagement for all in a wide variety of local sporting tournaments eg trampolining, table tennis, cross country, rugby and cricket
- Assessment using the ASCA criteria
- Annual Sports Activity Day/Week
- Additional opportunity to be physically active whenever possible; Wild Woods, active cross-curricular activities, lunchtime and breaktime activities, classroom brain breaks, after school clubs, enrichment activities through workshops, trips out etc

From our Curriculum Plan we ensure that each unit provides coverage of breadth, depth, balance, significance and challenge.

Breadth: A range of activities with enough variety to suit all children's needs and desires

Depth: Sufficient time is allocated to ensure children have the opportunity understand and apply skills in the activity. Children have the confidence to perform

Balance: Activities cover a range that enables skills to be developed leading to a balanced body

Significance: Activities consider the whole child. Each child feels that the activity is significant for them and is important to them

Challenge: The activities ensure the children can perform well and can be proud of their achievements from an accurate level of complexity and intensity

Our curriculum plan is set out in the Curriculum Long Term Plan document. Whilst the plan has been designed and set out carefully, teachers are expected to use their assessment This includes:

- 💡 shortening or lengthening time spent on a unit where necessary
- 💡 adapting the space to suit the learners and activities
- 💡 using additional staff where available as required
- 💡 grouping children in a way that suits
- 💡 adapting the activities or the final task where necessary

💡 reflecting on each lesson to ensure continuity into the next whilst maintaining progression but also achievement

Impact

By the end of their schooling at Hintlesham and Chattisham C of E Primary School, pupils will have been given the opportunity to apply their acquired skills in a range of competitive situations against themselves, peer-to-peer as well as school to school. They will have taken part in a range of activities, both familiar and those that are new to them, and been offered a variety of extracurricular, physically demanding activities. Through these children will have developed confidence in their own abilities, an understanding of fairness as well as teamwork and respect. We aim to foster a love of physical activity in any of its forms.

We measure the impact of our curriculum through the following methods:

- Participating in the School Games Marks award
- Taking part in local tournaments and events
- Children's engagement in extra-curricular activities
- Pupil and parent perception surveys
- Assessment using the ASCA criteria following the National Curriculum statements
- Children in our school being able to explain to another how they try to keep healthy through exercise and diet. When asked, a child can give an example of how someone could stay healthy.

Long Term Plan - PE

EYFS UNIT	Introduction to PE	Ball Skills	Dance	Fundamentals	Games	Gymnastics
YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 2 UNITS	Fundamentals (Y2) Fitness (Y1)	Ball Skills (Y2) Dance (Y1)	Team Building (Y1) Gymnastics (Y2)	Invasion Games (Y2) Yoga (Y1)	Net and Wall (Y1) Target Games (Y2)	Striking and Fielding (Y1) Athletics (Y2)
Class 3 UNITS	Basketball (M) Yoga (M)	Dance (Y3) Dodgeball (M)	Handball (M) Gymnastics (Y3)	Fitness (M) Tag Rugby (M)	Athletics (Y4) Cricket (M)	Rounders (M) Tennis (Y3)
Class 4 UNITS	Basketball (M) Swimming (M)	Dance (Y6) Swimming (M)	Badminton (M) Gymnastics (Y5)	Yoga (M) Tag Rugby (M)	Athletics (Y6) Cricket (M)	Golf (M) Tennis (Y5)
YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 2	Team Building (Y2) Ball Skills (Y1)	Fundamentals (Y1) Dance (Y2)	Net and Wall (Y2) Gymnastics (Y1)	Target Games (Y1) Yoga (Y2)	Invasion Games (Y1) Sending and Receiving (Y2)	Striking and Fielding (Y2) Athletics (Y1)
Class 3	Netball (M) Fitness (M)	Dance (Y4) Ball Skills (M)	Fundamentals (M) Gymnastics (Y4)	OAA (M) Hockey (M)	Athletics (Y4) Football (M)	Golf (M) Tennis (Y4)
Class 4	Netball (M) Swimming (M)	Dance (Y5) Swimming (M)	Handball (M) Gymnastics (Y6)	OAA (M) Hockey (M)	Athletics (Y6) Volleyball (M)	Rounders (M) Tennis (Y6)

Progression Journey: Dance

EYFS	1	2	3	4	5	6
Copy basic body actions and rhythms.	Copy, remember and repeat actions.	Copy, remember and repeat a series of actions.	Copy remember and perform a dance phrase.	Copy, remember and adapt set choreography.	Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.	Perform dances confidently and fluently with accuracy and good timing.
Choose and use travelling actions, shapes and balances.	Choose actions for an idea.	Select from a wider range of actions in relation to a stimulus.	Create short dance phrases that communicate an idea.	Choreograph considering structure individually, with a partner and in a group.	Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.	Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.
Travel in different pathways using the space around them.	Use changes of direction, speed and levels with guidance.	Use pathways, levels, shapes, directions, speeds and timing with guidance.	Use canon, unison and formation to represent an idea.	Use action and reaction to represent an idea.		
Begin to use dynamics and expression with guidance.	Show some sense of dynamic and expressive qualities.	Use mirroring and unison when completing actions with a partner.	Match dynamic and expressive qualities to a range of ideas.	Change dynamics to express changes in character or narrative.	Confidently perform choosing appropriate dynamics to represent an idea.	Improvise and combine dynamics demonstrating an awareness of the impact on performance.
Begin to count to music.	Begin to use counts.	Show a character through actions, dynamics and expression.	Use counts to keep in time with a partner and group.	Use counts when choreographing short phrases.	Use counts accurately when choreographing to perform in time with others and the music.	Use counts when choreographing and performing to improve the quality of work.

Progression Journey: F.M.S



EYFS

1

2

3

4

5

6

Run and stop with some control.

Explore skipping as a travelling action.

Jump and hop with bent knees.

Throwing larger balls and beanbags into space.

Balance whilst stationary and on the move.

Change direction at a slow pace.

Explore moving different body parts together.

Attempt to run at different speeds showing an awareness of technique.

Begin to link running and jumping movements with some control.

Jump, leap and hop and choosing which allows them to jump the furthest.

Throw towards a target.

Show some control and balance when travelling at different speeds.

Begin to show balance and co-ordination when changing direction.

Use co-ordination with and without equipment.

Show balance and co-ordination when running at different speeds.

Link running and jumping movements with some control and balance.

Show hopping and jumping movements with some balance and control.

Change technique to throw for distance.

Show control and balance when travelling at different speeds.

Demonstrates balance and co-ordination when changing direction.

Perform actions with increased control when co-ordinating their body with and without equipment.

Show balance, co-ordination and technique when running at different speeds, stopping with control.

Link running, hopping and jumping actions using different take offs and landing.

Jump for distance and height with an awareness of technique.

Throw a variety of objects, changing action for accuracy and distance.

Demonstrate balance when performing other fundamental skills.

Show balance when changing direction in combination with other skills.

Can co-ordinate their bodies with increased consistency in a variety of activities.

Demonstrate how and when to speed up and slow down when running.

Link hopping and jumping actions with some control.

Jump for distance and height showing balance and control.

Throw with some accuracy and power towards a target area.

Demonstrate good balance when performing other fundamental skills.

Show balance when changing direction at speed in combination with other skills.

Begin to co-ordinate their body at speed in response to a task.

Run at the appropriate speed over longer distances or for longer periods of time.

Show control at take-off and landing in more complex jumping activities.

Perform a range of more complex jumps showing some technique.

Show accuracy and power when throwing for distance.

Demonstrate good balance and control when performing other fundamental skills.

Demonstrate improved body posture and speed when changing direction.

Can co-ordinate a range of body parts at increased speed.

Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.

Link running, jumping and hopping actions with greater control and co-ordination.

Perform jumps for height and distance using good technique.

Show accuracy and good technique when throwing for distance.

Show fluency and control when travelling, landing, stopping and changing direction.

Change direction with a fluent action and can transition smoothly between varying speeds.

Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.

Progression Journey: Games



Get Set 4 PE

EYFS

1

2

3

4

5

6

Drop and catch with two hands.

Move a ball with feet.

Throw and roll a variety of beanbags and larger balls to space.

Kick larger balls to space.

Stop a beanbag or large ball sent to them using hands.

Attempt to stop a large ball sent to them using feet.

Hit a ball with hands.

Run and stop when instructed.

Move around showing limited awareness of others.

Make simple decisions in response to a situation.

Drop and catch a ball after one bounce on the move.

Move a ball using different parts of the foot.

Throw and roll towards a target with some varying techniques.

Kick towards a stationary target.

Catch a beanbag and a medium-sized ball.

Attempt to track balls and other equipment sent to them.

Strike a stationary ball using a racket.

Run, stop and change direction with some balance and control.

Recognise space in relation to others.

Begin to use simple tactics with guidance.

Dribble a ball with two hands on the move.

Dribble a ball with some success, stopping it when required.

Throw and roll towards a target using varying techniques with some success.

Show balance when kicking towards a target.

Catch an object passed to them, with and without a bounce.

Move to track a ball and stop it using feet with limited success.

Strike a ball using a racket.

Run, stop and change direction with balance and control.

Move to space to help score goals or limit others scoring.

Use simple tactics.

Dribble the ball with one hand with some control in game situations.

Dribble a ball with feet with some control in game situations.

Use a variety of throwing techniques in game situations.

Kick towards a partner in game situations.

Catch a ball passed to them using one and two hands with some success.

Receive a ball sent to them using different parts of the foot.

Strike a ball with varying techniques.

Change direction with increasing speed in game situations.

Use space with some success in game situations.

Use simple tactics individually and within a team.

Link dribbling the ball with other actions with increasing control.

Change direction when dribbling with feet with some control in game situations.

Use a variety of throwing techniques with increasing success in game situations.

Kick with increasing success in game situations.

Catch a ball passed to them using one and two hands with increasing success.

Receive a ball using different parts of the foot under pressure.

Strike a ball using varying techniques with increasing accuracy.

Change direction to lose an opponent with some success.

Create and use space with some success in game situations.

Use simple tactics to help their team score or gain possession.

Use dribbling to change the direction of play with some control under pressure.

Dribble with feet with some control under increasing pressure.

Use a variety of throwing techniques with some control under increasing pressure.

Use a variety of kicking techniques with some control under increasing pressure.

Catch and intercept a ball using one and two hands with some success in game situations.

Receive a ball using different parts of the foot under pressure with increasing control.

Strike a ball using a wider range of skills. Apply these with some success under pressure.

Use a variety of techniques to change direction to lose an opponent.

Create and use space for self and others with some success.

Understand the need for tactics and can identify when to use them in different situations.

Use dribbling to change the direction of play with control under pressure.

Use a variety of dribbling techniques to maintain possession under pressure.

Use a variety of throwing techniques including fake passes to outwit an opponent.

Select and apply the appropriate kicking technique with control.

Catch and intercept a ball using one and two hands with increasing success in game situations.

Receive a ball with consideration to the next move.

Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.

Confidently change direction to successfully outwit an opponent.

Effectively create and use space for self and others to outwit an opponent.

Work collaboratively to create tactics within their team and evaluate the effectiveness of these.

Progression Journey: Body Management

EYFS

1

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6

Create shapes showing a basic level of stillness using different parts of their bodies.

Begin to take weight on different body parts.

Show shapes and actions that stretch their bodies.

Copy and link simple actions together.

Perform balances making their body tense, stretched and curled.

Take body weight on hands for short periods of time.

Demonstrate poses and movements that challenge their flexibility.

Remember, repeat and link simple actions together.

Perform balances on different body parts with some control and balance.

Take body weight on different body parts, with and without apparatus.

Show increased awareness of extension and flexibility in actions.

Copy, remember, repeat and plan linking simple actions with some control and technique.

Complete balances with increasing stability, control and technique.

Demonstrate some strength and control when taking weight on different body parts for longer periods of time.

Demonstrate increased flexibility and extension in their actions.

Choose actions that flow well into one another both on and off apparatus.

Use body tension to perform balances both individually and with a partner.

Demonstrate increasing strength, control and technique when taking own and others weight.

Demonstrate increased flexibility and extension in more challenging actions.

Plan and perform sequences showing control and technique with and without a partner.

Show increasing control and balance when moving from one balance to another.

Use strength to improve the quality of an action and the range of actions available.

Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.

Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.

Combine and perform more complex balances with control, technique and fluency.

Demonstrate more complex actions with a good level of strength and technique.

Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.

Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.

Progression Journey: OAA



Get Set 4 P.E.

EYFS

1

2

3

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6

Follow simple instructions.

Share their ideas with others.

Explore activities making own decisions in response to a task.

Make decisions about where to move in space.

Follow a path.

Begin to identify personal success.

Follow instructions.

Begin to work with a partner and a small group.

Understand the rules of the game and suggest ideas to solve simple tasks.

Copy a simple diagram/map.

Identify own and others' success.

Follow instructions accurately.

Work co-operatively with a partner and a small group, taking turns and listening to each other.

Try different ideas to solve a task.

Follow and create a simple diagram/map.

Understand when a challenge is solved successfully and begin to suggest simple ways to improve.

Follow instructions from a peer and give simple instructions.

Work collaboratively with a partner and a small group, listening to and accepting others' ideas.

Plan and attempt to apply strategies to solve problems.

Orientate and follow a diagram/map.

Reflect on when and why challenges are solved successfully and use others' success to help them to improve.

Accurately follow instructions given by a peer and give clear and usable instructions to a peer.

Confidently communicate ideas and listen to others before deciding on the best approach.

Plan and apply strategies to solve problems.

Identify key symbols on a map and use a key to help navigate around a grid.

Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.

Use clear communication when working in a group and taking on different roles.

Begin to lead others, providing clear instructions.

Plan and apply strategies with others to more complex challenges.

Orientate a map confidently using it to navigate around a course.

Explain why a particular strategy worked and alter methods to improve.

Communicate with others clearly and effectively when under pressure.

Confident to lead others and show consideration of including all within a group.

Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.

Confidently and efficiently orientate a map, identifying key features to navigate around a course.

Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.

Progression Journey: Swimming



Beginners

Submerge and regain feet in the water.

Breathe in sync with an isolated kicking action from poolside.

Use arms and legs together to move effectively across a short distance in the water.

Glide on front and back over short distances.

Float on front and back for short periods of time.

Confidently roll from front to back and then regain a standing position.

Developers

Confidently and consistently retrieve an object from the floor with the same breath.

Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.

Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.

Combine gliding and floating on front and back over an increased distance.

Float on front and back using different shapes with increased control.

Comfortably demonstrate sculling head first, feet first and treading water.

Intermediate

Confidently combine skills to retrieve an object from greater depth.

Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.

Confidently demonstrate good technique in a wider range of strokes over increased distances.

Combine gliding and transitioning into an appropriate stroke with good control.

Confidently link a variety of floating actions together demonstrating good technique and control.

Select and apply the appropriate survival technique to the situation.

Progression Journey: SET

EYFS

1

2

3

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6

SOCIAL

Take turns.
Learn to share equipment with others.
Share their ideas with others.

Encourage others to keep trying.
Talk to a partner about their ideas and take turns to listen to each other.
Work with a partner and small group to play games and solve challenges.

Encourage and motivate others to work to their personal best.
Work with others to achieve a shared goal.
Work with others to self manage games.

Share ideas with others and work together to decide on the best approach to a task.
Lead others and show consideration of including all within a group.
Communicate with others clearly and effectively.

EMOTIONAL

Try again if they do not succeed.
Practise skills independently.
Confident to try new tasks and challenges.

Show determination to continue working over a longer period of time.
Determined to complete the challenges and tasks set.
Explore skills independently before asking for help.
Confident to share ideas, contribute to class discussion and perform in front of others.

Persevere when finding a challenge difficult.
Understand what their best looks like and they work hard to achieve it.
Begin to use rules showing awareness of fairness and honesty.
Show an awareness of how other people feel.

Understand what maximum effort looks and feels like and show determination to achieve it.
Use different strategies to persevere to achieve personal best.
Compete within the rules showing fair play and honesty when playing independently.
Confident to attempt tasks and challenges outside of their comfort zone.

THINKING

Begin to identify personal success.
Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.
Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.

Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.
Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.
Provide feedback beginning to use key words from the lesson.

Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.
Select and apply from a wider range of skills and actions in response to a task.
Provide feedback using key terminology.

Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.
Recognise and explain their thought process when playing games or completing tasks. E.g. I moved here because my teammate was over there.
Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.
Select and apply appropriate skills for the situation when under pressure.

EYFS Progression of Knowledge

Unit	Physical Skills	Social Skills	Emotional Skills	Thinking Skills
Introduction to PE	Moving safely, running, jumping, throwing, catching, rolling.	Sharing and taking turns, encouraging and supporting others, responsibility.	Honesty and fair play, confidence, perseverance.	Decision making, understanding and using rules.
Ball Skills	Rolling a ball, tracking a ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball.	Co-operation, sharing and taking turns.	Determination.	Using tactics, decision making.
Dance	Travelling, copying and performing actions, co-ordination.	Respect, co-operating with others.	Working independently, confidence.	Counting, observing and providing feedback, selecting and applying actions.
Fundamentals	Hopping, galloping, skipping, sliding, jumping, changing direction, balancing, running.	Working safely, responsibility, working with others.	Managing emotions, challenging myself.	Selecting and applying actions
Games	Running, changing direction, striking a ball.	Communication, co-operation, taking turns, respect, supporting and encouraging others.	Honesty, managing emotions, perseverance.	Using tactics.
Gymnastics	Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll.	Leadership, taking turns, helping others.	Determination.	Selecting and applying skills, creating sequences.

EYFS Progression of Knowledge

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Introduction to PE	Change direction to avoid others. Find a space away from others.	Stop in a balanced position on your feet. Take small steps to help you stop.	Keep the ball close. Put the ball down and place foot on top.	Look in the direction of travel. Take turns in a team.	Listen to the rules and instructions. Look out for others and change direction to avoid bumping into them.	Send the ball to a partner when they are looking at you. Share the equipment.
Ball Skills	Bend low and step forwards to roll the ball. Move feet to get in line with the ball when receiving. Point hand towards the target.	Keep your eyes on the target. Use one hand to throw.	Push the ball down as it moves to the floor. Use soft hands to push the ball.	Check that your partner is looking before you pass to them. Use two hands to catch.	Keep the ball close to your feet. Use soft, small touches with your feet to move the ball.	Use the inside of your foot to kick the ball.
Dance	Count to 8 to help you stay in time with the music. Use different body parts to travel on.	Use clear actions to help show your character.	Use big, confident actions and movements.	Count to 8 to help keep in time with the music. (A new piece of music).	Use changes of direction and level in your performance.	Make big movements with your body to show clear shapes. Use different body parts to create shapes.
Fundamentals	Squeeze your muscles to balance. Use wide arms to help you balance.	Bend your knees to help you stop. Keep your chest up. Take big steps to run and small steps to stop.	Bend knee and push off in the opposite direction. Turn your body to face the new direction. Use small steps to help you change direction.	Bend knees to help jump and land. Look straight ahead and keep your chest up. Squeeze your muscles to help balance when landing.	Bend knees when landing. Keep your chest up to keep from falling forward.	Bend knees when jumping and landing. Crawl using your hands and feet. March with high knees. Slide using different body parts.
Games	Each time you or your partner score a point, shout it out loud to help you remember it. Point your hand towards where you	Look for a space away from taggers. Tag gently by tapping on the arm or back.	Point your hand towards where you want the object to go. Say 'well done' to your opponent.	Listen carefully to the instructions to help you understand how to play the game. Use the opposite arm to leg when running.	Hit the ball in the middle of the racket. Point the racket where you want the ball to go.	Clap the other teams. Encourage your team mates.

EYFS Progression of Knowledge

	want the object to go.					
Gymnastics	Hold shapes and balance for 5 seconds. Squeeze muscles when holding a shape or balance to help you to be still and strong.	Squeeze muscles to help you stay still.	Bend knees when landing. Keep your chest up so you don't fall forwards.	Keep legs and feet together for a straight roll. Stay curled up in a barrel roll.	Hold shapes and balance for 5 seconds. Travel using different body parts.	Hold shapes and balance for 5 seconds. Travel over, around and along apparatus. Travel using different body parts.

KS1 PE Progression of Knowledge

Unit Year A	Physical Skills	Social Skills	Emotional Skills	Thinking Skills
Fundamentals	Balancing, sprinting, jogging, dodging, jumping, hopping, skipping.	Taking turns, supporting and encouraging others, respect, communication.	Challenging myself, perseverance, honesty.	Selecting and applying, identifying strengths.
Fitness	Running, co-ordination, stamina, strength, agility, balance.	Co-operation, support, responsibility.	Kindness, perseverance, honesty, independence.	Comprehension, creativity, problem solving, reflection.
Ball Skills	Rolling, kicking, throwing, catching, bouncing, dribbling.	Co-operation, communication, leadership, supporting others.	Honesty, perseverance, challenging myself.	Using tactics, exploring actions.
Dance	Travel, copying and performing actions, using shape, balance, coordination.	Co-operation, communication, coming to decisions with a partner, respect.	Confidence, acceptance.	Counting, observing and providing feedback, selecting and applying actions.
Team Building	Balancing, travelling actions.	Communication, sharing ideas, inclusion, encouraging and supporting others.	Confidence, trust, honesty.	Decision making, using tactics, providing instructions, planning, problem solving.
Gymnastics	Shapes, balances, shape jumps, travelling movements, barrel roll, straight roll, forwards roll.	Sharing, working safely.	Confidence, independence.	Observing and providing feedback, selecting and applying actions.
Invasion Games	Throwing, catching, kicking, dribbling with hands and feet, dodging, finding space.	Communication, respect, co-operation, kindness.	Empathy, integrity, independence, determination, perseverance.	Creativity, reflection, decision making, comprehension.
Yoga	Breathing, relaxation, balance, flexibility, strength.	Working safely, sharing ideas, leadership.	Calmness, patience, understanding, independence.	Selecting actions, comprehension, focus, providing feedback.
Net and Wall	Throwing, catching, hitting a ball, tracking a ball.	Respect, communication.	Honesty and fair play, determination.	Decision making, using simple tactics, recalling information, comprehension.
Target Games	Throwing, rolling, kicking, striking.	Communication, collaboration, kindness, support.	Honesty, perseverance, independence, manage emotions.	Select and apply, using tactics, decision making, provide feedback, problem solving.

Striking and Fielding	Throwing, catching, retrieving a ball, tracking a ball, striking a ball.	Communication, supporting and encouraging others, consideration of others.	Perseverance, honesty and fair play.	Using tactics, selecting and applying skills, decision making.
Athletics	Running at different speeds, jumping for distance, throwing for distance.	Working safely, collaborating with others.	Working independently, determination.	Observing and providing feedback, exploring ideas.

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Fundamentals	Hold arms out and focus on something still to balance. Look ahead and land with bent knees.	Run on the balls of your feet. Use your arms to help you move forwards.	Push off strongly in a new direction. Turn your body to face a new direction.	Hopping/jumping: Bend your knees when jumping and landing. Look ahead and land with bent knees.	French Skipping: Keep your body upright. Remember the rhythm – jump, bend, jump, bend.	Skipping: Stand up tall. Turn the rope first, then jump.
Fitness	Think carefully about how exercise makes you feel.	Notice carefully how your heartbeat changes during exercise.	Notice carefully how exercise changes your breathing.	Consider skills and activities which can be improved by exercise.	Consider carefully how your muscles feel after exercise.	Try your best in the challenges you are set.
Ball Skills	Bend down low and place your opposite foot to rolling arm forward. Let go of the ball when your hand is pointing at the target.	Keep your eyes on the ball. Move your feet to receive the ball.	Keep the ball close to your feet using soft touches. Use different parts of your foot to control the ball. Use soft touches with your feet to keep control.	Direct the inside of your foot towards the target. Use soft touches with your feet to keep control. Use the inside of your foot to kick the ball.	Let go of the ball when your hand is pointing at the target. Place your hands together to catch the ball with two hands. Put the opposite foot forward to your throwing arm. Watch the ball as it comes towards you.	Push the ball back down on the 'magic moment.' Spread your fingers wide and push the ball with your fingertips.

Dance	<p>Count evenly to the beat.</p> <p>Use counts of 8 to help you to stay in time with the music and each other.</p>	<p>Use a change of direction and speed to make your dance look interesting.</p> <p>Use clear actions to help you tell a story.</p>	<p>Use clear actions.</p> <p>Use expression to help to tell the story.</p>	<p>Draw the shape of the pathway as you travel.</p> <p>Use levels to make your dance look interesting.</p>	<p>Use counts of 8 to help you to stay in time with the music and each other.</p> <p>Use expression to help show your character.</p>	<p>Discuss and share your ideas with a partner to create your actions.</p> <p>Use changes of level, direction or speed to make your dance look interesting.</p> <p>Use counts of 8 to help you to stay in time with the music and each other.</p>	<p>Change your facial expression to represent the theme.</p> <p>Jump heavily to show you are jumping in a puddle.</p> <p>Use counts of 8 to help you to stay in time with the music and each other.</p>	<p>Use counts to help you create and remember the order of your actions.</p> <p>Use expression to help you to tell a story.</p>
Team Building	<p>Listen to each other and share ideas.</p>	<p>Communicate with others.</p> <p>Listen to the instructions carefully.</p>	<p>Listen carefully to your partner's instructions.</p> <p>Use clear, short instructions.</p>	<p>Include everyone in your group.</p> <p>Listen to the instructions that your leader is giving.</p> <p>Use short instructions to help your partner and group.</p>	<p>Listen to each other ideas.</p> <p>Work together to make decisions.</p>	<p>Listen to each other's ideas before making a plan.</p>		
Gymnastics	<p>Be as still as a statue.</p> <p>Hold each shape for 5 seconds – star, straddle, pike, straight, tuck, back</p>	<p>Be as still as a statue.</p> <p>Hold each shape for 5 seconds – star, straddle, pike, straight, tuck, back support.</p>	<p>Change the levels you use within your sequence.</p> <p>Use different body parts to travel on.</p>	<p>Bend your knees when jumping and landing.</p> <p>Use shape jumps (star/straight) to make your sequence interesting.</p>	<p>Keep your shape throughout the roll (barrel/forward).</p> <p>Transition smoothly from one action to the next.</p>	<p>Use a starting and finishing position. Use rolls, jumps, balances, travelling movements and shape to create a</p>		

	support.	Squeeze your muscles so they feel hard.				sequence.
Invasion Games	<p>Keep the ball close to your body to keep possession.</p> <p>Look up and around you to see your team mate, space and any defenders.</p>	<p>Control the ball during shooting action.</p> <p>Travel at speed when performing a shot.</p>	<p>Be ready and react quickly when someone is about to shoot.</p> <p>Do not be afraid of the ball.</p> <p>Keep your eyes on the ball.</p>	<p>Do not be afraid of intercepting a pass.</p> <p>Stand so that you can see the attacker and the ball.</p>	<p>Stand sideways so that you can see the attacker and the ball.</p> <p>Stay close to your attacker and always be ready to intercept the ball.</p>	<p>Apply skills learned in the game situations.</p> <p>Communicate with your team mates.</p>
Yoga	Match poses to a story (monkey poses).	Breathe as you hold your (animal) poses to help you stretch further and stay balanced.	Stretch a little further each breath - Wild west poses.	<p>Focus on something still.</p> <p>Use your breath to help you to remain stable - Clown poses.</p>	<p>Concentrate on breathing whilst in pose.</p> <p>Focus on something still when balancing - space poses.</p>	Hold each pose for 3 breaths in and out - Pirate poses.
Net and Wall	<p>Ready position - Feet hip width apart and knees bent.</p> <p>Return to ready position after each roll/throw.</p>	<p>Say the score out loud every time someone scores a point.</p> <p>Shake hands with the opponent at the end of the game.</p>	<p>Hold the racket towards the bottom of the handle.</p> <p>Keep the ball in the centre of the racket face.</p>	<p>Keep the ball in the centre of the racket face.</p> <p>Use small movements to hit the ball.</p>	<p>Move your feet to the ball.</p> <p>Stand sideways on and push the ball back using the centre of the racket face.</p>	<p>Finish with your racket face pointing at where you want the ball to go.</p> <p>Look at where the other team are standing and throw or hit the ball away from them.</p>
Target Games	Point you arm in the direction of the target as the object is	<p>Keep your elbow high.</p> <p>Step forward as you through.</p>	Step next to the ball and kick with the inside of your foot.	Use less force if the target is close and more force when the target is further away.	<p>Aim slightly ahead of where your target is moving.</p> <p>Consider the</p>	Listen to each other's ideas and decide together how to play.

	released.				height or speed of the moving target.	Point your hand/foot or object where you want the ball to go as you release or strike it.
Striking and Fielding	<p>Point your hand where you want the ball to go.</p> <p>Step forward with your opposite foot to throwing arm.</p>	<p>Point your hand where you want the ball to go.</p> <p>Step forward with your opposite foot to throwing arm.</p>	<p>Strike the ball using the centre of the racket.</p> <p>Watch the ball as it is coming towards you.</p>	<p>Get in front of the ball.</p> <p>Use two hands to collect the ball.</p>	<p>When batting, bat away from the fielders.</p> <p>When fielding, retrieve the ball and return it to the bowler.</p>	<p>Make decisions about when to run by looking at the ball and the fielders.</p> <p>Run around the outside of the bases after you have hit the ball.</p>
Athletics	<p>Balance while running by alternating arms and legs.</p> <p>Run on the balls of your feet. Take big strides by running fast.</p>	<p>You're your knees to help push off.</p> <p>Look forward at take-off and landing.</p> <p>Soft, bent knees on landing.</p> <p>Swing your arms up to take off.</p>	<p>Drive your arms up to help you jump higher.</p> <p>Jump from a balanced starting position.</p> <p>Look forward at take-off and landing.</p> <p>Use different techniques to tackle different obstacles.</p>	<p>Place your opposite leg to throwing arm forward.</p> <p>Stand sideways on to the direction of the throw.</p> <p>Throw from a balanced starting position.</p>	<p>Keep your eyes looking at your target.</p> <p>Point our hand at your target after throw.</p> <p>Throw from a balanced starting position.</p>	<p>Keep soft knees when linking running and jumping movements.</p> <p>Look forward at take-off and landing.</p> <p>Throw from a balanced starting position.</p> <p>Try your best at each station and encourage each other to work for the whole time.</p>

Unit Year B	Physical Skills	Social Skills	Emotional Skills	Thinking Skills
Team Building	Travelling actions, jumping, balancing.	Communication, leading, inclusion.	Trust, honesty and fair play, acceptance.	Planning, decision making, problem solving.
Ball Skills	Rolling, kicking, throwing, catching, bouncing, dribbling, tracking.	Co-operation, communication, leadership, supporting others.	Honesty, perseverance, challenging myself.	Using tactics, exploring actions, comprehension.
Fundamentals	Balancing, sprinting, jogging, dodging, jumping, hopping, skipping.	Taking turns, supporting and encouraging others, working safely, communication.	Challenging myself, perseverance, honesty.	Identifying strengths, listening and following instructions.
Dance	Travel, copying and performing actions, using dynamics, pathway, expression and speed, balance, coordination.	Respect, consideration, sharing ideas, decision making with others.	Acceptance, confidence.	Selecting and applying actions, counting, observing and providing feedback, creating.
Net and Wall	Throwing, catching, racket skills, ready position, hitting a ball.	Support, co-operation, respect, communication.	Perseverance, honesty.	Decision making, reflection, comprehension, selecting and applying.
Gymnastics	Travelling actions, shapes, balances, jumps, barrel roll, straight roll, forward roll progressions.	Sharing, working safely.	Confidence.	Observing and providing feedback, selecting and applying actions.
Target Games	Underarm throwing, overarm throwing, aim, hand eye co-ordination.	Communication, supporting and encouraging others, leadership.	Perseverance, honesty, fair play.	Using tactics, selecting and applying skills, decision making.
Yoga	Breathing, balance, flexibility, strength.	Working safely, sharing ideas, leadership.	Calmness, patience, understanding.	Selecting actions, creating poses, focus, providing feedback.
Invasion Games	Throwing and catching, kicking, dribbling with hands and feet, dodging, finding space.	Co-operation, communication, supporting and encouraging others.	Honesty and fair play, managing emotions.	Connecting information, decision making, recalling information.
Sending and Receiving	Rolling, kicking, throwing, catching, tracking.	Co-operation, communication, keeping others safe.	Perseverance, challenging myself.	Identifying how to improve, transferring skills.
Striking and Fielding	Throwing and catching, tracking a ball, bowling, batting.	Communication, collaboration.	Honesty, acceptance, controlling emotions.	Select and apply, using tactics, decision making.
Athletics	Running at varying speeds, agility, balance, jumping, hopping and leaping in combination and for distance, throwing for distance.	Working safely, collaborating with others.	Working independently, honesty and playing to the rules, determination.	Exploring ideas.

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6		
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Team Building	Follow instructions and work with others.	Co-operate and communicate in a small group to solve challenges.	Create a plan with a group to solve challenges.	Communicate effectively and develop trust.	Work as a group to solve problems.	Work with a group to copy and create a basic map.		
Ball Skills	Develop coordination and control when dribbling a ball with your hands.	Explore accuracy when rolling a ball.	Explore throwing with accuracy towards a target.	Explore catching with two hands.	Explore coordination and control when dribbling a ball with your feet.	Explore tracking a ball that is coming towards me.		
Fundamentals	Explore balance, stability and landing safely.	Explore how the body moves differently when running at different speeds.	Explore changing direction and dodging.	Explore jumping, hopping and skipping actions.	Explore coordination and combining jumps.	Explore combination jumping and skipping within an individual rope.		
Dance	Exploring Space and Travel: Repeat, link and choose actions.	Create actions and accurately copy each other's actions.	The Circus: Copy, remember and repeat actions using facial expressions to show different characters.	Perform in unison creating shapes with a partner.	Mirrors: Mirror a partner and create ideas.	The Rainforest: Copy, repeat and create actions in response to a stimulus.	Copy, create and perform actions considering dynamics.	Create a short dance phrase with a partner showing clear changes of speed.
Net and Wall	Develop racket familiarisation.	Develop placing an object.	Use the ready position to defend space on court.	Develop returning a ball with hands.	Develop returning a ball with a racket.	Move an opponent to win a point.		
Gymnastics	Explore travelling movements using the space around you.	Develop quality when performing gymnastics shapes.	Develop stability and control when performing balances.	Develop technique and control when performing shape jumps.	Develop technique in the barrel, straight and forward roll.	Link gymnastics actions to create a sequence.		
Target Games	Develop underarm throwing towards a target.	Develop throwing for accuracy.	Develop underarm and overarm throwing for accuracy.	Develop throwing for accuracy and distance using under and over arm.	Select the correct techniques for the situation.	Develop throwing for accuracy and distance.		
Yoga	Copy and repeat yoga poses.	Develop an awareness of strength when completing yoga poses.	Develop an awareness of flexibility when completing yoga poses.	Copy and remember actions linking them into a flow.	Create a flow and teach it to a partner.	Explore poses and create a yoga flow.		
Invasion	Develop dribbling	Understand who to pass to and	Move towards the goal with the	Support a team mate when in	Move into space showing	Be able to stay with a player		

Games	towards a goal and understand what being in possession means.	why, when playing against a defender.	ball.	possession.	awareness of defenders.	when defending.		
Sending and Receiving	Roll a ball towards a target.	Be able to track and receive a rolling ball.	Be able to stop, send and receive a ball with feet.	Develop throwing and catching.	Develop throwing and catching.	Send and receive a ball using an racket.		
Striking and Fielding	Track a rolling ball and collect it.	Develop accuracy in underarm throwing and consistency in catching when fielding a ball.	Develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score.	Develop striking for distance and accuracy.	Develop decision making to get a batter out.	To develop decision making when under pressure.		
Athletics	Learn to move at different speeds for varying distances.	Develop a foundation for balance and stability.	Develop agility and coordination.	Explore hopping, jumping and leaping for distance.	Develop throwing for distance.	Develop throwing for accuracy.		

LKS2 PE Progression of Skills

Unit Year A	Physical Skills	Social Skills	Emotional Skills	Thinking Skills
Basketball	Throwing and catching, dribbling, intercepting, shooting.	Working safely, communication, collaboration.	Honesty and fair play, perseverance.	Planning strategies and using tactics, observing and providing feedback.
Yoga	Breathing, balance, flexibility, strength, coordination.	Working safely, sharing ideas, leadership.	Calmness, focus, confidence.	Selecting actions, creating poses and flow, providing feedback.
Dance	Using canon, unison, formation, dynamics, pathways, direction, copying and performing actions, control, balance.	Sharing ideas, respect, inclusion of others, leadership, working safely.	Confidence, acceptance.	Selecting and applying actions, creating, observing and providing feedback.
Dodgeball	Throwing, catching, dodging, blocking.	Communication, collaboration, respect.	Honesty, perseverance.	Decision making, selecting and applying skills.
Handball	Ball control, throwing and catching, moving with the ball, dribbling, shooting.	Working safely, communication, respect.	Honesty and fair play, perseverance.	Planning strategies, observing and providing feedback.
Gymnastics	Individual point and patch balances, straight roll, barrel roll, forward roll, straight jump, tuck jump, star jump, rhythmic gymnastics.	Collaboration, communication, respect.	Confidence.	Observing and providing feedback, selecting and applying actions, evaluating and improving.
Fitness	Strength, speed, power, agility, coordination, balance, stamina.	Supporting others, working safely.	Perseverance, determination.	Identifying areas of strength and areas for development.
Tag Rugby	Passing, catching, dodging, tagging, scoring.	Communication, collaboration, inclusion.	Honesty and fair play, perseverance, confidence.	Planning strategies and using tactics, observing and providing feedback.
Athletics	Pacing, sprinting technique, jumping for distance, throwing for distance.	Working collaboratively, working safely.	Perseverance, determination.	Observing and providing feedback, exploring ideas.
Cricket	Underarm and overarm throwing, catching, over and underarm bowling, batting.	Collaboration and communication, respect.	Perseverance, honesty.	Observing and providing feedback, applying strategies.

Rounders	Underarm and overarm throwing, catching, tracking a ball, fielding and retrieving a ball, batting.	Collaboration and communication, respect, supporting and encouraging others.	Honesty and fair play, confident to take risks, managing emotions.	Observing and providing feedback, using tactics, decision making.
Tennis	Forehand, backhand, throwing, catching, ready position.	Respect, collaboration, supporting others.	Honesty, perseverance.	Decision making, using tactics, understanding rules.

Unit Year A	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6		
Basketball	Push the ball back down when it has reached the top of its bounce. Use wide fingers to control the ball.	Bend your knees to get low and put non-dribbling arm out to protect the ball from your opponents. Turn your body to create a barrier between the defender and the ball.	Have eye contact with the receiver before sending the ball. Look where your opponents are before deciding on who to pass to.	Bend your knees and keep feet hip width apart to change direction. Leave space between yourself and the attacker so that you do not foul.	Balance with feet shoulder width apart. Place elbows underneath the ball. Eyes look at target. Follow through with hand.	Be clear and fair when refereeing. Use the double dribble, travelling and contact rules.		
Yoga	Breathe in and out slowly in your yoga poses.	Move in time with your breath. Try to move through each pose fluidly.	Move in time with your breath. Use controlled movements to move from one pose to another.	Move slowly and with control into the pose so that you are stable when balancing.	Keep your focus on something stationary. Move slowly and with control into the pose so that you are stable when balancing.	Move with control from one pose to the next. Use your breath to help with control.		
Dance	Use counts of 8 to help you to stay in time with each other and the music.	Use opposites such as forward and backward or up and down. Work with your partner, sharing ideas.	Consider use of space around you. Use actions to represent the machine breaking down. Use counts to stay in time with your group.	Consider how to move to represent each season. Use counting to remember the actions.	Use changes in pathway, unison and canon. Use counting to help you to stay in time with each other and the music.	Use clear, strong poses to represent the idea. Use counts of 8 to help you to stay in time with each other and the music.	Make clear shapes as a group that represent the idea. Use changes of timing in your dance.	Move with clear, confident actions. Use dynamics in your dance to help you to represent your idea.

Dodgeball	You are out if hit by a ball before it bounces or if an opponent catches your throw.	Point your throwing hand towards your target after you throw.	Keep your head up to see throwers. Stand in the ready position with your knees bent ready to move.	Use 2 hands to catch the ball. Watch the ball as it comes towards you.	Hold the ball with 2 hands. Keep a tight grip on the ball. Watch the opponents' ball as it comes towards you.	Play fairly and honestly, using the rules of the game. Show honesty and admit if you are out.
Handball	Make sure the person you are throwing to is looking at you before passing. Point your hand where you want the ball to go. Use soft hands when catching.	Dribbling the ball at waist height with soft hands gives you more control. Use changes of speed and change direction whilst moving with the ball.	Point your hand where you want the ball to go. Use your steps to help you generate power.	Communicate with your teammates. Consider where the attacker is running. Run onto the ball to intercept.	Turn your hips and shoulders to face the new direction you want to move in.	Dribble away from defenders to create yourself space or move towards the goal. Find space to be an option for your teammate.
Gymnastics	Hold your balance for 5 seconds. Make your balances interesting by using different levels and body parts to balance on.	Land with bent knees. Look straight ahead when you jump.	Barrel roll – Keep your knees tucked into your chest. Forward roll – Tuck chin into chest. Straight roll – Roll from arch to dish.	Choose actions on the same or similar level to move into and out of balances smoothly.	Actions could include rolls, jumps, balances and travelling movements.	Ensure your sequence uses a variety of actions and levels. Use strong body tension in your balances.
Fitness	Encourage those you are working with. Try your best at each station.	Complete each exercise slowly and with control. Keep your elbows bent. Move your hands from your pocket to your mouth. Run on the balls of your feet.	Watch the ball and move hands ready to catch it.	Bend low and use small steps to change direction. Turn your hips to face the direction you're are running.	Bend your standing knee to help you stay balanced. Focus on something still.	Breathe steadily in through your nose. Don't go too fast at the beginning.

Tag Rugby	Run into a space when you receive the ball. Watch the ball as it is coming towards you.	Do not block or protect your tags. Pass the ball if you have been tagged.	Get into a position behind or to the side of the ball carrier to support them.	Push off of your outside foot to change direction. Run to a space where there are no defenders.	Use small steps to be able to change direction quickly and track the attacker.	In between matches, discuss with your team how you can improve your next match. Use the rules you have learnt to play fairly.
Athletics	Run at a pace that you can maintain. Run faster at the end of your race. Run with fluency and coordination, alternating your arms and legs.	Elbows bent at 90 degrees. Run with fluency and coordination, alternating your arms and legs. Sprint on the balls of your feet, moving hands from pocket to mouth.	Jump with control and balance by bending knees. Keep looking straight ahead when you jump.	Create power in your throw by transferring your weight from your back to your front leg. Strength and speed will produce power.	Begin with a straight arm. Create power in your throw by transferring your weight from your back to your front leg. Point javelin tip slightly up.	Measure from the start line to where the object or performer first lands.
Cricket	Point your hand in the direction or your target after release. Step forward with you opposite foot to throwing arm.	Step forward with you opposite foot to bowling arm.	Make a 'v' using thumb and forefinger in line with the spine of the bat.	Move to stay in line with the ball as it comes towards you.	Draw a number 6 with the ball when you are preparing to bowl.	Be respectful to other teams. Play fairly and honestly.
Rounders	Be aware of where others are before deciding what to do. Use an overarm throw for long distances.	Point your hand at your target after you have thrown the ball. Step forward with the opposite foot to throwing arm.	Keep the bases on your left-hand side. Watch where the ball is to help you to decide when to stop running.	Move your feet to stay in line with the ball as it comes towards you.	Stand sideways on to the bowler. Watch the ball as it comes towards you.	Play honestly and fairly. Show respect towards others. Use the rules to help you manage your game.
Tennis	Use a strong wrist to hold the racket. Use the centre of	Finish with the racket over your opposite shoulder in 2	Hit the ball near to your partner so that they can return it.	Move your feet to the ball. Use two hands to help you with	Think of where you could hit the ball to make it hard for your opponent to	Say and agree on the score after each point. Show honesty

	the racket face to hit the ball.	hands. Contact the ball when the racket face is facing your partner. Swing the racket from low to high.	Move your feet to the ball and then return to the ready position. Watch the ball as it is coming to you.	your control.	return.	and fair play.
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Unit Year B	Physical Skills	Social Skills	Emotional Skills	Thinking Skills
Netball	Passing, catching, footwork, intercepting, shooting.	Working safely, communication, collaboration.	Honesty and fair play, perseverance.	Planning strategies and using tactics, observing and providing feedback.
Fitness	Strength, speed, power, agility, coordination, balance, stamina.	Supporting others, working safely.	Perseverance, determination.	Identifying areas of strength and areas for development.
Dance	Performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure, space, balance, control, technique.	Collaboration, consideration, inclusion, respect.	Empathy, confidence.	Observing and providing feedback, selecting and applying actions.
Ball Skills	Tracking a ball, throwing, catching, dribbling.	Supporting others, co-operation, communication, managing games.	Perseverance, honesty, respect, challenging self.	Decision making, developing tactics, creativity.
Fundamentals	Balancing, running, hopping, jumping, dodging, skipping.	Supporting and encouraging others, respect, communication, taking turns.	Challenging myself, perseverance, honesty.	Selecting and applying skills, observing others and providing feedback, identifying strengths and areas for development.
Gymnastics	Individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand.	Collaboration, communication, respect, responsibility.	Confidence.	Observing and providing feedback, selecting and applying skills, evaluating and improving.
OAA	Balance, running.	Communication, teamwork, trust, inclusion, listening.	Confidence.	Planning, map reading, decision making, problem solving.
Hockey	Passing, dribbling, receiving, intercepting, tackling.	Communication, collaboration, inclusive.	Honesty and fair play, empathy.	Planning strategies and using tactics, observing and providing feedback, decision making.
Athletics	Sprinting, jumping for a distance, push and pull throwing for a distance.	Working collaboratively, working safely.	Perseverance, determination.	Observing and providing feedback.
Football	Dribbling, passing, ball control, tracking/jockeying, turning, receiving.	Communication, collaboration, cooperation.	Honesty, perseverance.	Selecting and applying tactics, decision making.
Golf	Balancing, coordination, accuracy, striking, throwing.	Taking turns, supporting and encouraging others, respect, communication.	Challenging myself, perseverance, honesty, determination.	Selecting and applying skills, identifying strengths, identifying weaknesses, creativity.

Tennis	Underarm throwing, catching, forehand, backhand, ready position.	Collaboration, respect, supporting others.	Honesty, perseverance.	Decision making, understanding rules, selecting and applying skills and tactics.
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Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6		
Netball	Develop passing and moving and move within the footwork rule.	Develop passing and moving towards a goal.	Develop movement skills to lose a defender.	Defend an opponent and try to win the ball.	Develop the shooting action.	Develop play using netball rules.		
Fitness	Develop an awareness of what your body is capable of.	Develop speed and strength.	Complete actions to develop coordination.	Complete actions to develop agility.	Complete actions to develop balance.	Complete actions to develop stamina.		
Dance	The Spy: Copy and create actions in response to an idea and be able to adapt these using changes of space.	Choose actions which relate to the theme.	States of matter: Understand how dynamics, space and relationships can be used to represent a dance idea.	Use dynamics, space and relationships to represent a dance idea.	Superpowers: Remember and repeat actions and create dance ideas in response to a stimulus.	Use action and reaction when creating ideas with a partner.	A trip to...: Remember, repeat and create actions to represent an idea.	Use choreographing ideas to change how actions are performed.
Ball Skills	Develop confidence and accuracy when tracking a ball.	Develop confidence and accuracy when tracking a ball.	Explore and develop a variety of throwing techniques.	Develop catching skills using one and two hands.	Develop dribbling a ball with hands.	Use tracking, sending and dribbling skills with feet.		
Fundamentals	Develop balancing and understand the importance of this skill.	Understand how to change speed and be able to demonstrate good technique when running at different speeds.	Demonstrate a change of speed and direction to outwit others.	Develop technique and control when jumping, hopping and landing.	Develop skipping in a rope.	Apply fundamental skills on a variety of challenges.		
Gymnastics	Develop individual and partner balances.	Develop control in performing and landing rotation jumps.	Develop the straight, barrel, forward and straddle roll.	Develop the straight, barrel, forward and straddle roll.	Develop strength in inverted movements.	Create a partner sequence to include apparatus.		
OAA	Develop cooperation and teamwork skills.	Develop trust and teamwork.	Involve all team members in an activity and work to achieve a collective goal.	Develop trust whilst listening to others and following instructions.	Be able to identify objects on a map, draw and follow a simple map.	Draw a route using directions. Be able to orientate a map and navigate around a grid.		

Hockey	Develop sending the ball with a push pass.	Develop receiving the ball.	Develop dribbling using the reverse stick (Indian dribble).	Develop moving into a space after passing the ball.	Use an open stick tackle to gain possession.	Apply defending and attacking skills in a hockey tournament.		
Athletics	Develop stamina and an understanding of speed and space in relation to distance.	Develop power and speed in the sprinting technique.	Develop technique when jumping for distance.	Develop power and technique when throwing for distance.	Develop a pull throw for distance and accuracy.	Develop officiating and performing skills.		
Football	Develop controlling the ball and dribbling under pressure.	Develop passing to a teammate.	Be able to control the ball with different parts of the body.	Develop changing direction with the ball using an inside and outside hook.	Use jockey / track an opponent.	Be able to apply the rules and tactics you have learnt to play in a football tournament.		
Golf	Explore hitting technique, aiming toward a target.	Explore shot accuracy.	Explore the technique for putting.	Explore the technique for chipping.	Explore techniques used for a short game.	Explore techniques used for a long game.		
Tennis	Develop hitting the ball using forehand.	Develop returning the ball using forehand.	Develop backhand and understand when to use it.	Work co-operatively with a partner to keep a continuous rally going.	Use simple tactics in a game to outwit an opponent.	Demonstrate honesty and fair play when competing against others.		

UKS2 PE Progression of Knowledge

Unit Year A	Physical Skills	Social Skills	Emotional Skills	Thinking Skills
Basketball	Throwing and catching, dribbling, intercepting, shooting.	Communication, collaboration.	Perseverance, honesty and fair play.	Planning strategies and using tactics, observing and providing feedback.
Swimming	Rotation, sculling, treading water, gliding, front crawl, backstroke, breaststroke, surface dives, floating, H.E.L.P and huddle positions.	Communication, supporting and encouraging others.	Determination.	Creating, decision making, using tactics.
Dance	Performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions.	Collaboration, consideration and awareness of others, inclusion, respect, leadership.	Empathy, confidence.	Creating, observing and providing feedback, using feedback to improve, selecting and applying skills.
Badminton	Ready position, grip, forehand, backhand, serve, footwork.	Communication, respect, supporting and encouraging others.	Confidence, perseverance, honesty.	Using tactics, selecting and applying skills, identifying strengths and areas for development.
Gymnastics	Symmetrical and asymmetrical balances, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand.	Responsibility, collaboration, communication, respect.	Confidence.	Observing and providing feedback, selecting and applying actions, evaluating and improving sequences.
Yoga	Balance, flexibility, strength, co-ordination.	Leadership, sharing ideas, working safely.	Confidence, working independently.	Creating, selecting and applying actions, observing and providing feedback.
Tag Rugby	Throwing, catching, running, dodging, scoring.	Communication, collaboration.	Perseverance, confidence, honesty and fair play.	Planning strategies and using tactics, observing and providing feedback, decision making.
Athletics	Pacing, sprinting, jumping for distance, push throwing for distance, fling throwing for distance.	Negotiating, collaborating with others.	Perseverance, determination.	Observing and providing feedback.
Cricket	Underarm and overarm throwing, catching, over and underarm bowling, long and short barrier, batting.	Collaboration and communication, respect.	Honesty.	Observing and providing feedback, selecting and applying strategies.
Golf	Accuracy, balance, coordination, striking.	Taking turns, supporting and encouraging others. respect,	Challenging myself, perseverance, honesty, being proud of their work.	Selecting and applying skills, identifying strengths and

		communication, sharing and agreeing on ideas.		areas for development, creativity.
Tennis	Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve.	Collaboration, communication, respect.	Honesty.	Using tactics, Selecting and applying skills.

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6		
Basketball	Put you non-dribbling arm out to protect the ball from your opponent. Turn your body to create a barrier between the defender and the ball.	Look to move into a space that will make it easier for your team to score. Use a change of pace and change od direction to lose your opponent.	Dribble if you have space to do so. Pass if you can get the ball close to the goal. Pass if you cannot beat the defender.	Bend your knees so that you can change direction at speed. Stay between the basket and the person with the ball.	Balance with your feet shoulder width apart. Elbow under the ball. Eyes look at the target. Follow through with your hand.	Be clear and fair when refereeing. Use the rules to play fairly and help the game to flow.		
Swimming								
Dance	Copy and repeat a set dance phrase showing confidence in movements.	Work collaboratively with a partner to explore and develop the dance idea.	Use changes in level and speed when choreographing.	Copy and create actions using a prop as a dance stimulus.	Use choreographing devices to improve how the performance looks.	Select actions and dynamics to convey different characters.	Choreograph a dance that shows contrasting characters.	Communicate a story through dance.
Badminton	Develop footwork and the forehand and backhand grip.	Develop the backhand serve over a net. Develop rallying using an overhead forehand clear.	Develop the forehand serve over a net.	Learn how to score points and play in competitive games.	Develop backhand clear and apply this to game situations.	Show respect, honesty and fair play when competing against an opponent.		
Gymnastics	Be able to perform symmetrical and	Develop the straight, forward, straddle and	Be able to explore different methods of travelling , linking	Be able to perform progressions of	Explore matching and mirroring using actions both on the	Be able to create a partner sequence using		

	asymmetrical balances.	backward roll.	actions in both canon and synchronisation.	inverted movements.	floor and on apparatus.	apparatus.		
Yoga	Develop an understanding of yoga. To develop flexibility through the sun salutation flow.	Develop strength through yoga flows.	Create your own flow showing quality in control, balance and technique.	Develop balance through yoga flows.	Work collaboratively to create a controlled paired yoga flow.	Create your own yoga flow that challenges technique, balance and control.		
Tag Rugby	Develop attacking principles, understanding when to run and when to pass.	Be able to use the forward pass and offside rules.	Be able to play games using tagging rules.	Develop dodging skills to lose a defender.	Develop drawing defence and understanding when to pass.	Be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.		
Athletics	Work collaboratively with a partner to set a steady pace.	Develop your own and others sprinting technique.	Develop power, control and technique for the triple jump.	Develop power, control and technique when throwing for distance.	Develop throwing with force and accuracy for longer distances.	Work collaboratively in a team to develop the officiating skills of measuring, timing and recording.		
Cricket	Develop throwing accuracy and catching skills.	Develop batting accuracy and directional batting.	Develop catching skills (close/deep catching and wicket keeping).	Develop overarm bowling technique and accuracy.	Develop a variety of fielding techniques and to use them within a game.	Develop long and short barriers and apply them to a game situation.		
Golf	Develop putting technique and accuracy.	Develop the technique for chipping.	Develop the technique for a short game.	Develop the technique for a long game.	Select the appropriate shot for the situation.	Design a course and select the appropriate shot for the situation.		
Tennis	Develop returning the ball using a forehand groundstroke.	Develop returning the ball using a backhand groundstroke.	Work cooperatively with a partner to keep a continuous rally.	Develop underarm serve and understand the rules of serving.	Develop the volley and understand when to use it.	Use a variety of strokes to outwit an opponent.		

Unit Year B	Physical Skills	Social Skills	Emotional Skills	Thinking Skills
Netball	Passing, catching, footwork, intercepting, shooting, dodging.	Communication, collaboration.	Perseverance, honesty and fair play.	Planning strategies and using tactics, selecting and applying skills, decision making.
Swimming	Rotation, sculling, treading water, gliding, front crawl, backstroke, breaststroke, surface dives, floating, H.E.L.P and huddle positions.	Communication, supporting and encouraging others.	Determination.	Creating, decision making, using tactics.
Dance	Performing a variety of dance actions, using canon, unison, formation, dynamics, character, emotion, transitions, matching & mirroring.	Sharing ideas, consideration of others, inclusion, respect, leadership, supporting others.	Empathy, confidence.	Observing & providing feedback, using feedback to improve, selecting & applying skills.
Handball	Throwing and catching, moving with the ball, dribbling, intercepting, shooting.	Collaboration, communication.	Honesty and fair play, perseverance.	Planning strategies and using tactics, observing and provide feedback.
Gymnastics	Straddle roll, forward roll, backward roll, counterbalance, counter tension, bridge, shoulder stand, handstand, cartwheel, headstand, vault.	Responsibility, collaboration, communication, respect.	Confidence.	Observing and providing feedback, selecting and applying skills, evaluating and improving sequences.
OAA	Stamina, running.	Communication, teamwork, trust, inclusion, listening.	Confidence.	Planning, map reading, decision making, problem solving.
Hockey	Dribbling, passing, receiving, tracking, creating and using space, shooting.	Communication, collaboration.	Perseverance, honesty and fair play.	Planning strategies and using tactics, observing and providing feedback, selecting and applying skills.
Athletics	Pacing, sprinting, jumping for distance, push throwing for distance, fling throwing for distance.	Negotiating, collaborating with others.	Perseverance, determination.	Observing and providing feedback.
Volleyball	Volley, dig, set, serve, ready position.	Communication, respect, supporting and encouraging others.	Confidence, perseverance, honesty.	Decision making, selecting and applying tactics, identifying strengths and areas for development.
Rounders	Throwing & catching, bowling, tracking, fielding & retrieving a ball, batting.	Organising & self-managing a game, respect, supporting & encouraging others, communicating ideas &	Honesty & fair play, confident to take risks, managing emotion.	Decision making, using tactics, identifying how to improve, selecting skills.

		reflecting with others.		
Tennis	Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve.	Collaboration, communication, respect.	Honesty, perseverance.	Decision making, selecting and applying tactics, evaluating and improving.

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6		
Netball	Develop passing and moving.	To be able to use the attacking principle of creating and using space.	To change direction and lose a defender.	To be able to defend ball side and know when to go for interceptions.	To develop the shooting action.	To be able to use skills and tactics in small sided games.		
Swimming								
Dance	Create a dance using random structure and perform the actions using quality and control.	Understand how changing dynamics of an action changes the appearance of the performance.	Understand and use relationships and space to change how a performance looks.	Work with a group to create poses and link them together using transitions.	Use choreographing devices when working as a group.	Copy and repeat movements in the style of Rock 'n' Roll.	Work with a partner to copy and repeat actions keeping in time with the music.	Work collaboratively with a group to create a dance in the style of Rock 'n' Roll.
Handball	Develop a variety of passes and know when to use each to help maintain possession.	Use stepping, dribbling and passing skills to create space, move towards the goal and away from defenders.	Use defending skills to stop an opponent from scoring.	Select and apply the appropriate skill to score goals.	Use defensive skills to gain possession.	Maintain possession under pressure.		
Gymnastics	Develop the straddle, forward and backward roll.	Develop counter balance and counter tension.	Perform inverted movements with control.	Perform the progressions of a headstand and cartwheel.	Use flight from hands to travel over apparatus.	Create a group sequence using formations and apparatus.		
OAA	Build communication and trust whilst showing an awareness of safety.	Work as a team to solve problems, sharing ideas and collaborating with each other.	Develop tactical planning and problem solving.	Share ideas and work as a team to solve problems.	Develop navigational skills and map reading.	Use a key to identify objects and locations		
Hockey	Develop dribbling to beat	Develop sending the ball	Develop receiving the	Be able to move into a space to	Develop using an open stick	Apply the skills and rules you		

	a defender.	using a push pass.	ball with control.	support a teammate.	(block) tackle and jab tackle to gain possession of the ball.	have learnt to play in a tournament.		
Athletics	Work collaboratively with a partner to set a steady pace.	Develop your own and others sprinting technique.	Develop power, control and technique for triple jump.	Develop power, control and technique when throwing for distance.	Develop throwing with force and accuracy for throwing longer distances.	Work collaboratively in a team to develop the officiating skills of measuring, timing and recording.		
Volleyball	Develop the fast catch volley.	Volley the ball using a set shot.	Develop the dig and understand when to use it.	Keep a continuous rally going over the net.	Develop the underarm serve and learn the rules of serving.	Apply the rules, skills and tactics learnt, to play in a volleyball tournament.		
Rounders	Develop the bowling action and understand the role of the bowler.	Develop batting technique.	Make decisions about where and when to send the ball to stump the batter out.	Develop a variety of fielding techniques and when to use them in a game.	Develop long and short barriers in fielding and understand when to use them.	Apply the rules and skills you have learnt to play in a rounders tournament.		
Tennis	Develop the forehand groundstroke.	Return the ball using a backhand groundstroke.	Develop the volley and understand when to use it.	Develop the volley and use it in a game situation.	Develop accuracy of the underarm serve. Learn to use official scoring system.	Work co-operatively with a partner and employ tactics to outwit an opponent.		

Vocabulary Pyramid Athletics

EYFS

Ball Skills

Games

Fundamentals



Get Set 4 P.E.



Year 1

push
stop
jump
space
forwards safely
balance backwards
far hop aim
fast slow bend
improve direction travel



Year 2

sprint jog distance height
take off landing overarm underarm



Year 3

speed power strength accurately
higher pace control faster further



Year 4

power stamina officiate perseverance
determination accuracy personal best

Year 5

technique upsweep rhythm
downsweep flight stride



Year 6

rotation trajectory continuous pace
force compete momentum transfer of weight

Vocabulary Pyramid

Ball Skills



Get Set 4 P.E.

EYFS

run
stop

throw

roll team

kick space catch

far aim safely
direction balance send

overarm collect target

underarm dribble distance

track receive chest

shoulder overhead accurate

release select control

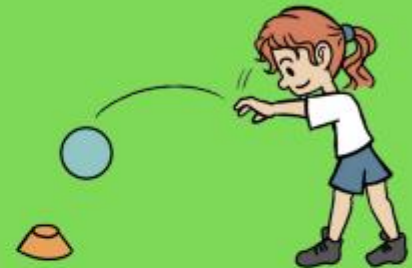
consistently technique persevere

Year 1

Year 2

Year 3

Year 4

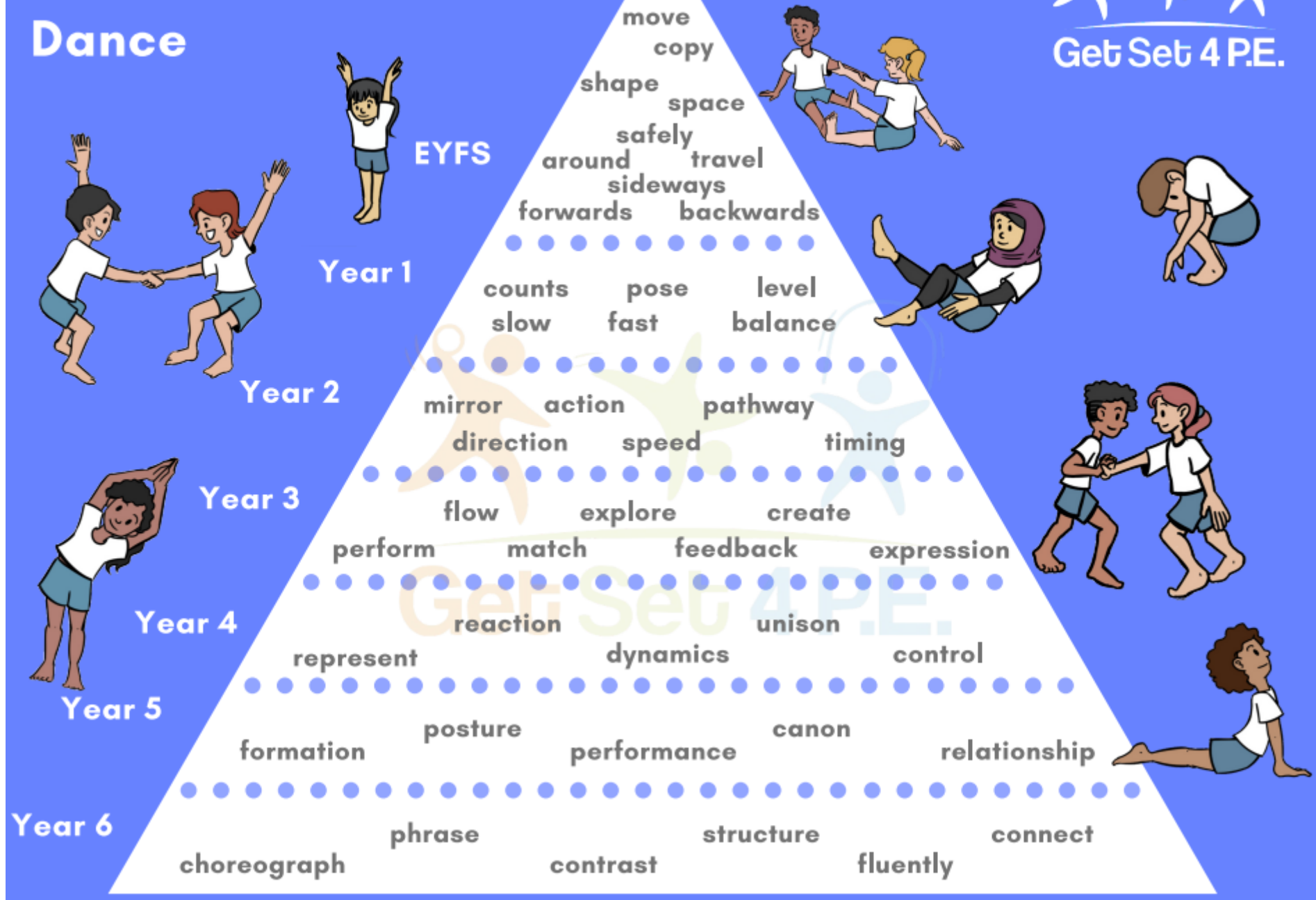


Vocabulary Pyramid

Dance



Get Set 4 P.E.



Vocabulary Pyramid

Fitness



Get Set 4 P.E.

EYFS

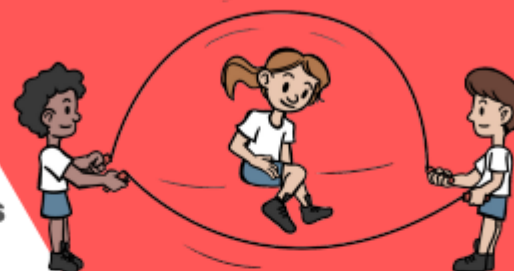
Gymnastics

Fundamentals



Year 1

push
stop
space jump
balance safely



Year 2

exercise heart lungs
body mood

strong pace race
speed jog steady sprint



Year 3

strength accurately

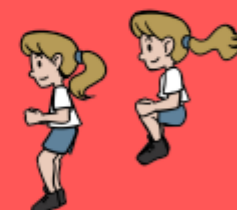
distance balance control



Year 4

technique co-ordination healthy

progress muscle stamina



Year 5

technique momentum rhythm

agility drive power



Year 6

generate force measure analyse

continuous flexibility record

Vocabulary Pyramid

Fundamentals

EYFS



Get Set 4 P.E.



Year 1



Year 2



Year 3

Year 4



run

stop

space jump

balance skip

fast hop slow

direction land safely

dodge jog hurdle

speed steady sprint

distance technique control
tension coordination rhythm

momentum decelerate transfer

accelerate pace stability

Vocabulary Pyramid

Gymnastics



EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

move

copy

shape

rock

around

sideways

forwards

over

space

safely

travel

backwards

action

jump

roll

level

direction speed

point balance

link

pathway

sequence

tuck

straddle

speed

star

pike

flow

explore

create

matching

interesting

control

contrasting

quality

perform

inverted

technique

apparatus

extension

symmetrical

rotation

aesthetics

canon

asymmetrical

synchronisation

progression

momentum

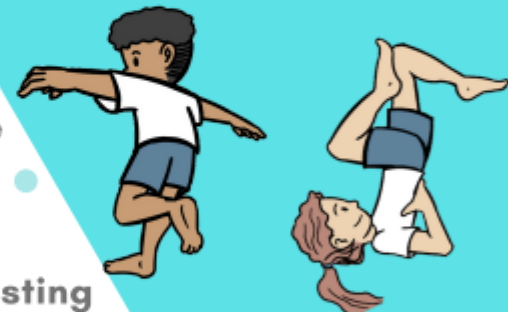
fluently

stability

formation

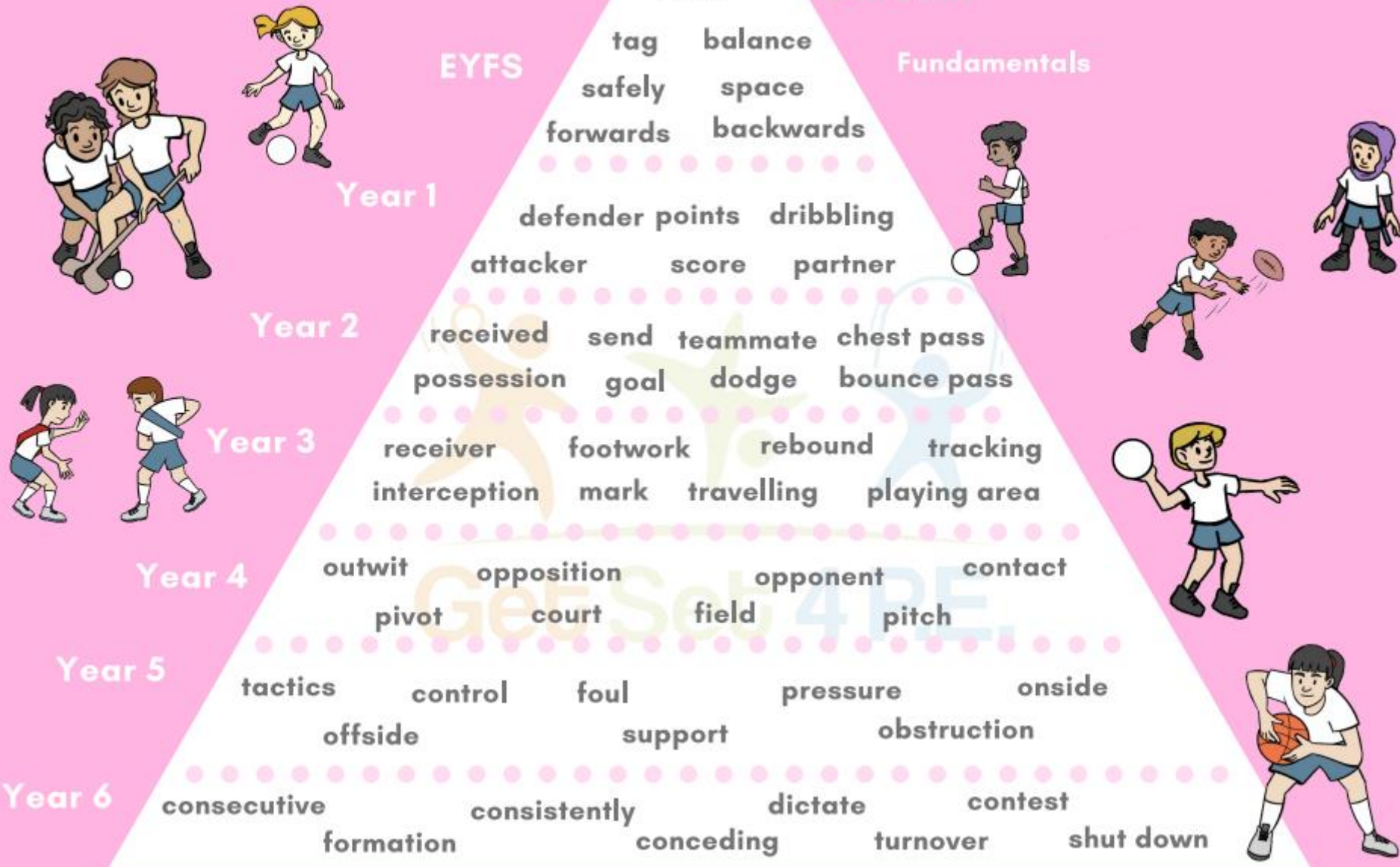
counter balance

counter tension



Vocabulary Pyramid

Invasion Games



Vocabulary Pyramid

Net and Wall Games



Get Set 4 P.E.

Games

Ball Skills

Fundamentals

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

team

space

catch throw

safely bounce

forward backward

ready position partner

net underarm score points

receive quickly trap

defend return collect against

serve accurately track
racket control rally opponent

receiver court backhand forehand
outwit

volley footwork set
tactics co-operatively continuously dig

deep consistently forecourt defensive attacking
consecutive backcourt



Vocabulary Pyramid

OAA



Introduction to PE

Games



Year 1

EYFS

share

team path

listen space

travel follow safely



lead co-operate

teamwork solve instructions

support successful

map direction communicate



rules route trust

navigate grid discuss plan



leader effectively symbol

inclusive orientate

collaborate collective navigation

tactical control card orienteering



location symbol strategy

boundaries critical thinking co-operatively



Year 2

Year 3

Year 4

Year 5

Year 6

KEEP GOING

Vocabulary Pyramid

Striking and Fielding

Games



Year 1

EYFS

run

Games

pass

Ball Skills

roll

Fundamentals

team

space

safely

around

forwards

backwards

hit

points

target

throw

score

catch

Year 2

fielder

send

teammate

runs

batter

received

bowler

Year 3

strike

grip

rounder

backstop

bowl

post wicket

batting

wicket keeper

fielding

Year 4

stance

retrieve

opposition

stumped

two-handed pick up

technique

short barrier

Year 5

pressure

backing up

support

overtake

tracking

outwit

tactics

Year 6

obstruction

continuous

drive hit

consecutive

consistently

co-operatively

defensive hit



Vocabulary Pyramid

Swimming



Get Set 4 P.E.



Vocabulary Pyramid

Target Games



Games

Ball Skills

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

aim

space

team

pass

safely

balance

points

throw

far

distance

score

partner

accurate

send

teammate

against

overarm

release

target

underarm

rules

dodge

drive

receiver

putt

court/course

block

chipping

opponent

swing

communicate

protect

align

tactics

officiate

fair play

par

hole

pressure

power

support

cooperatively

tournament

hazard

consistently

sportsmanship

outwit

bunker



Vocabulary Pyramid

Yoga



Get Set 4 P.E.

Gymnastics

Fundamentals

EYFS

move

still

space

travel

shape

safely

Year 1

feel

breath

copy

listen

slowly

Year 2

focus

position

flow

pose

create

choose

Year 3

strength

try

link

perform

flexibility

perform

technique

Year 4

relax

stable

control

grounded

mindfulness

down dog

Year 5

quality

notice

calm

fluidity

develop

high lunge

Year 6

salutation

transition

aware

collaboratively

practice

connected



Subject On A Page

Name of Subject Leader: Vicki Greenwood

Subject Intent:

Our school's PSHE education programme will support our pupils to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging. Our PSHE curriculum enables children to become healthy, independent and responsible members of the school community and society. We intend that children will understand how they are developing personally and socially and give them understanding of the moral, social and cultural issues that are part of growing up. We believe it is not enough to simply teach pupils about the issues covered in the subject content. It is vital that pupils have the opportunity to explore their attitudes, values and beliefs about these issues and to develop the skills, language and strategies necessary to manage such issues should they encounter them. Our three key themes are Health and Wellbeing; Relationships; Living in the Wider World.

Planning:

- Long term planning – PSHE Association Questions-based Model- On T Drive and website
- Medium term planning- On T Drive and progression of knowledge on website
- Short term planning – LCP, CWP (SRE folder), PSHE Association and other lessons saved on PSHE folder on Google Drive
- The Question based model provides a question for each half term. Starting is KS1 with 'what?' and 'who?' questions and build throughout KS2 into 'why?' and 'how?' questions.

Teaching:

- Timetabling: 30-45 mins per week
- Can be taught by class teacher or HLTA. Mixed classes to be split for part of Relationships in summer term. TA take smaller groups.
- Non-negotiables –coverage of each area – the big ideas.
- Expectations- All children to reach attainment by end of year 6.
- Resources- CWP SRE resources.
- Teaching and learning styles include circle times, discussions/debates, role play, puppets, practical activities and written work. At beginning of unit a list of ground rules may be discussed. Discussion boxes.

Learning & Recording:

- Expectations of children – explore and learn about a range of themes
- Best practise- well planned and resourced activities completed and assessed by self and teacher. Share ideas with peers. Encouraging children to take part in tasks that promote active citizenship- charity work, committees, School Council. Discussion boxes. Some parts of PSHE taught as they arise, as well as being part of planned provision.
- Books/presentation- In topic books and on Tapestry or Learning Journey folder for EYFS. As class displays.
- Practical element- role play, puppets, discussions/debates, stories.
- What does high quality learning look like – engaged, show understanding by contributing to discussions/debates and responding to others.
- Differentiation- mixed ages within

Assessment:

- Self, peer and teacher assessment at the end of each unit.
- Observations – PSHE coordinator lesson dips and book looks/displays.

<p>classes. Mixed ability groups/ages for discussions. Provide opportunities for most able to explain ideas and explore/debate opposing views.</p> <ul style="list-style-type: none"> • Opportunities for learning outside the classroom –crucial crew, residential trip yr6 • Opportunities for enrichment – Crucial Crew, Residential trip Y6, First Aid training for UKS2, visitors e.g. community police officer 	
<p><u>Key Priorities 2023 – 2024:</u></p> <ol style="list-style-type: none"> 1. Continue to monitor challenge offered for most able and support for SEND pupils. 2. Ensure use of and modelling of subject specific vocabulary. 3. Teaching explicitly about racism and anti-racism in KS2. 4. Knife crime awareness for children in UKS2. 5. Arrange more visitors to provide further opportunities for enrichment. 	

Overview of teaching and learning of PSHE and SRE

Intent

Our school's PSHE education programme will support our pupils to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging. Our PSHE curriculum enables children to become healthy, independent and responsible members of the school community and society. We intend that children will understand how they are developing personally and socially and give them understanding of the moral, social and cultural issues that are part of growing up. We believe it is not enough to simply teach pupils about the issues covered in the subject content. It is vital that pupils have the opportunity to explore their attitudes, values and beliefs about these issues and to develop the skills, language and strategies necessary to manage such issues should they encounter them. Our three key themes are Health and Wellbeing; Relationships; Living in the Wider World.

The Big Ideas

Healthy Lifestyles

Safe decisions

Caring Citizens

Implementation

Our school's scheme of work considers the needs of our pupils, the aims and ethos of the school, the local community and our local environment in which the school is situated.

Our curriculum is divided into three key themes: Health and Wellbeing; Relationships; Living in the Wider World. It is not intended that all areas within these themes will be covered in each year group - we introduce learning opportunities in one year group and revisit and further develop them in other year groups, meaning that the specific learning builds for pupils as they move through the school, gradually expanding and deepening their knowledge, skills, and attributes.

We are a mindful school and our pupils are taught techniques to relax and cope with anxieties.

It must be ensured that learning in PSHE education is not delivered as a one-off experience and also that as many opportunities as possible are taken for learning to take place outside the classroom and to be given context through exposure to visitors, trips and discussion.

Examples of visitors who have enriched our PSHE curriculum: dental nurse, school nurse, RNLI, police officers and PCSOs, Suffolk Minds, One Life, Bikeability and Crucial Crew.

The teaching and assessment of PSHE will be monitored by the Lead teacher for PSHE.

Impact

- Children will demonstrate a healthy outlook towards school.

Children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Individual Liberty.

- Children will understand how to keep themselves safe at school, in the community and locality and wider world.
- Children will develop positive and healthy relationships with peers, both now and in the future.
- Children will understand the physical and emotional aspects involved in RSE at an age appropriate level.
- Children will have respect for themselves.
- Children will have positive body images

PSHE
Progression of Skills

	EYFS	KS1	LKS2	UKS2
<p>Relationships</p> <p>Families and close positive relationships</p> <p>Friendships</p> <p>Managing hurtful behaviour and bullying</p> <p>Safe relationships</p> <p>Respecting self and others</p>	<p>Skills to work and play cooperatively. Take turns with others. Form positive attachments to adults and friendships with peers. Understand that their actions can affect others and how they feel. Skills to consider others' feelings. Skill to give focused attention to what the teacher says and respond appropriately Show an ability to follow instructions involving several ideas or actions.</p>	<p>Understand who loves and cares for them, what it means to be a family and that families are all different. Name different types of relationships, for example family, friendship and online. Say what makes a good friend, what loneliness is, how to include others and suggest ways to resolve disagreements. Say how they are the same and different to other people and how to treat themselves and others with respect. Say what bullying and hurtful behaviour is, how they might make someone feel, that they are unacceptable and who to ask for help. Talk about things that matter to them and say how to play and work with others. Understand to tell someone if something about their family makes them unhappy or worried.</p>	<p>Explain how families are different and identify features of positive family life. Understand common features of positive family life often include shared experiences Explain what makes a healthy, positive friendship and ways to avoid or resolve arguments and other friendship issues. Say how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded Recognise if others are feeling lonely and excluded and strategies to include them How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return Understand the relationship between rights and responsibilities Understand that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination Understand how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns Understand that each person's body belongs to them and about personal space and unwanted touch</p>	<p>Describe different types of relationships Explain when, where and how to get help or support if worried about relationships of any sort. Recognise peer influence or pressure in a range of situations and suggest strategies to manage and respond to it. Say what discrimination is, recognise that everyone deserves to be treated with respect, and how discrimination can be challenged. Understand the difference between healthy and unhealthy relationships Understand the importance of communication and permission seeking. Understand when it is appropriate to share personal/private information in a relationship. Know how and where to get support if an online relationship goes wrong.</p>

PSHE

Progression of Skills

<p>Health and Wellbeing</p> <p>Healthy Lifestyles</p> <p>Mental Health</p> <p>Ourselves, growing and changing</p> <p>Keeping Safe</p> <p>Drugs, alcohol and tobacco</p>	<p>Manage own basic hygiene and personal needs, including dressing and going to the toilet.</p> <p>Understand the importance of healthy food choices.</p> <p>Show an understanding of their own feelings and those of others and being to regulate their behaviour accordingly.</p>	<p>Describe ways to keep healthy and explain why it is important.</p> <p>Recognise and name different feelings and describe what to do if they or others have not-so-good feelings.</p> <p>Suggest ways to help themselves and others feel good, or feel better if not feeling good.</p> <p>Say what makes them special and unique, what they are good at or proud of and how these help them feel good about themselves.</p> <p>Suggest ways to manage when finding something difficult.</p> <p>Suggest rules that keep us safe and decide if a choice is safe or unsafe for our health.</p> <p>Describe how to follow simple hygiene and dental health routines.</p> <p>List people who help us stay safe and healthy, say when or how they can help and why it is important to ask for help.</p> <p>Say how to get help in emergency situations and follow instructions to keep safe.</p> <p>Recognise the independence and responsibilities they have now compared to when they were babies/toddlers.</p> <p>Identify differences between male and female babies and animals</p> <p>Understand that some people have fixed ideas about what boys and girls can do.</p>	<p>Suggest ways of reducing and managing risk at home, online, on the road and elsewhere.</p> <p>Describe ways to help keep their body protected and safe</p> <p>Explain how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable</p> <p>Demonstrate and give reasons for hygiene routines and explain the importance of following them regularly</p> <p>Describe how to react and respond if there is an accident and how to deal with minor injuries</p> <p>Explain how lack of sleep can affect the body and mood and simple routines that support good quality sleep</p> <p>Recognise personal qualities and individuality and develop self-worth by identifying positive things about themselves and their achievements</p> <p>Set goals for themselves and understand how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</p> <p>Understand how everyday things can affect feelings and how feelings change over time and can be experienced at different levels of intensity</p> <p>Explain the importance of expressing feelings and how they can be expressed in different ways</p> <p>Can say who they can talk to about puberty if they are worried or have any questions.</p> <p>Have strategies for managing the emotions relating to change.</p>	<p>Explain a range of ways to keep healthy, that habits can have positive and negative effects of health, and how to manage pressure to do things that are not healthy.</p> <p>Have a wide vocabulary to describe different emotions in self and others, and can explain how feelings change and ways to manage difficult feelings.</p> <p>Recognise the link between physical and mental health</p> <p>Describe strategies that promote mental health for self and others.</p> <p>Assess how safe or unsafe different choices for health and wellbeing are.</p> <p>Explain how different substances can affect health positively and negatively; identify a range of associated risks and influences, and suggest ways to manage these.</p> <p>Identify a range of sources of support (people who help children stay safe and healthy) and suggest who to ask in different situations.</p> <p>Explain and demonstrate how to respond in emergency situations, including basic first aid skills.</p> <p>Suggest ways to boost self-esteem.</p> <p>Use strategies to prepare themselves emotionally for the transition to secondary school.</p>
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PSHE

Progression of Skills

<p>Living in the Wider World</p> <p>Shared responsibilities</p> <p>Communities</p> <p>Media literacy and digital resilience</p> <p>Economic wellbeing: Money</p> <p>Economic wellbeing: Aspirations, work and career</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Set and work towards simple goals.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p>Understand importance of rules and be able to follow them</p> <p>Care for the plants, animals and people around us and understand why this is important.</p> <p>Identify some similarities and differences between people in school and the community.</p> <p>Identify groups they and others belong to and the roles and responsibilities in these different groups.</p> <p>State some rules for using the internet and devices safely, and recognise that not everything online is always true.</p> <p>Describe how wanting something is different to needing something.</p> <p>Understand what money is, where it comes from and how it can be looked after, saved or spent.</p> <p>Identify some different jobs that people do and some skills needed for these jobs.</p>	<p>Explain what is meant by a diverse community and discuss groups they belong to.</p> <p>Explain how the community helps everyone to feel included and values the different contributions that people make</p> <p>Show respect towards people who live differently to them</p> <p>Care for each other and the environment and understand how everyday choices impact the environment.</p> <p>Understand what people choose to buy or spend money on can affect others or the environment</p> <p>Use skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</p> <p>Discuss how to show care and concern for others (people and animals)</p> <p>Understand how to carry out personal responsibilities in a caring and compassionate way</p>	<p>Explain the role of money, that it can be earned, saved and spent, and how to make decisions about different uses of money, including managing risks and influences.</p> <p>Recognise how financial decisions can impact people's emotions.</p> <p>Identify strengths, skills and achievements, how these might help choose a job and use to set goals.</p> <p>Describe some of the pathways into a range of jobs, and recognise that people's jobs can change over their lifetime.</p> <p>Recognise factors that limit or support careers choices.</p> <p>Explain why information online is not always true, suggest ways to assess whether online information is accurate and trustworthy and explain how to report harmful content.</p>
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PSHE Long term Plan and Key Knowledge

Year A	Autumn	Spring	Summer
Ruby Class EYFS	<p>Autumn 1 All About Me, My Wishes and Dreams</p> <ul style="list-style-type: none"> I know how to describe and show friendly behaviour. I know how to take turns with my friends. I understand the need for rules and show how I can follow them. I know the effect my behaviour has on others. I know how to encourage others to follow the rules too. I know that friendships can make me feel happy. * I know some ways I can make new friends feel welcome. * I know that families are all different. * I know that families help each other. * 	<p>Spring 1 Superheroes/ People Who Help Us</p> <ul style="list-style-type: none"> I know that I need to work towards a simple goal. I know that sometimes I have to wait for what I want. I am confident to share my own ideas and interests. I know how to show respect to others during 'Follow me Friday' activities. I know and can talk about the different factors that support my health and wellbeing. I know the importance of brushing my teeth. 	<p>Summer 1 Growing, Lifecycles and In the Garden</p> <ul style="list-style-type: none"> I know how to care for caterpillars and other wildlife. I know that my actions can affect the feelings of others. I know right from wrong and that there are consequences to my actions. I can explain the reason for rules to others. I know that eating healthy food has a positive impact on my body and mind. I know which foods I should eat often and which foods I shouldn't eat so much of. I can describe a balanced meal.
	<p>Autumn 2 Celebrations and Festivals-A World of Colour</p> <ul style="list-style-type: none"> I know the importance of saying sorry and forgiveness. * I know that arguing with friends and then making up can make friendships stronger. * I know ways to resolve conflicts using kind words and kind hands and feet. * I know how to stay safe around fire and what to do in an emergency involving fire. I know how to be respectful about how people celebrate things in different ways. I know that friends can help each other. I can name the different emotions that I feel and understand that they can change throughout the day. I know how to work as part of a team. 	<p>Spring 2 Once Upon a Time, Spring and Easter</p> <ul style="list-style-type: none"> I am confident to share my own ideas and interests. I know how to show respect to others during 'Follow me Friday' activities. I know that some things can be challenging and understand the importance of not giving up. I know how to do some things without help. 	<p>Summer 2 Oh I Do Like to be Beside the Seaside!</p> <ul style="list-style-type: none"> I understand the impact of pollution and what I can do to help. I can say what I like and dislike and why. I can talk about something I have achieved over the last year that I am proud of. I can set myself goals for Year 1. I know how to take turns with others. I know how to consider the opinion of others when reaching a decision. I know that things don't always go my way.

Emerald Class Year 1 & 2	<p>Autumn 1 What makes a good friend?</p> <ul style="list-style-type: none"> • Know how to make friends with others. Recognise when they feel lonely and what to do about it. • Know what makes a good friend. • Understand that we can be friends with people who are different to us. * (KS1 Growing and Caring for Ourselves- Lesson 1) Know how to resolve arguments. • Know how to ask for help if a friendship is making them unhappy. 	<p>Spring 1 How do we recognise our feelings?</p> <ul style="list-style-type: none"> • Recognise, name and describe a range of feelings. • Know what helps to make us feel good, or better if not feeling good. • Know how feelings can affect people in their bodies and their behaviour. • Know ways to manage big feelings and the importance of sharing feelings with someone we trust. • To recognise when they might need help with feelings and how to ask for help when they need it • Know how different things/times/experiences can bring about different feelings for different people (eg moving to a new class etc) 	<p>Summer 1 What jobs do people do?</p> <ul style="list-style-type: none"> • Know how jobs can help people earn money to pay for things they need and want. • Know about a range of different jobs, including those done by people they know or people who work in the community • Know how people have different strengths and interests that enable them to do different jobs • Know how people use the internet and digital devices in their jobs and everyday life
	<p>Autumn 2 Who is special to us?</p> <ul style="list-style-type: none"> • Know that family is one of the groups they belong to, as well as school. Friends and clubs etc. Know about the different people in their family/those that love and care for them. • Understand what family members (special people) do to make them feel loved and cared for. Know there are different types of families. * (KS1 Growing and Caring for Ourselves- Lesson 3) Know that it is important to tell someone if something about their family makes them unhappy or worried. * (KS1 Growing and Caring for Ourselves- Lesson 3) 	<p>Spring 2 What helps us to stay safe?</p> <ul style="list-style-type: none"> • Know how rules and restrictions help them to keep safe (road, fire, cycle, water safety, medicines, household products, online) • Know how to identify risky and potential unsafe situations (including online) and take steps to avoid or remove themselves from them • Know how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • Know that not everything they see online is true or trustworthy and that people can pretend to be someone they're not • Know how to tell a trusted adult if they are worried for themselves or others 	<p>Summer 2 What helps us grow and stay healthy?</p> <ul style="list-style-type: none"> • Know that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • Know that eating and drinking too much sugar can affect their health, including dental health. • Know how to be physically active and how much rest and sleep they should have every day- taking a break from screen time • Know how sunshine helps bodies grow and how to stay safe and well in the sun Year 1 • Know that babies need care and support * • Know that older children can do more by themselves. * (KS1 Growing and caring for Ourselves Lesson 2)

			<p>Year 2</p> <ul style="list-style-type: none"> • Know that some people have fixed ideas about what boys and girls can do and describe the difference between male and female babies. * (KS1 Differences Lesson 1) • Describe some differences between male and female animals and understand that making a new life needs a male and a female. * (KS1 Differences Lesson 2) • Describe the physical differences between males and females and name the different body parts. (KS1 Differences Lesson 3)
Sapphire Class Year 3&4	<p>Autumn 1</p> <p>How can we be a good friend?</p> <ul style="list-style-type: none"> • Understand how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded. • Recognise if others are feeling lonely and excluded and know strategies to include them. Know how to build good friendships, including identifying qualities that contribute to positive friendships. Understand that friendships sometimes have difficulties and how to manage when there is a problem or argument. • Understand that respect is important in a range of relationships. * (KS2 Growing Up Lesson 3) Know how friendships can make people feel unhappy or uncomfortable. * (KS2 Growing Up Lesson 3) 	<p>Spring 1</p> <p>Why should we keep active and sleep well?</p> <ul style="list-style-type: none"> • Know how regular physical activity benefits bodies and feelings • Know how to be active on a daily and weekly basis- how to balance time online with other activities. • Know how to make choices about physical activity, including what and who influences decisions. • Know how lack of physical activity can affect health and wellbeing. • Know how lack of sleep can affect the body and mood and simple routines that support good quality sleep. • Know how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried. 	<p>Summer 1 What are families like?</p> <ul style="list-style-type: none"> • Know that all families are different and have different family members. * (KS2 Valuing Difference and Keeping Safe Lesson 3) • Identify who to go to for help and support. * (KS2 Valuing Difference and Keeping Safe Lesson 3) • Know how common features of positive family life often include shared experiences, e.g., celebrations, special days and holidays. • Know how people within families should care for each other and the different ways they demonstrate this.
	<p>Autumn 2</p> <p>What makes a community?</p> <ul style="list-style-type: none"> • Know they belong to different groups and communities e.g. Faith, clubs etc. 	<p>Spring 2</p> <p>How can we manage our feelings?</p> <ul style="list-style-type: none"> • Know how everyday things can affect feelings. 	<p>Summer 2</p> <p>How will we grow and what keeps us safe?</p> <ul style="list-style-type: none"> • Know how to recognise hazards that may cause harm or injury and what

	<ul style="list-style-type: none"> Understand what is meant by a diverse community; how different groups make up the wider/local community around school. Understand how a community helps everyone feel included and value the different contributions that people make. Know how to be respectful towards people who may live differently to them. 	<ul style="list-style-type: none"> Know how feelings change over time and can be experienced at different levels of intensity. Understand the importance of expressing feelings and how they can be expressed in different ways. Know how to respond proportionately to, and manage, feelings in different circumstances. Know ways of managing feelings at times of loss, grief and change. Know how to access advice and support to help manage their own or others' feelings. 	<p>they should do to reduce risk and keep themselves safe</p> <ul style="list-style-type: none"> Know how to help keep their bodies protected and safe (wearing a seatbelt, protective clothing) Know how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines for allergies and asthma) Know how to react and respond if there is an accident and how to deal with minor injuries and know what to do in an emergency <p>Year 3</p> <ul style="list-style-type: none"> Know and respect the body differences between ourselves and others and name males and female body parts. * (KS2 Valuing Difference and Keeping Safe Lesson 1) Know that each person's body belongs to them and understand personal space and unwanted touch. * (KS2 Valuing Difference and Keeping Safe Lesson 2) <p>Year 4</p> <ul style="list-style-type: none"> Know that puberty is an important stage in the human lifecycle and know some changes that happen during puberty. * (KS2 Growing Up Lesson 1) Know about the physical and emotional changes that happen in puberty and understand that children change into adults to be able to reproduce if they choose to. * (KS2 Growing Up Lesson 2)
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Diamond Class Year 5&6	<p style="text-align: center;">Autumn 1 What makes up a person's identity?</p> <ul style="list-style-type: none"> • Know how to recognise and respect similarities and differences between people and what they have in common with others. • Know that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, hobbies etc) • Know how individuality and personal qualities make up someone's identity • Know about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes. • Know how to challenge stereotypes and assumptions about others. <p style="text-align: center;">Autumn 2 What decisions can people make with money?</p> <ul style="list-style-type: none"> • Know how people make decisions about spending and saving money and what influences them. • Know how to keep track of money so people know how much they have to spend or save. • Understand how people make choices about ways of paying for things they want and need. • Know how to recognise what makes something 'value for money' and what this means to them. • Understand that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions. 	<p style="text-align: center;">Spring How can the media influence people?</p> <ul style="list-style-type: none"> • Know how the media, including online experiences, can affect people's wellbeing- their thoughts, feelings and actions. • Understand that not everything should be shared online or social media • Know that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • Understand that text and images can be manipulated or invented; strategies to recognise this and know how to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • Understand how to recognise unsafe or suspicious content online and what to do about it • Understand how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • Know how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • Know how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • Know how to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • Discuss and debate what influences people's decisions, taking into consideration different viewpoints 	<p style="text-align: center;">Year 5 Summer 1 How can drugs common to everyday life affect health?</p> <ul style="list-style-type: none"> • Understand how drugs common to everyday life (nicotine, alcohol, caffeine and medicine) can affect health and wellbeing • Know that some drugs are legal and other drugs are not and understand why people choose to use or not use different drugs • Understand how people can prevent or reduce the risks associated with them. • Know that for some people, drug use can become a habit which is difficult to break. • Understand how organisations help people to stop smoking and the support available to people if they have concerns about any drug use. • Know how to ask for help from a trusted adult if they have any worries or concerns about drugs. <p style="text-align: center;">Year 5 Summer 2 * What will change as we become more independent?</p> <ul style="list-style-type: none"> • Explain the main physical and emotional changes that happen during puberty. * • Ask questions about puberty with confidence. * • Understand how puberty affects the reproductive organs. * • Describe what happens during the menstruation and sperm production. * • Explain how to keep clean during puberty* • Explain how emotions/relationships change during puberty. *
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		<ul style="list-style-type: none">• Understand the importance of positive representation and visibility in the media.• Understand the impact racial myths can have and understand what we can do to challenge them.	<ul style="list-style-type: none">• Know how to get help and support during puberty. * <p>Year 6 Summer</p> <p>What will change as we become more independent? How do friendships change as we grow?</p> <ul style="list-style-type: none">• Describe how and why the body changes during puberty in preparation for reproduction. *• Talk about puberty and reproduction with confidence. *• Explain the difference between healthy and unhealthy relationships. *• Understand that communication and permission seeking are important. *• Know about the decisions that have to be made before having children. *• Understand basic facts about conception and pregnancy. *• Know when it is appropriate to share personal/private information in a relationship. *• Know how and where to get support if an online relationship goes wrong. *• Understand how growing up and becoming more independent comes with increased opportunities and responsibilities.• Understand how friendships may change as they grow and how to manage this.• Know how to manage change including moving to secondary school; how to ask for support and know where to seek further information regarding growing up and changing.
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Year B	Autumn	Spring	Summer
Ruby Class EYFS	<p>Autumn 1 All About Me, My Wishes and Dreams</p> <ul style="list-style-type: none"> • I know how to describe and show friendly behaviour. • I know how to take turns with my friends. • I understand the need for rules and show how I can follow them. • I know the effect my behaviour has on others. • I know how to encourage others to follow the rules too. • I know that friendships can make me feel happy. * • I know some ways I can make new friends feel welcome. * • I know that families are all different. * • I know that families help each other. * <p>Autumn 2 Celebrations and Festivals-A World of Colour</p> <ul style="list-style-type: none"> • I know the importance of saying sorry and forgiveness. * • I know that arguing with friends and then making up can make friendships stronger. * • I know ways to resolve conflicts using kind words and kind hands and feet. * • I know how to stay safe around fire and what to do in an emergency involving fire. • I know how to be respectful about how people celebrate things in different ways. • I know that friends can help each other. • I can name the different emotions that I feel and understand that they can change throughout the day. • I know how to work as part of a team. 	<p>Spring 1 Superheroes/ People Who Help Us</p> <ul style="list-style-type: none"> • I know that I need to work towards a simple goal. • I know that sometimes I have to wait for what I want. • I am confident to share my own ideas and interests. • I know how to show respect to others during 'Follow me Friday' activities. I know and can talk about the different factors that support my health and wellbeing. • I know the importance of brushing my teeth. <p>Spring 2 Once Upon a Time, Spring and Easter</p> <ul style="list-style-type: none"> • I am confident to share my own ideas and interests. • I know how to show respect to others during 'Follow me Friday' activities. • I know that some things can be challenging and understand the importance of not giving up. • I know how to do some things without help. • 	<p>Summer 1 Growing, Lifecycles and In the Garden</p> <ul style="list-style-type: none"> • I know how to care for caterpillars and other wildlife. • I know that my actions can affect the feelings of others. • I know right from wrong and that there are consequences to my actions. • I can explain the reason for rules to others. • I know that eating healthy food has a positive impact on my body and mind. • I know which foods I should eat often and which foods I shouldn't eat so much of. • I can describe a balanced meal. <p>Summer 2 Oh I Do Like to be Beside the Seaside!</p> <ul style="list-style-type: none"> • I understand the impact of pollution and what I can do to help. • I can say what I like and dislike and why. • I can talk about something I have achieved over the last year that I am proud of. • I can set myself goals for Year 1. • I know how to take turns with others. • I know how to consider the opinion of others when reaching a decision. • I know that things don't always go my way.

<p>Emerald Class Year 1&2</p>	<p>Autumn 1 How can we look after each other and the world?</p> <ul style="list-style-type: none"> • Know how any unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively. • Know the responsibilities they have in and out of the classroom. • Understand how people and animals need to be looked after and cared for. • Understand what can harm the local and global environment • Know how they and others can help care for the environment. <p>Autumn 2 What helps us stay healthy?</p> <ul style="list-style-type: none"> • Know what being healthy means and who helps them to stay healthy (Dr, dentist, parents) • Understand that things put into or onto their bodies can affect how they feel • Know how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicine every day to stay healthy. • Understand the importance of hygiene and know simple hygiene routines can stop germs from being passed on. • Know what they can do to take care of themselves on a daily basis (brush teeth, handwashing etc) 	<p>Spring 1 Who helps keep us safe?</p> <ul style="list-style-type: none"> • Know that people have different roles in the community to help them and others keep safe- the jobs they do and how they help people. Know who can help them in different places and situations; how to attract someone's attention or ask for help; what to say. Know how to respond safely to adults they don't know. Know what to do if they feel unsafe or worried for themselves or others. Know how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say. <p>Spring 2 What is bullying?</p> <ul style="list-style-type: none"> • Know how words and actions affect how people feel. • Understand why name calling, hurtful teasing, bullying and deliberately excluding others in unacceptable. • Know how to respond if this happens in different situations. • Know how to report bullying or other hurtful behaviour, including online. 	<p>Summer 1 What can we do with money?</p> <ul style="list-style-type: none"> • Know what money is and that money comes in different forms. • Know how money is obtained (earned, won, borrowed, presents) • Understand how people make choices about what to do with money- spending and saving. • Understand the difference between needs and wants. • Know how to keep money safe. <p>Summer 2 What is the same and different about us?</p> <ul style="list-style-type: none"> • Identify things they like/dislike and things they are good at. • Understand what makes them special and how everyone has different strengths. • Understand how their personal features and qualities are unique to them. <p>Year 1</p> <ul style="list-style-type: none"> • Know that babies need care and support * • Know that older children can do more by themselves. * (KS1 Growing and caring for Ourselves Lesson 2) <p>Year 2</p> <ul style="list-style-type: none"> • Know that some people have fixed ideas about what boys and girls can do and describe the difference between male and female babies. * (KS1 Differences Lesson 1) • Describe some differences between male and female animals and understand that making a new life needs a male and a female. * (KS1 Differences Lesson 2)
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			<ul style="list-style-type: none">Describe the physical differences between males and females and name the different body parts. (KS1 Differences Lesson 3)
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<p>Sapphire Class Year 3&4</p>	<p>Autumn 1 How do we treat each other with respect?</p> <ul style="list-style-type: none"> • Know how people's behaviour affects themselves and others (including online) and know how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return. • Understand about the relationship between rights and responsibilities. • Understand that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination. • Understand the term 'racism' and know and understand what it means to be antiracist. • Know how to respond to aggressive or inappropriate behaviour (including online) <p>Autumn 2 Why should we eat well and look after our teeth?</p> <ul style="list-style-type: none"> • Know how to eat a healthy diet and the benefits of nutritionally rich food. • Understand how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist. • Know how to eat a healthy diet and the benefits of nutritionally rich foods. • Understand how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • Understand how people make choices about what to eat and drink, including who or what influences these. 	<p>Spring 1 What strengths, skills and interests do we have?</p> <ul style="list-style-type: none"> • Understand how to recognise personal qualities and individuality. • Develop self worth by identifying positive things about themselves and their achievements. • Understand how personal attributes, strengths, skills and interests contribute to their self-esteem. • Understand how to set goals for themselves. • Know how to manage when there are setbacks, learn from mistakes and reframe unhelpful thinking. <p>Spring 2 How can we manage risk in different places?</p> <ul style="list-style-type: none"> • Recognise, predict, assess and manage risk in different situations. • Know how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • Understand how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence. • Understand how people's online actions can impact on other people. • Know how to keep safe online, including managing requests for personal information and recognising what is appropriate to share online. • Know that rules, restrictions and laws exist to help people keep safe and how to respond to and report concerns, including inappropriate online content and concerns. 	<p>Summer 1 How can our choices make a difference to others and the environment?</p> <ul style="list-style-type: none"> • Understand how people have a shared responsibility to help protect the world around them. • Understand how choices can affect the environment. • Know what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • Know the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues. • Know how to show care and concern for others (people and animals) • Understand how to carry out personal responsibilities in a caring and compassionate way. <p>Summer 2 How will we grow and change?</p> <p>Year 3</p> <ul style="list-style-type: none"> • Know and respect the body differences between ourselves and others and name males and female body parts. * (KS2 Valuing Difference and Keeping Safe Lesson 1) • Know that each person's body belongs to them and understand personal space and unwanted touch. * (KS2 Valuing Difference and Keeping Safe Lesson 2) <p>Year 4</p>
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	<ul style="list-style-type: none">• Know how, when and where to ask for advice and help about healthy eating and dental care.		<ul style="list-style-type: none">• Know that puberty is an important stage in the human lifecycle and know some changes that happen during puberty. * (KS2 Growing Up Lesson 1)• Know about the physical and emotional changes that happen in puberty and understand that children change into adults to be able to reproduce if they choose to. * (KS2 Growing Up Lesson 2)
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<p>Diamond Class Year 5&6</p>	<p>Autumn</p> <p>How can we keep healthy as we grow?</p> <ul style="list-style-type: none"> • Understand how mental and physical health are linked. • Understand how positive friendships and being involved in activities such as clubs and community groups support wellbeing. • Understand how to make choices that support a healthy balanced lifestyle including: How to plan a healthy meal, How to stay physically active How to maintain good dental health, including oral hygiene, food and drink choices How to benefit from and stay safe in the sun How and why to balance time spent online with other activities. How sleep contributes to a healthy lifestyle. How to manage the influence of friends and family on health choices. • Understand that habits can be healthy or unhealthy and know strategies to change or break an unhealthy habit or take up a new healthy one. • How to recognise early signs of physical or mental ill-health and what to do about this, including who to speak to. • Understand that health problems, including mental health, can build up if they are not recognised, managed or if help is not sought early on. • Understand that anyone can experience mental ill-health and know to discuss concerns with trusted adults. • Understand that mental health difficulties can usually be resolved or managed with the right strategies and support. 	<p>Spring 1</p> <p>How can we help in an accident or emergency?</p> <ul style="list-style-type: none"> • Understand how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions. • Know that if someone has experienced a head injury, they should not be moved. • Understand when it is appropriate to use first aid and the importance of seeking adult help. • Recognise when events are becoming dangerous and take the right actions. • Know that carrying knives does not make us safer and to understand where to go for more support about knife crime. <p>Spring 2</p> <p>What jobs would we like?</p> <ul style="list-style-type: none"> • Know that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime. • Understand that some jobs are paid more than others and some may be voluntary. • Understand the skills, attributes, qualifications, and training needed for different jobs. • Understand that there are different ways into jobs and careers, including college, apprenticeships and university. • Understand how people choose a career/job and what influences their decision, including skills, interests and pay. Consider how they might choose a career/job when they are older and what will influence their decisions. 	<p>Year 5 Summer 1</p> <p>How can drugs common to everyday life affect health?</p> <ul style="list-style-type: none"> • Understand how drugs common to everyday life (nicotine, alcohol, caffeine and medicine) can affect health and wellbeing • Know that some drugs are legal and other drugs are not and understand why people choose to use or not use different drugs • Understand how people can prevent or reduce the risks associated with them. • Know that for some people, drug use can become a habit which is difficult to break. • Understand how organisations help people to stop smoking and the support available to people if they have concerns about any drug use. • Know how to ask for help from a trusted adult if they have any worries or concerns about drugs. <p>Year 5 Summer 2 *</p> <p>What will change as we become more independent?</p> <ul style="list-style-type: none"> • Explain the main physical and emotional changes that happen during puberty. • Ask questions about puberty with confidence. • Understand how puberty affects the reproductive organs. • Describe what happens during the menstruation and sperm production. • Explain how to keep clean during puberty • Explain how emotions/relationships change during puberty. • Know how to get help and support during puberty.
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		<ul style="list-style-type: none"> Question and challenge stereotypes about the types of jobs people can do. 	<p>Year 6 Summer</p> <p>What will change as we become more independent? How do friendships change as we grow?</p> <ul style="list-style-type: none"> Describe how and why the body changes during puberty in preparation for reproduction and talk about puberty and reproduction with confidence. * Explain the difference between healthy and unhealthy relationships and understand that communication and permission seeking are important. * Know about the decisions that have to be made before having children and understand basic facts about conception and pregnancy. * Know when it is appropriate to share personal/private information in a relationship and know how and where to get support if an online relationship goes wrong. * Understand how growing up and becoming more independent comes with increased opportunities and responsibilities. Understand how friendships may change as they grow and how to manage this. Know how to manage change including moving to secondary school; how to ask for support and know where to seek further information regarding growing up and changing.
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Caring Citizens

Healthy Lifestyles

Safe decisions

*CWP SRE



Subject on A Page

Name of Subject Leader: Lauren Beckett De Banks

Subject Intent:

Our computing curriculum is designed to equip pupils with skills and knowledge to understand and change the world through computational thinking and creativity. With links into other subjects and a core of computer science, our intent is that pupils can build on this knowledge and understanding, and are equipped to use information technology to create programs, systems and a range of content. We also intend that children will become digitally literate in order to keep safe and use the internet respectfully, be able to express themselves and develop their ideas.

As children progress through the school, they should develop an understanding of and be able to apply principles and concepts of computer science and become responsible, competent, confident and creative users of information and communication technology.

Planning:

- Long term plan – Adapted from the Knowsley Scheme and additional sources such as Teach Computing and BBC Micro: Bit
- Medium term plan – On T Drive
- Short term planning – Adapted from Knowsley Scheme 2018 with some additional units from other sources including Micro: bit units for KS2.
- Planning follows a progression map to ensure coverage through the school and pupils reach attainment level by the end of year 6.
- Progression of Knowledge, vocabulary and skills enhances intended outcomes for each lesson/unit.

Teaching:

- Timetabling 1-2 hours per week
- Can be taught by class teacher or HLTA with TA taking smaller groups on a rotation basis (not always taught by HLTA)
- Non-negotiables – Coverage of each curriculum area – the big ideas and objectives from knowledge progression document.
- Expectations – All children to reach attainment by end of year 6. Learning will include using a variety of software and hardware.
- Resources – Class set of iPads with a wide range of Apps, IWB, green screen, Beebots, Micro: Bits, Green Screen plus additional resources that may be required throughout.
- Adaptation – Extension tasks for HA, Fewer steps and pictorial support for LA with the addition of further adult/peer support.
- Best practise – Good foundation of knowledge for further explanation and understanding of software before delivery. Learners will become more independent and be able to problem solve as they become more familiar with software and will have the ability to select their own software for a specific purpose.

Learning & Recording:

- Expectations of children – Complete a range of activities using specific software working towards independent use of IT.
- Best practise – Plan, complete and

Assessment:

- Self/Peer/teacher assessment at the end of each unit
- Target Tracker – PITA and statements
- Observations – SL lesson dips and review of Seesaw/Google

<p>assess activities. Save work to Book Creator/Seesaw/Google Classroom/Google Drive for evidence. Present and share work with peers. Review and improve after input from peers/adults.</p> <ul style="list-style-type: none"> • Books – Scrapbooks/Seesaw/Google Classroom/Google Drive online for saved work or saved on specific app for that unit (e.g. Book Creator). • Recording of learning at the beginning of each lesson with quizzes plus at the beginning and end of each topic using Mind maps. • Key vocabulary – new words covered in lessons with focus throughout specific unit. Added to recoding of learning at the beginning and end of the unit to show understanding of terms. • Presentation – Clear with an understanding of aesthetics for presentation. • Practical element – Activities with software – photographed/screen shots saved. All practical activities with different resources and outcomes. • What does high quality learning look like – engaged, shows understanding, ability to problem solve independently, completes task to best of ability. • Adaptation – LA have fewer steps/pictorial support with further adult/peer support, HA have extension tasks. • Opportunities for learning outside the classroom – Throughout school/outside • Opportunities for enrichment – Enrichments days, Tech We Can days termly, share work with other year groups/parents etc. 	<p>Classroom/Google Drive/apps online, also SL folder.</p> <ul style="list-style-type: none"> • Marking and feedback – Within the lesson at the time of working, feedback given. Also, within presentations. Following marking policy.
<p><u>Key Priorities 2023 – 2024:</u></p> <ol style="list-style-type: none"> 21. Ensure progression of knowledge across year groups in a class and from class to class. 22. Extra focus on vocabulary to ensure understanding of key terms and continued use from class to class. 23. Provide further opportunities for challenge for higher achievers to increase the number of children working above expected. 24. Provide support to ensure SEN and lower ability children are able to access the curriculum as well as demonstrate good progress. 25. Maintain and increase software available to ensure we keep in line with technology progression. 	

Overview of teaching and learning computing

Intent

Our computing curriculum is designed to equip pupils with skills and knowledge to understand and change the world through computational thinking and creativity. With links into other subjects and a core of computer science, our intent is that pupils can build on this knowledge and understanding, and are equipped to use information technology to create programs, systems and a range of content. We also intend that children will become digitally literate in order to keep safe and use the internet respectfully, be able to express themselves and develop their ideas.

As children progress through the school, they should develop an understanding of and be able to apply principles and concepts of computer science and become responsible, competent, confident and creative users of information and communication technology.

The Big Ideas

Digital Literacy – Children recognise common uses of technology are able to use technology safely and respectfully and can analyse the quality of digital content.

Information Technology – Children can use technology purposefully and creatively to produce a range of programs, systems and content that accomplishes specific goals.

Computer Science – Children understand what an algorithm is, can design, write and debug programs and use logical reasoning to explain how simple algorithms work.

Implementation

- Planning is based around a long-term scheme developed from the Knowsley Scheme of work as well as additional units from other sources.
- Teaching and learning provides opportunities by matching the task to the ability of the child using a number of strategies
- A wide range of activities are used within lessons
- Technology is used both within and outside of the classroom
- A range of digital devices are used within lessons
- A variety of software is used to meet specific goals
- EYFS are introduced to computing through free-flow activities and specific lessons each week
- Computing vocabulary is introduced at Early Years age and this is built on as the children progress through the school
- Digital leaders are in place to assist with classroom tasks, support other children in lessons, review new software and help with the maintenance and upkeep of devices
- Children are given opportunities to share their work with each other and other classes
- Work is celebrated through displays in school and publication on the school website
- Parents and other outside agencies are invited to take part/contribute to lessons and content produced
- Cross curricular links are made through computing lessons and also by the use of technology in other subjects including English and Maths
- Year 5 and 6 are given the opportunity to compete in the BEBRAS computational thinking competition each year.

Impact

By the time children leave Hintlesham and Chattisham C of E Primary School, at the end of Year 6, they will have had the opportunities to use technology for a variety of purposes as part of their work across the curriculum. They will be confident users of digital devices and be able to explain what they are doing with the correct vocabulary. Their work will show a range of skills and meet the goals expected for each year group. This will lead to knowledgeable, confident and capable digital learners.

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	Shape Hunt/Animal Safari	Talking Technology	Nursery Rhyme Coding	Technology and Me	My Online Life	Beats and Rhymes
Area of curriculum – Big Ideas	Information Technology/Digital Literacy	Information Technology/Digital Literacy	Computer Science	Information Technology	Digital Literacy	Information Technology
Targets covered	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>
Area of work	Using technology around us	Using technology around us	Introducing Computer Programming	Using technology around us	Online Safety	Using technology around us

Year A

Computing Long Term Plan

Emerald	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	My Online Life (Y1)	What is a computer? (Y1)	Mini Beasts (Y1)	Maths Madness (Y2)	My Friend the Robot (Y1)	Online Buddies (Y2)
Area of curriculum – Big Ideas	Digital Literacy	Information Technology	Information Technology	Information Technology	Computer Science	Digital Literacy
Targets covered	-Use technology safely, respectfully and responsibly -Recognise acceptable/unacceptable behaviour -Identify a range of ways to report concerns about content and contact	-Recognise common uses of information technology beyond the school -Use technology purposefully to create, organise, store, manipulate and retrieve digital content	-Use technology purposefully to create, organise, store, manipulate and retrieve digital content	-Use technology purposefully to create, organise, store, manipulate and retrieve digital content	-Understand what algorithms are -Create and debug simple programs -Use logical reasoning to predict the behaviour of simple programs	-Use technology safely, respectfully and responsibly -Recognise acceptable/unacceptable behaviour -Identify a range of ways to report concerns about content and contact
Area of work	E-Safety/Internet Safety	Technology around us	Research and presenting information	Exploring with technology	Programming	Communication and E-Safety
Cross-curricular areas	PSHE	English, Art/DT, History, Science	Maths, Science	English, Maths	English, Maths, Science	English, PSHE

Year A

Computing Long Term Plan

Sapphire	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Work	My Online Life (Y3)	Micro: Bit: Electrical Conductor	Be Digitally Awesome (Y3)	Wizard School (Y4)	Hour of Code (Y4)	Dinosaurs (Y4)
Area of curriculum – Big Ideas	Digital Literacy	Computer Science	Information Technology/ Digital Literacy	Information Technology	Computer Science	Information Technology
Targets covered	-Use technology safely, respectfully and responsibly -Recognise acceptable/unacceptable behaviour -Identify a range of ways to report about concerns about content and contact	-Design, write and debug programs -Use sequence, selection and repetition in programs -Select, use and combine a variety of software	-Use search technologies effectively -Select, use and combine a variety of software -Use technology safely, respectfully and responsibly	-Use search technologies effectively -Select, use and combine a variety of software -Use technology safely, respectfully and responsibly	-Design, write and debug programs -Use sequence, selection and repetition in programs -Select, use and combine a variety of software	-Use search technologies effectively -Select, use and combine a variety of software -Use technology safely, respectfully and responsibly
Area of work	E-Safety/ Internet Safety	Programming external hardware	Digital Skills	Creating an E-book	Programming	Green Screen
Cross-curricular area	English, PSHE	English, Science, Art	English, Maths	English, Art/DT	English, Science, Art	English, Science, DT

Year A

Computing Long Term Plan

Diamond	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Work	My Online Life (Y5)	Crossy Roads (Y6)	Solve IT Club (Y6)	Music Composer (Y5)	STEAM Challenges (Y5)	Micro: Bit – Getting Active
Area of Curriculum – Big Ideas	Digital Literacy	Computer Science	Information Technology	Information Technology	Information Technology	Information Technology, Computer Science
Targets Covered	<ul style="list-style-type: none"> -Use technology safely, respectfully and responsibly -Recognise acceptable/unacceptable behaviour -Identify a range of ways to report concerns about content and contact 	<ul style="list-style-type: none"> -Design, write and debug programs that accomplish specific goals -Select, use and combine a variety of software -Use technology safely, respectfully and responsibly 	<ul style="list-style-type: none"> -Use search technologies effectively -Select, use and combine a variety of software -Use technology safely, respectfully and responsibly 	<ul style="list-style-type: none"> -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish specific goals 	<ul style="list-style-type: none"> -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish specific goals 	<ul style="list-style-type: none"> -Design, write and debug programs that accomplish specific goals -Select, use and combine a variety of software -Use technology safely, respectfully and responsibly
Area of Work	E-Safety/ Internet Safety	Programming	Digital Skills	Composing	STEM	Augmented Reality
Cross-curricular Areas	English, PSHE	English, Maths	Maths, English, Art/DT	English, Music	English, Maths, Science, Art/DT	English, Science, Art/DT

Year A

Computing Long Term Plan

TechWeCan is a STEM focussed scheme looking at technology in careers and is intended to engage KS2 in STEM and consider technology as a future career. They cover a number of curriculum areas and where possible have been linked with other topics at the time.

We have adopted a 4 year rolling program to cover all 12 units over the 4 years, with one unit to be delivered to all of KS2 once a term.

TechWeCan -STEM (YrA)	Environment		Communication and Marketing		History	
TechWeCan -STEM (YrB)	Health and Inclusion		Food		Good	
TechWeCan -STEM (YrC)	Education		Fun		Travel and Tourism	
TechWeCan -STEM (YrD)	Manufacturing and Engineering		Entertainment and Art		Retail	

Year B

Computing Long Term Plan

Emerald	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	My Online Life (Y2)	Code a Story (Y2)	Storyland (Y2)	Modern Tales (Y1)	Presentations and typing (Y2)	Drawing Maths (Y1)
Area of curriculum – Big Ideas	Digital Literacy	Computer Science	Information Technology	Information Technology	Digital Literacy/ Information Technology	Information Technology
Targets covered	-Use technology safely, respectfully and responsibly, keeping personal information private -Identify where to go for support when they have concerns about content or contact on the internet or other online technologies	-Understand what algorithms are -Create and debug simple programs -Use logical reasoning to predict the behaviour of simple programs	-Use technology purposefully to create, organise, store, manipulate and retrieve digital content	-Recognise common uses of information technology beyond the school -Use technology purposefully to create, organise, store, manipulate and retrieve digital content	-Use technology safely, respectfully and responsibly, keeping personal information private -Use technology purposefully to create, organise, store, manipulate and retrieve digital content	-Recognise common uses of information technology beyond the school -Use technology purposefully to create, organise, store, manipulate and retrieve digital content
Area of work	E-Safety/Internet Safety	Programming	Creating E-books	Communication and E-Safety	Presenting Information	Problem Solving
Cross-curricular areas	PSHE	English, Maths	English, Art/DT	English, PSHE	English, Art/DT, PSHE	Maths, Art/DT

Year B

Computing Long Term Plan

Sapphire	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Work	My Online Life (Y4)	Micro: Bit - Volcanoes	NEWSWISE –Windrush Scandal	Programming with Robots (Y3)	Rainforests (Y3)	Photo Editing – (Y4)
Area of curriculum – Big Ideas	Digital Literacy	Computer Science	Information Technology/ Digital Literacy	Computer Science	Information Technology	Information Technology
Targets covered	-Use technology safely, respectfully and responsibly, keeping personal information private -Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	-Design, write and debug programs that accomplish specific goals -Use sequence selection, and repetitioning programs; work with variables and various forms of input and output -Select, use and combine a variety of software	-Use search technologies effectively -Appreciate how search results are selected and ranked -Use technology safely, respectfully and responsibly	-Design, write and debug programs that accomplish specific goals -Use sequence selection, and repetitioning programs; work with variables and various forms of input and output -Select, use and combine a variety of software	-Use search technologies effectively -Select, use and combine a variety of software -Use technology safely, respectfully and responsibly	-Use search technologies effectively -Use technology safely, respectfully and responsibly -Select, use and combine a variety of software
Area of work	E-Safety/ Internet Safety	Programming using external hardware	Research/Fake News	Programming	Virtual Reality	Design
Cross-curricular area	PSHE	English, Art, Geography	English, PSHE	English, Maths	English, Maths, Art/DT, PSHE	English, Art/DT

Year B

Computing Long Term Plan

Diamond	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2
Unit of Work	My Online Life (Y6)	Binary Messages (Y5)	Micro: Bit – Night Safety DT Joined Unit	Communication and Collaboration	Social Media	VR Worlds (Y6)
Area of Curriculum – Big Ideas	Digital Literacy	Information Technology	Computer Science	Information Technology	Digital Literacy	Information Technology
Targets Covered	<ul style="list-style-type: none"> -Use technology safely, respectfully and responsibly, keeping personal information private -Identify where to go for help and support when they have concerns about content or contact on the internet 	<ul style="list-style-type: none"> -Use search technologies effectively -Select, use and combine a variety of software -Use technology safely, respectfully and responsibly 	<ul style="list-style-type: none"> -Design, write and debug programs that accomplish specific goals -Select, use and combine a variety of software -Use technology safely, respectfully and responsibly 	<ul style="list-style-type: none"> -Use search technologies effectively -Select, use and combine a variety of software -Use technology safely, respectfully and responsibly 	<ul style="list-style-type: none"> -Use technology safely, respectfully and responsibly, keeping personal information private -Identify where to go for help and support when they have concerns about content or contact on the internet 	<ul style="list-style-type: none"> -Use search technologies effectively -Select, use and combine a variety of software -Use technology safely, respectfully and responsibly
Area of Work	E-Safety/ Internet Safety	Podcasts	Programming external hardware	Communication	E-Safety/ Internet Safety	Virtual Reality
Cross-curricular Areas	English, PSHE	English, PSHE	English, PSHE, PE	Maths, History	English, PSHE	English, Art/DT, History, Geography

Year B

Computing Long Term Plan

TechWeCan is a STEM focussed scheme looking at technology in careers and is intended to engage KS2 in STEM and consider technology as a future career. They cover a number of curriculum areas and where possible have been linked with other topics at the time.

We have adopted a 4 year rolling program to cover all 12 units over the 4 years, with one unit to be delivered to all of KS2 once a term.

TechWeCan -STEM (YrA)	Environment		Communication and Marketing		History	
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TechWeCan -STEM (YrB)	Health and Inclusion		Food		Good	
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TechWeCan -STEM (YrC)	Education		Fun		Travel and Tourism	
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TechWeCan -STEM (YrD)	Manufacturing and Engineering		Entertainment and Art		Retail	
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Progression Overview Reception to Year 6

Essential:

Age appropriate skills for the use of core devices and applications within their setting.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>The children learn: about types of technology both in and outside of school.</p> <p>how to use classroom technology safely and responsibly, including the basic use of a camera and going online.</p>	<p>The children learn: to explore and experiment with technology in order to build familiarity with classroom apps and devices.</p> <p>basic photographic and video techniques to document their own learning.</p>	<p>The children learn: to create a range of simple digital documents that represents their learning during a topic and then save/share their digital work.</p>	<p>The children learn: to be more independent and are encouraged to attempt to fix a problem they may have before asking for help on their device.</p> <p>about different media and file types.</p>	<p>The children learn: about physical input and output slots on a device. E.g. USB, HDMI, etc.</p> <p>about how to save their work in a range of locations.</p> <p>the best way to save their files. E.g. as an image (jpeg) to share online.</p>	<p>The children learn: how to create a QR Code.</p> <p>about uploading work to a cloud or blog.</p> <p>advanced techniques to tell a story using technology/ multiple apps.</p> <p>about advanced film making elements such as sound and lighting.</p>	<p>The children learn: about collaboration and sharing documents with other children in order to create digital content.</p> <p>advanced features of common office/ classroom apps.</p>

(CS) Computational Thinking:

Key Stage 1: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.

Key Stage 2: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>The children learn: that an algorithm is a list of instructions that solves a problem.</p> <p>to sequence a series of events and explain the importance of sequencing.</p>	<p>The children learn: to explore algorithms and sequencing of instructions.</p> <p>to read, follow and create a simple sequence algorithm.</p> <p>to give these instructions so that they can be executed by a robot with the aim of successfully reaching a destination.</p>	<p>The children learn: about writing algorithms that can be turned into programs.</p> <p>to implement their algorithm as a program on a digital device or programmable toy/ robot.</p>	<p>The children learn: to create a detailed flow diagram using the correct symbols.</p> <p>to turn an algorithm into a simple program on a digital device.</p> <p>about testing the program and recognising when it needs to be debugged.</p>	<p>The children learn: to design a simple algorithm to show a real- life situation.</p> <p>about the valuable skills of abstraction and decomposition when tackling more complex problems.</p>	<p>The children learn: to explore problem solving and decomposition.</p> <p>to independently plan, write and test their algorithms and create more complex programs, debugging as needed.</p> <p>about controlling / simulating physical systems and using sensors with multiple outcomes.</p>	<p>The children learn: to create complex algorithms and turn their designs into a program (incorporating variables, procedures and different forms of input and output).</p>

(CS) Coding:

Key Stage 1: Create and debug simple programs.

Key Stage 2: Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The children learn: to experiment controlling a range of 'toys' using remote controls and do this with purpose and direction.	The children learn: to create a simple program and correct mistakes (debug).	The children learn: to independently identify and fix a 'bug' in multiple programs. to create a simple program that includes a repeat x times loop. the difference between inputs and outputs.	The children learn: to create their own sprite in Scratch/Scratch Jr. about sequencing commands and adding a repeat command in a program. how to refine/improve a program by using the repeat command. how to create a variable. to create a program that contains selection, inputs and outputs.	The children learn: about the structure of a program and learn to plan in logical, achievable steps. to write a complex program, incorporating features such as selection, inputs, repetition, variables and procedures. attempt to debug their own programs and corrects/ debugs errors in code.	The children learn: to create their own complex game within Scratch or other block-based coding app that uses variables, event handling, selection ("If" and "Then"), procedures and repetition (loops) to increase programming possibilities.	The children learn: about complex programs and are encouraged to persevere when solving difficult problems even if the solution is not obvious. about executing and adapting common commands using a text-based language e.g. Python/JavaScript/Swift Playground.

(CS) Logical Reasoning:

Key Stage 1: Use logical reasoning to predict the behaviour of simple programs.

Key Stage 2: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The children learn: through play about action/reaction and will be asked "what do you think will happen?" when using technology or attempting to solve a problem.	The children learn: about making predictions when using technology. E.g. They will be asked to predict what will happen for a short sequence of instructions in a program.	The children learn: to offer accurate predictions of programs and then create their own simple program to check if they were correct.	The children learn: about using logical reasoning to detect potential problems in an algorithm or program which could result in something going wrong and then offer ideas of what is needed to fix/ debug it.	The children learn: to recognise an error in an existing program and attempt to debug/ fix the program. to investigate existing programs, evaluating them and consider how they could be improved.	The children learn: to explore logical reasoning in greater depth and learn to give well thought-through explanations of any errors they identify in program code (using the correct terminology).	The children learn: to independently use logical reasoning to detect and correct errors in an algorithm and program. that there is often more than one way to solve a problem in an algorithm or program.

(CS) Networking:

Key Stage 1: N/A

Key Stage 2: Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The children learn: how to access the web on a classroom device.	The children learn: about signing into a device or online platform.	The children learn: multiple services use the internet e.g. email, web and streaming.	The children learn: the World Wide Web is only one part of the Internet, the part that contains websites. to send an email and understands how this works. how information travels through computer networks.	The children learn: about the key services that can be used to communicate on the internet. to recognise the main components (hardware) which allow computers to join and form a network.	The children learn: about software, hardware and types of connected computers. about how data travels via the internet including binary. more about the different parts of the Internet and services. to create a basic web page using HTML.	The children learn: in more detail about how information/data is transported on the Internet and between computers using packets and IP addresses. about the opportunity's computer networks and the internet offer for communication and collaboration.

(CS) Online:

Key Stage 1: N/A

Key Stage 2: Appreciate how [search] results are selected and ranked.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The children learn: to type keywords in a search engine (Google).	The children learn: how they can use a search engine to find answers and different types of media e.g. videos.	The children learn: the basic skills of searching and navigating the results in a search engine.	The children learn: about key words. that search engines try to put the most useful websites at the top.	The children learn: that search engines use algorithms to sort websites.	The children learn: key skills for using a search engine. about the settings that can alter your search results.	The children learn: to explore advanced features within search engines and learn to use them effectively. how search results are selected and ranked by algorithms.

(IT) Harnessing Technology:

Key Stage 1: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. *

Key Stage 2: Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. *

* In addition, see the “I know how to” big digital skills statements which provide a simple progression of digital skills from reception to year 6. The document links to the Knowsley CLCs computing scheme of work.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>The children learn: how various devices and apps can be used in the classroom.</p> <p>to independently choose an application for a particular purpose. E.g. drawing a picture.</p>	<p>The children learn: to create different types of digital content (short video, eBook or presentation).</p> <p>to combine text and images in a document that showcases learning or tells a story.</p> <p>to use technology to collect, sort and display information that could include data, photos, video or sound.</p> <p>about saving work in a special place and retrieve it again.</p>	<p>The children learn: to create a presentation or basic digital book that is well designed, contains formatted text, images and presents information.</p> <p>to read a simple database to find information.</p> <p>about organising the data they collect.</p> <p>they can create digital content using more than one app or piece of software.</p> <p>to independently save and open files on the device they use.</p>	<p>The children learn: to create digital content using a range of mixed tools/media and how to improve its design.</p> <p>to be creative and independent while using unfamiliar apps or technology to create content.</p> <p>to create a plan/ storyboard when producing digital content.</p> <p>to design a simple questionnaire to collect information and display the information in a graph or table. to add information to a database.</p>	<p>The children learn: to produce documents, media and presentations with increasing independence and competency that present data/ information.</p> <p>to use a keyboard confidently and make use of tools such as a spellchecker.</p> <p>about new forms of technology E.g. AR, Virtual Reality, Wearable</p> <p>Technology etc.</p>	<p>The children learn: to produce digital content in a given format e.g. podcasts, videos,</p> <p>AR, virtual reality, 3D, digital music or illustrations.</p> <p>about planning including elements that they may need to source from other services.</p> <p>to build on the skills they have already developed to create content using unfamiliar technology.</p> <p>to use a spreadsheet / database to collect, record data and to use simple formulae.</p>	<p>The children learn: to create digital storyboards with a complete narrative of the project or investigation.</p> <p>to confidently identify the potential of unfamiliar technology to increase their creativity.</p> <p>to source, store and combine copyright free images from the internet.</p> <p>to independently select, use and combine the appropriate technology/app tools to create effects that will have an impact on others and tell a story.</p>

(IT) Online:

Key Stage 1: N/A

Key Stage 2: Use search technologies effectively.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>The children learn: to type keywords in a search engine (Google).</p>	<p>The children learn: how they can use a search engine to find answers and different types of media category</p> <p>e.g. images, book, videos.</p>	<p>The children learn: the basic skills of searching and navigating the results in a search engine to answer questions.</p>	<p>The children learn: that the top search results can be manipulated and are based on things like most popular, recently updated.</p> <p>about filtering results by adding more detail or using advanced tools.</p> <p>to use search engines to collect information.</p>	<p>The children learn: to search for and use information from a range of sources.</p> <p>about making notes from information found on websites to present their findings.</p> <p>that not all sources of information including websites are accurate and can check information using a different site.</p>	<p>The children learn: to use complex searches and advanced tools to find, select and use information.</p> <p>check the reliability of information on the internet.</p>	<p>The children learn: to use complex searches, filters and advanced tools to find, select and use information</p>

(DL) Technology in the Real World:

Key Stage 1: Recognise common uses of information technology beyond school.

Key Stage 2: Understand the opportunities [networks] offer for communication and collaboration.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The children learn: to recognise and discuss common uses of information technology in school and outside of school.	The children learn: about the uses and purpose of technology in the classroom, at home, work and the world around them. about some of the common ways in which technology at home can be used.	The children learn: about the numerous methods of online communication and how it is used in the world around them. to explore their own use of the internet and why it is important to stick to the rules.	The children learn: that the internet is a computer network. that the internet can provide multiple services, such as the world wide web, streaming music/ video and email. explore a web sites journey from first request to appearing on the screen. to learn advanced web terminology e.g. URL.	The children learn: to differentiate between apps that use the Internet, the school network or that are self-contained on a device. to use computing to communicate and collaborate. about documents and methods of collaboration over the internet e.g. blog.	The children learn: about different online communication tools/apps and how they could be used for different purposes e.g. work and social. about working in a group using collaborative tools.	The children learn: about digital crimes and threats that might exist online. E.g. worms, trojans , viruses, spyware, ransomware and malware. about anti-virus software and how they can help protect devices from infection. advanced web terminology e.g. firewall, security updates, pop up blocker, scams, phishing, HTTPS, location-based settings, in app purchasing, trolling , filtering etc.

(DL) Media & Content:

Key Stage 1: N/A

Key Stage 2: Be discerning in evaluating digital content.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The children learn: that there are many different types of media content including; sound, images, books, podcasts/ audiobooks and video via the web.	The children learn: to access different types of media content on their device. Including; sound, images, books, podcasts/ audiobooks and video via the web.	The children learn: where different types of media content can be found online. Including; sound, images, books, podcasts/ audiobooks and video via the web.	The children learn: how to make judgements about the usefulness and accuracy of information. about the term 'fake news'. about what copyright is and why we have copyright laws. to recognise copyright material.	The children learn: more about what Fake News is, it's purpose and that Fake News can be found on all media. how to identify Fake News. that data can be manipulated to make Fake News appear to be true.	The children learn: about how and why information found on some sites will be biased. how to source copyright free materials to use in their digital projects. how to credit the use of websites in their work and why this should be done.	The children learn: to explore in more depth the legal and moral reasons not to plagiarise or infringe copyright and the impact it can have on the creator of the content.

(DL) Online Safety:

Key Stage 1: Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. *

Key Stage 2: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. *

* Each year group has a 'My Online Life' topic which aims to ensure your school meets the requirements of the UKCIS Education for Connected World Framework.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>The children learn: the Internet can be used to communicate with others.</p> <p>simple online safety rules.</p> <p>people create online content such as video and websites.</p>	<p>The children learn: how to access and search the web.</p> <p>to identify people they can trust and who they can ask for help when using the internet. to send a digital message. how they should behave and interact with others in the online world.</p> <p>why it is very important not to over share, share things that are personal or may hurt other people.</p> <p>the ways that some people can be unkind online.</p> <p>about following sensible online rules.</p> <p>safe behaviours in their day to day world such as not talking to or meeting strangers and how this applies in the online world.</p> <p>what a username and password is and that they must keep them private.</p> <p>that online content such as video, images, websites and games are created and shared by people.</p> <p>that to use other people's work without asking or giving credit is wrong.</p>	<p>The children learn: about safe and unsuitable sites/apps. e.g. PEGI rating.</p> <p>to talk to a trusted adult before sharing personal information online and using strong passwords.</p> <p>that the characters and people they interact with may be computer generated / including games.</p> <p>the differences between the Internet and the physical world.</p> <p>sending a message and why it is important to communicate in a polite manner.</p> <p>that login details and passwords should only be shared with trusted adults.</p> <p>that copyright is something that prevents people stealing other people's work (content).</p> <p>what personal information is and that they need to talk to a trusted adult before sharing online.</p> <p>how some information may be inaccurate or untrue.</p> <p>to independently use a search engine, navigate a website, use favourites, bookmarks or typing the URL.</p> <p>that you can be connected to many people in your life (real life and online).</p> <p>to ensure a trusted adult is aware of who they are interacting with online.</p> <p>to explain some of the potential risks when posting something to the internet.</p> <p>that once something is posted others can read the post and share it.</p>	<p>The children learn: the SMART rules about using the internet safely and responsibly.</p> <p>what personal information is and what they shouldn't be sharing.</p> <p>they should pause before posting and consider the potential consequences.</p> <p>who they should seek help from about online concerns.</p> <p>the correct and sensible choice when presented with hypothetical scenarios.</p> <p>how to send and reply to online messages, such as email, respectfully and understand the difference between online and face-to face.</p> <p>how to use the safety features of websites as well as reporting concerns to an adult they trust.</p> <p>what online bullying/ cyberbullying is and some of the forms it can take.</p> <p>how to report any concerns and who they consider a trusted adult.</p> <p>they need to have a balanced approach to their use of technology.</p> <p>to make good choices about how long they spend online. to recognise websites and games appropriate for their age.</p> <p>E.g. PEGI rating. online accounts need to be signed in to and why passwords should never be shared.</p> <p>what makes a secure password and why they are important.</p> <p>how to use a password security checking tool.</p> <p>what represents an online identity E.g. images, username, information shared and digital footprint. to post positive comments online.</p>	<p>The children learn: the potential risks and ways they can protect themselves and friends from harm online. the safety features of websites and apps.</p> <p>e.g. block or report. they should report concerns to a trusted adult.</p> <p>the Internet is a great place to develop rewarding relationships. not to reveal private information to a person they know only online.</p> <p>that friends/followers' profiles may not reflect the truth about their real lives.</p> <p>the term 'digital footprint' and that the information they put online leaves a digital footprint or "trail" which can be positive and negative.</p> <p>to search for their own name and usernames in Google to test their digital footprint.</p> <p>how they should act appropriately & respectfully online.</p> <p>how to deal with online bullying.</p> <p>how photos can be altered digitally and the creative upsides of photo alteration, as well as its power to distort perceptions of beauty and health.</p> <p>why copyright laws exist and presenting others work as one's own is called plagiarism.</p> <p>to use a copyright free image gallery, or they can change the search criteria.</p> <p>the positive and negative effects technology may have on their health.</p> <p>why they need to ask a trusted adult before downloading files and games from the Internet. E.g. virus. to choose a secure password.</p> <p>why using an avatar and online name is advisable.</p>	<p>The children learn: to demonstrate and explain the importance of communicating kindly and respectfully.</p> <p>about the negative online behaviours such as bullying, trolling, grieving and harassment.</p> <p>about empathy and the effects of online bullying.</p> <p>anything they post online can be seen, re-shared, re-used and may have a negative effect on others.</p> <p>about the 'Digital 5 a Day' plan and that they need to have a balanced approach to their use of technology.</p> <p>what makes a secure username and password. why people set up fake accounts or copy others identities.</p> <p>what an online identity or internet persona is, e.g. social identity in online communities and websites (Facebook, Instagram, YouTube etc.) including photos and posts.</p> <p>how to avoid being tricked by scammers online. E.g. Phishing emails. The child can explain why an app may be free but have in-app purchasing and what that is.</p>	<p>The children learn: the advice they should/would give friends about making good choices online.</p> <p>the consequences of making poor online choices. E.g. Online bullying, inappropriate comments (racially or sexually orientated), uploading inappropriate material (adult / illegal / antisocial), accessing inappropriate sites (anti-social or illegal behaviour / adult content) and breaching copyright laws.</p> <p>the way men and women can be stereotyped in movies and TV.</p> <p>when to seek help from a trusted adult and not to try and deal with online situations on their own.</p> <p>how to block and report inappropriate comments or behaviour online.</p> <p>how to maintain healthy positive relationships with others while online.</p> <p>behaviours and strategies to prevent and stop online bullying. The child knows and can list the websites and agencies they can contact in case they need help.</p> <p>what steps they can take to create a 'positive online image' including defining acceptable and unacceptable online behaviour and the benefits this will have to them now and in the future.</p>

Teaching Key Computing Vocabulary

Primary Computing Scheme of Work

Requires a growing level of play, design, code, and problem solving with technology



Year Group	Key Vocabulary: This is a guide to key computing vocabulary for year groups or Key Stage.
Foundation	Instructions, camera, robot, QR code, sequence, share, technology, control, Google, information, internet, algorithm, computer, iPad/tablet, app (application), keyboard, button, printer, save, zoom.
Year 1	3D, program, debug, design, emoji, search, selection, website, personal information, link, menu, icon, trusted adult, online, sign in, game, wireless (Wifi), online bullying, landscape, portrait, Bluetooth, download, frame, processor, green screen, hard drive, illustration, log in, tool, send, follow, digital, communicate.
Year 2	Browser, computer networks, data, computational thinking, execute/run, input, output, software, World Wide Web (WWW), password, username, interact, images, facts, scan, chat, post / re-post, copyright, backdrop, repeat / loop, characters, avatars, fictitious/fake, evaluation, publish, trust, stroke, template, reputation, identity, digital book (eBook/ePub).
Year 3	Block, palette, code/coding, command, decomposition, sprite, stage, condition, control block, costume, digital content, simulation, hyperlink, attachment, URL, blog/blogging, consequences, illustrator, untrusted, cyberbully, cyberbullying, reliable, MegaByte, GigaByte, report, sceptical, verify, fake news, soundtrack, VR (virtual reality), font, shortcut, shots, 360° Video, authenticate, multimedia.
Year 4	Logical reasoning, audio, selection, page ranking, hacker, repetition (sometimes referred to as 'iteration' in upper KS2), script, scripts area, secure (https), PEGI, netiquette, conditional, scene, filters, grieving, storyboard, cloud computing, positive online communication, online persona, digital footprint, animation, age restrictions, social network, screenshot, screencast.
Year 5	Abstraction, vlog, YouTuber, IP address, pixels, vector, HTML, CSS, services, ISP, LAN, TCP/IP, variables, hub, peripheral, bandwidth, CEOP, ChildLine, cache, harassment, plagiarism, infringe copyright, illegal downloads, streaming, blocking, victim, cookie, junk mail, RAM / ROM, USB, ZIP, augmented reality, bit & bytes, upload, score, podcast, edit.
Year 6	Antivirus, new media, collaboration, visual coding, text based coding, adware, trojan, feedback, bot, boolean, checksum, server, firewall, generalisation, security updates, plug in, pop up blocker, scams, phishing, location based settings, in app purchasing, trolling, sexting, exclusion, doxxing, catfishing, flaming, fabotage, creeping, dissing, ghosting FTP, filtering, malware, screen time, balanced lifestyle, configuring.

EYFS Computing Skills Progression



Shape Hunt/ Animal Safari Big Idea: Information Technology	I can use the camera on an iPad to take photographs	I can scan a QR code to find things.	I can select and use specific technology (iPad) for a particular purpose – photographs.	I can select and use specific technology (iPad) for a particular purpose – scanning QR codes.	I can select and use specific technology (iPad) for a particular purpose – uploading what I have done.	
Talking Technology Big Idea:	I can use technology creatively to: draw, record my voice, type, insert emojis, record video (Chatterpix) and photograph.	I can upload the work I create.	I can go online to find out about something I am learning about.	I can select and use apps for a specific purpose – Chatterpix for recording.		
Nursery Rhyme Coding Big Idea: Computer Science	I can explain why sequencing is important in a story.	I can explain what algorithm means.	I can give instructions to a programmable toy.			
Technology and Me Big Idea: Information Technology	I can identify different types of technology.	I can say where I might see different types of technology.	I can say what I use technology for.	I can use technology to record myself doing something.	I can do the basics with an iPad: turn on/off, select an application, adjust the volume, print words/pictures.	I can go online and use a search engine to find pictures.
My Online Life Big idea: Digital Literacy	I can discuss how technology in the world around me is used to communicate and find things out.	I understand that people can talk to each other (communicate) online, who I should communicate with and what I should/shouldn't share when communicating.	I can use a search engine to find things out.	I can go online to find things out and I know how to find information.	I can discuss the rules for staying safe online and who to ask for help when I need it.	I know what online bullying is and how it makes people feel.
Beats and Rhymes Big Idea: Information technology	I can use different applications to produce music using technology.	I can upload and share the things I create.				

Emerald Computing Skills Progression – Year A



My Online Life (Y1) Big Idea: Digital Literacy	I can describe how to behave online in ways that do not upset others and can give examples.	I understand something online may upset me/others and know where to find help if it does.	I can use the internet with adult support to communicate with someone I know.	I can explain why it is important to be considerate and kind to people online.	I can explain what personal information is and give examples of it.	I can use the internet to find things out using key words when using a search engine.
What is a computer? (Y1) Big Idea: Information Technology and Computer Science	I can recognise ways we use technology in our classroom, my home and community.	I can recognise and name the different parts of a computer.	I can use technology to create and present my ideas and I can organise, store and retrieve my digital work.	I can follow a simple algorithm and create a simple sequence algorithm using symbols that solve a problem (unplugged).	I can create algorithms that can be turned into a program using a robot or digital device.	I can use logical reasoning to predict the outcome of simple programs and I can independently debug simple sequence errors in a program.
Mini Beasts (Y1) Big Idea: Information Technology	I can take a good quality photograph and video on an iPad.	I can organise, store and retrieve my digital work.	I can collect, sort and record data digitally.	I can use technology to create and present my ideas: drawing, voice recording, videoing, creating graphs.	I can use a search engine to find and save images and to research information about the images I have found.	I can record a video to show what I have found out in a creative way.
Maths Madness (Y2) Big Idea: Information Technology	I can find and scan a QR code to find information and explain what a QR code is.	I can create with technology: I can illustrate a maths problem using technology.	I can save, share and retrieve my digital work.	I can collaboratively make a QR scavenger hunt for others around the school.	I can share my work with others and listen to feedback from them.	I can use technology to organise and present my ideas.
My Friend the Robot (Y1) Big idea: Computer Science	I can follow a simple algorithm and create a simple sequence algorithm using symbols that solve a problem.	I can create algorithms that can be turned into a program using a robot or digital device.	I can explain what a robot is, what it might be used for and why it might be used for that purpose.	I can use logical reasoning to predict the outcome of simple programs	I can independently debug simple sequence errors in a program.	
Online Buddies (Y2) Big Idea: Digital Literacy	I can use design and formatting to enhance my digital work when showing what communicating digitally is and the ways we do it.	I can give examples of how technology is used to communicate beyond school	I am aware that content online is owned by the person that created it – copyright.	I can explain who I should communicate online with and the things it is okay to talk about and I can use online services to communicate safely.	I know the rules of using technology at home or in school.	I can explain what personal information is and understand the need for passwords to protect it.

	I understand that things online may upset me and I cannot trust everyone online.	I can use a search engine and I am aware that not everything I read online is true.	I can give examples of online bullying behaviour. I understand the impact it may have and I know where to go to for support.	I understand that once something is posted, you lose control of it and know how to get help if I need to.		
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Emerald Computing Skills Progression – Year B



My Online Life (Y2) Big Idea: Digital Literacy	I can explain how other people's identity can be different online to their identity in real life and I can describe how people might make themselves look different online.	I can give examples of issues online that might make me feel sad, worried, upset or frightened and how I might get help.	I can give examples of how I might use technology to communicate safely with people I don't know very well.	I can explain how information put online can last for a long time and I know who to talk to if I am worried about this.	I can give examples of online bullying behaviour, I understand the impact it may have and I know where to go to for support.	I can use a search engine and I am aware that not everything I read online is true.
	I know the rules of using technology at home or in school.	I can explain what personal information is and understand the need for passwords to protect it.	I am aware that content online is owned by the person that created it – copyright.			
Code a Story (Y2) Big Idea: Computer Science	I can do the basics with technology: use an online website, generate a username and password, log in to an online website.	I can follow a simple algorithm and create a simple sequence algorithm using symbols that solve a problem.	I can predict the outcome of a sequence of blocks in Scratch.	I can plan an algorithm with a sequence of commands to carry out specific tasks. I can include a simple repeat loop.	I can identify 'bugs' in a computer program and use the term debug in context.	
Storyland (Y2) Big Idea: Information Technology	I can do the basics with technology: Book Creator, illustration, publish and upload.	I can save, share and retrieve my digital work.	I can use technology to organise and present my ideas.	I can create with technology e.g. video, animation, 3D		
Modern Tales (Y1) Big Idea: Digital Literacy and Information Technology	I can organise, store and retrieve my work.	Recap: I can explain what personal information is and give examples of it.	Recap: I know the rules of using technology at home and at school.	I can describe how to behave online in ways that do not upset others and can give examples.	I understand how something online may upset and know where to find help if anything does.	I can use technology to create and present my ideas.

Presentations and Typing (Y2) Big idea: Digital Literacy and Information Technology.	I can use design and formatting to enhance my digital work.	I can give examples of how technology is used to communicate beyond school.	I am aware that content online is owned by the person that created it (copyright).	I can create with technology: typing, adding links, animation, video, adding data, images.	I can collect and record data purposefully.	
Drawing Maths (Y1) Big Idea: Information Technology	I can do the basics with technology: illustrations/drawing using different apps, emojis, draw with shapes, paint by numbers.	I can use technology to create and present my ideas.	I organise, store and retrieve my digital work.	I can communicate politely via the internet.		

Sapphire Computing Skills Progression – Year A



My Online Life (Y3) Big Idea: Digital Literacy	I am aware of what I should be sharing online and where to go for help if I need it.	I understand that I cannot trust everyone I talk to online, that I should be a good digital citizen and where to go for help if something upsets me online.	I can explain what bullying is and know where to go for help.	I understand the impact that technology can have on my health, wellbeing and lifestyle.	I know who I should be sharing information with and how to keep my data secure.	I understand the term identity and I can take appropriate measures to protect my own online identity.
	I can analyse information and make accurate searches.	I understand the need for copyright and the consequences of ignoring it.				
Micro:bit – Electrical conductor (Y4) Big Idea: Computer Science	I can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.	I have repeated practical experience of writing computer programs in order to solve problems.	I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	I can label the different types of input connections on devices.	I can design, write and debug programs that accomplish specific goals.	I can solve problems by decomposing them into smaller parts, use sequence, selection in programs; work with various forms of input and output.
Be Digitally Awesome (Y3) Big Idea: Information Technology/ Digital Literacy.	I can troubleshoot when something doesn't appear to be working with my device.	I can discuss different types of digital content and file types.	I can improve the quality and presentation of my work.	I can create with technology e.g. video, animation 3D	I can collect, analyse, evaluate and present data and information.	
Wizard School (Y4) Big Idea: Information Technology	I can improve the quality and presentation of my work using editing and formatting techniques.	I can create with technology e.g. video, animation, 3D, illustration.	I can use a search engine and I am aware that not everything I read online is correct.			

Hour of Code (Y4) Big idea: Computer Science	I can design an algorithm to simulate a real-life situation.	I can solve an open-ended problem by breaking it down into smaller parts.	I can design and write a program for a given purpose including specific programming features.	I can test existing programs to see how they can be improved.	I can understand the different methods of communication using the internet.	I can use conditional statements such as, "If", "When" and "Then" to achieve specific outcomes.
Dinosaurs (Y4) Big Idea: Information Technology	I can explain common file types.	I can improve the quality and presentation of my work using editing and formatting techniques: iMovie	I can create with technology e.g. video, animation, 3D, green screen.	I can use various video techniques to create a film.	I can use Green Screen to add special effects.	I can plan using a digital storyboard.

Sapphire Computing Skills Progression – Year B



My Online Life (Y4) Big Idea: Digital Literacy	I can understand the different methods of communication using the internet.	I can use a search engine and I am aware that not everything I read online is correct.	I can evaluate information presented to me to make informed choices about what is Fake News.	I can describe strategies for safe and fun experiences in a range of online social environments and I'm respectful to others online.	I understand that people may have a different online identity to that in real life and am able to interact with others.	I am aware that others can find information out about me by searching online.
	I know which technologies are used for online bullying and I am considerate to others when posting myself.	I understand the impact technology can have on my health, wellbeing and lifestyle.	I am aware that some people want to access my data and can take appropriate measures to ensure this doesn't happen.	I understand the need for copyright and the consequences of ignoring it.		
Micro:bit - Volcanoes Big Idea: Computer Science	I can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, repetition, algorithms and data representation.	I have repeated practical experience of writing computer programs in order to solve problems.	I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	I can design, write and debug programs that accomplish specific goals and simulate real life.	I can solve problems by decomposing them into smaller parts, use sequence, selection in programs; work with various forms of input and output.	I can evaluate and apply information technology
NEWSWISE – The Guardian: Understanding the News – Windrush Scandal Big Idea: Information Technology/ Digital Literacy.	I can understand the different methods of communication using the internet.	I can use a search engine and I am aware that not everything I read online is correct.	I can evaluate information presented to me to make informed choices about what is Fake News.	I understand that people may have a different online identity to that in real life and am able to interact with others.	I understand the impact technology can have on my health, wellbeing and lifestyle.	
Programming with Robots Big Idea: Computer Science	I can troubleshoot when something doesn't appear to be working on my device.	I can plan, create and debug programs.	I can use decomposition to help me solve computing problems.	I can work with various forms of input and output.	I can use logical reasoning to predict and correct errors in algorithms and programs.	I can use sequence selection and repetition in programs and work with variables.

Rainforests (Y3) Big Idea: Information Technology	I can troubleshoot when something doesn't appear to be working on my device.	I can discuss different types of digital content and file types.	I can improve the quality and presentation of my work.	I can create with technology. E.g. video, animation 3D,		
Photo editing (Teach Computing Y4) Big Idea: Information Technology	I can create with technology. E.g. digital images	I can improve the quality and presentation of my work.	I can troubleshoot when something doesn't appear to be working on my device.	I can change the composition of images including: rotating, cropping, colour, contrast, cloning and combining.		

Diamond Computing Skills Progression – Year A



My Online Life (Y5) Big Idea: Digital Literacy	I can search for someone online and create a summary report about that person.	I understand the need for copyright and the consequences of ignoring it.	I am aware that there are people online who may try to upset me and my group of friends. I make a positive contribution to my online community.	I understand the impact online bullying can have and know what to do if I am the victim or I witness online bullying.	I understand the impact technology can have on my health, wellbeing and lifestyle.	I can create a strong password and understand the real cost of some apps.
	I am aware that my identity can be copied by other users and take appropriate measures to minimise the risk.					
Crossroads (Y6) Big Idea: Computer Science	I can design, plan and create complex programs.	I can test, debug and modify a program to improve it.	I can use logical reasoning to detect and correct errors in algorithms and programs.			
Solve IT Club (Y6) Big Idea: Information Technology	I can collaborate to create digital content.	I can create a consistent design for my presentation and present to others.	I can create and combine a range of media in order to produce digital content.	I can improve the quality and presentation of my work using editing and formatting techniques.	I can create a digital storyboard to plan a project or investigation.	
Music Composer (Y5) Big Idea: Information Technology	I can record and produce a podcast / audio clips.	I can use unfamiliar technology to create content.	I can improve the quality and presentation of my work.			
STEAM Challenges (Y5) Big idea: Computer Science	I can film and produce a short video.	I can decompose a problem, design an algorithm and use this to write a program.	I can use logical reasoning to detect and debug a program.	I can use unfamiliar technology to create content.		

Micro:bit Challenges Big Idea: Computer Science	I can analyse problems in computational term.	I have repeated practical experience of writing computer programs in order to solve problems	I can be responsible, competent, confident and creative users of information and communication technology.			

Diamond Computing Skills Progression – Year B



My Online Life (Y6) Big Idea: Digital Literacy	I can use a search engine and I am aware that not everything I read online is correct and that other people may be attempting to influence my opinions.	I can explain how to protect my computer or device from harm on the internet.	I understand the need for copyright and the consequences of ignoring it.	I support my friends to protect themselves and make good choices online, including reporting concerns to an adult.	I am aware of the ways in which the media can shape our ideas about gender.	I am aware that if I need help, I keep asking for it until I get help.
	I am aware of the need for positive online relationships and I am mindful of others feelings at all times.	I understand I need to create a positive online reputation.	I know how to capture evidence of online bullying and how to report it.	I know how to keep my data private and secure.	I understand the impact technology can have on my health, wellbeing and lifestyle.	
Binary Messages (Y5) Big Idea: Information Technology	I can understand binary and convert to decimal numbers.	I can send messages using binary.	I understand and can create spreadsheets and understand how they help us compute data.	I can create and combine a range of media in order to produce digital content.		
Micro:Bit – Night Safety (DT collaborative unit) Big Idea: Computing Science	I can design, plan and create complex programs.	I can test, debug and modify a program to improve it.	I can use logical reasoning to detect and correct errors in algorithms.	I can analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve problems.		
Communication and Collaboration (Teach Computing Y6) Big Idea: Information Technology	I can explain the importance of internet addresses.	I can recognise how data is transferred across the internet.	I can explain how sharing information online can help people work together.	I can evaluate different ways of working together online.	I can recognise how we communicate using technology.	I can evaluate different methods of online communication.
Social Media Big Idea: Digital Literacy and	I can use a search engine and I am aware that not	I am aware of the ways in which the	I understand I need to create a positive online reputation.	I understand the impact technology can have on my		

Information Technology	everything I read online is correct and that other people may be attempting to influence my opinions.	media can shape our ideas about gender.		health, wellbeing and lifestyle.		
VR Worlds (Y6) Big idea: Information Technology	I can create a consistent design for my presentation and present to others.	I can create and combine a range of media in order to produce digital content.	I can improve the quality and presentation of my work using editing and formatting techniques.	I can create a digital storyboard to plan a project or investigation.		



Subject On A Page

Name of Subject Leader: Bethany Heyburn

Subject Intent:

Children at Hintlesham and Chattisham C of E Primary will experience a high-quality music education that engages and inspires pupils to develop a love of music and their talent as musicians. This will increase their self-confidence, creativity and sense of achievement.

The children will have the opportunity to listen to music from different historical periods, genres and traditions. They will express their feelings on the music and progress to think about defining features and instrumentation. The children will also have the opportunity to perform music, developing their sense of musicianship and building confidence in front of an audience. They will look at the elements of music and develop skills of composition, allowing them to be creative with their ideas.

Planning:

- Planning for music is taken from the New Model Scheme on Charanga.
<https://charanga.com/site/>
- The long-term plan can be found on the website.
- The skills progression can be found on the T-drive and Google Drive.
- Planning follows the skill progression and ensures the children have the required skills by the time they leave school in year 6.
- Knowledge organisers and quizzes are planned for each unit.

Teaching:

- KS1 should have at least 6 hours of specific music teaching across a term. The children will complete four Charanga units in a year supplemented by the Christmas Nativity performance.
- Lower KS2 to complete 6 Charanga units across the year approximately 45 minutes each lesson.
- Upper KS2 should have at least 6 hours of specific music teaching across a term. The children will complete four Charanga units in a year supplemented by the summer performance.
- Charanga lessons are recommended to be taught by a class teacher, music specialist or HLTA.
- Expectations: all children need to be taught the necessary skills for each year group across the two-year rolling programme. All children to reach attainment by the end of year 6. The teaching follows the 'Big Ideas'. Musical experiences are regular to ensure pupils can perform confidently with enjoyment and their creative ideas are nurtured and celebrated.
- High quality teaching should focus on structuring the lessons to support listening, composing and performing. Terminology should be taught, modelled and the children encouraged to use this.
- Resources: Access to instruments to support teaching. This should be both tuned and untuned instruments. Teachers should access the online Charanga music software to support teaching in lessons.
- Adapted teaching: Questioning used appropriately to assess and provide differentiation for children. Challenge: children encouraged to be more independent and given specific differentiated music parts where possible. Support: additional support by a teacher, TA or peer and differentiated music parts where possible.
- Teachers should refer to knowledge organisers and children should complete a quiz per session.
- A mind map should be completed with the children at the beginning and end of the unit.
- Children's music to be enhanced through daily singing in assembly.

<p><u>Learning & Recording:</u></p> <ul style="list-style-type: none"> • Expectations: Children are expected to take part in the lessons by actively joining in with performance, composition and listening. Learning follows the 'Big Ideas' and these are referred to in lessons. • Learning is regular and supports creative ideas. • Best practise is when all children are taking part and being challenged to develop their skills and confidence. • Examples of performance and composition are recorded where possible. This should be uploaded onto Drive in the 'Music' folder. Key examples should be annotated. Children's compositions can be recorded in creative arts books. • High-quality learning shows children listening and developing their confidence and skills. The learning shows them asking questions and retaining previous knowledge. The children should develop their knowledge increasingly about pitch, dynamics, rhythm, tempo and instrumentation. This should be supported by exposure to a range of musical genres and their features. There should be progression in children's performance and composition. • Adaptive teaching should be evident through questioning, outcome and specific instrumental parts and challenges. • Children regularly sing in assemblies and church services. • Opportunities for enrichment: The children will be having a music workshop once a year to help develop specific skills. Sharing opportunities with children, teachers and parents. Rocksteady will come into school to teach small group band rehearsals. 	<p><u>Assessment:</u></p> <ul style="list-style-type: none"> • The children will be assessed using Target tracker and given to the subject leader half-termly. • Observations and drop-in sessions will be in the subject leader folder. • Where possible, performances and compositions will be recorded and uploaded onto the school drive under music evidence. For key pieces of work, feedback from the class teacher should also be provided. • General notes on the children across sessions are expected due to the nature of the subject being practical and limiting written evidence from the children. • Ongoing assessment through use of Knowledge Organiser quizzes and mind maps.
<p><u>Key Priorities 2023– 2024:</u></p> <ol style="list-style-type: none"> 26. Children to use subject specific vocabulary when talking about the subject. 27. Subject leader to monitor the implementation of the new curriculum and research other schemes to consider. 28. Evidence more consistently collected and uploaded. 29. Teachers clearly following the progression of objectives and highlighting coverage. 30. Providing challenge opportunities for higher achievers to increase the number of children working above expected and evidence of this and support to ensure SEN and lower ability children are able to access the curriculum as well as demonstrate good progress and evidence provided. 31. Children having the opportunity to use a wider variety of instruments. 	

Overview of teaching and learning of Music

Intent

Children at Hintlesham and Chattisham C of E Primary will experience a high-quality music education that engages and inspires pupils to develop a love of music and their talent as musicians. This will increase their self-confidence, creativity and sense of achievement. The children will have the opportunity to listen to music from different historical periods, genres and traditions. They will express their feelings on the music and progress to think about defining features and instrumentation. The children will also have the opportunity to perform music, developing their sense of musicianship and building confidence in front of an audience. They will look at the elements of music and develop skills of composition, allowing them to be creative with their ideas.

The Big Ideas

All pupils at our school will gain regular experiences musically so that they can:

- Appraise
- Experiment
- Perform

Implementation

All children will:

- Perform music either by singing or playing instruments. Opportunities will be given to perform to parents and the wider community in assemblies, church services or the EYFS & KS1 nativity and the KS2 summer show.
- Listen to, review and evaluate a range of styles of music.
- Learn to sing and to use their voices, to create and compose music on their own and with others.
- Have the opportunity to learn a musical instrument either with in music lessons or by forming links with external providers.
- Use technology appropriately to compose and perform.
- Understand and explore how music is created, produced and communicated, through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- Visitors and trips have enriched our music curriculum:

Recent: Christmas pantomime, steel drum workshop and performance and Rocksteady concert and rock band lessons.

Previously: Snape (Benjamin Britten), Rock School, County Music Service teachers for KS2, Rock and Roll pantomime

- Target tracker (PITA and Statements) will be used to track curriculum breadth and the progress of pupils.
- The teaching and assessment of Music will be monitored by the Lead teacher for Music.

Impact

By the end of their time at Hintlesham and Chattisham C of E Primary, pupils should be able to sing and play musically with increasing confidence and control. They will have been able to perform regularly to a variety of audiences to develop their self-esteem and creativity. Also, they should develop an understanding of musical composition and be able to reproduce sounds from aural memory.

Music LTP:

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Me – listen, respond, learn & share	Nativity	My Stories – listen, respond, learn & share	Everyone – listen, respond, learn & share	Our World – listen, respond, learn & share	Big Bear Funk - transition
Year 1 + 2	How does music help us to make friends? (y2)	Nativity	How does music tell stories about the past? (y1)	How does music teach us about looking after our planet? (y1)		How does music make us happy? (y2)
Year 3 + 4	How does music bring us closer together? (y3)	What stories does music tell us about the past (y3)	How does music connect us with our planet? (y3)	How does music teach us about our community? (y4)	How does music improve our world? (y4)	How does music shape our way of life? (y4)
Year 5 + 6	How does music connect us with our past (y5)	How does music teach us about our community? (y5)	How does music improve our world? (y5)	How does music teach us about our community (y6)		Summer performance

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Me – listen, respond, learn & share.	Nativity.	My Stories – listen, respond, learn & share.	Everyone – listen, respond, learn & share.	Our World – listen, respond, learn & share.	Big Bear Funk transition.
Year 1 + 2	How can we make friends when we sing together? (y1)	Nativity.	How does music help us to understand our neighbours? (y1)	How does music teach us about our neighbourhood? (y2)		How does music teach us about looking after our planet? (y2)
Year 3 + 4	How does music make the world a better place? (y3)	How does music help us get to know our community? (y3)	How does music make a difference to us every day? (y3)	What stories does music tell us about the past? (y4)	How does music bring us together (y4)	How does music connect us with our environment? (y4)
Year 5 + 6	How does music bring us together (y6)	How does music connect us with the environment? (y5)	How does music connect us with our past? (y6)	How does music shape our way of life? (y6)		Summer performance.

EYFS

Expressive Arts and Design (Being imaginative and expressive): Sing a range of well-known nursery rhymes and songs

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music

Music Dimensions: Structure--Sing songs with verse/chorus structure. Recognise repetition. Pitch--Sing and recognise high and low pitch. Rhythm--Move to rhythms e.g. skipping, marching. Timbre--recognise that sounds are made in a variety of ways. Texture--sing in unison. Dynamics--play loud and soft sounds. Tempo--Move appropriately to music at different speeds e.g. running, crawling.

Music Aspects: Composition--Experiment with making sounds (voice and percussion). Instruments--Explore and experiment with untuned and body percussion. Improvisation--Practise improvising using voice and untuned instruments/body percussion through copy-back and answer games, etc. Singing: Notation--Represent ideas, thoughts and feelings through pictorial representations of music.

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key Stage 1 (National Curriculum Expectations)

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage 2 (National Curriculum Expectations)

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

	KS1	LKS2	UKS2
Listen and appraise	<ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music <p>Year 1:</p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> • To know at least three songs off by heart. • To know what the songs are about. • To know and recognise the sound and names of some of the instruments they use. <p><i>Skills:</i></p> <ul style="list-style-type: none"> • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. <p>Year 2:</p> <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> • To know at least 3 songs off by heart. • To know that some songs have a chorus or a response/ answer part. • To know that songs have a musical style. <p><i>Skills:</i></p> <ul style="list-style-type: none"> • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • To learn how songs can tell a story or describe an idea. 	<ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. • Develop an understanding of the history of music <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> • To know at least three songs from memory and who sang them or wrote them. • To know the style of the songs. • To choose one song and be able to talk about: its lyrics: what the song is about, any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch), identify the main sections of the song (introduction, verse, chorus etc.), name some of the instruments they heard in the song. • YR 4 Some of the style indicators of that song (musical characteristics that the song its style) <p><i>Skills:</i></p> <ul style="list-style-type: none"> • To confidently identify and move to the pulse. • To think about what the words of a song mean. • Talk about and discuss the music and how it makes them feel. • Listen carefully and respectfully to other people's thoughts about the music. • YR 4 To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). • YR 4 When you talk try to use musical words. 	<ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. • Develop an understanding of the history of music • Listen with attention to detail and recall sounds with increasing aural memory. <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> • To know at least three songs from memory, who sang or wrote them, when they were written and why? • To know the style of the songs and to name other songs from the Units in those styles. • To choose three or four other songs and be able to talk about: The style indicators of the songs (musical characteristics that give the songs their style), the lyrics: what the songs are about, any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre). <p><i>Skills:</i></p> <ul style="list-style-type: none"> • To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • Use musical words when talking about the songs. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel (YR 5+6), using musical language to describe the music (YR 6).

	KS1	LKS2	UKS2
Games	<p><i>Knowledge:</i></p> <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. <p><i>Skills:</i></p> <p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> Game 1 – Have Fun Finding <u>The</u> Pulse! Find the pulse. Choose an animal and find the pulse Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'. 	<p><i>Knowledge:</i></p> <ul style="list-style-type: none"> Know that every piece of music has a pulse/steady beat. Know how to find and demonstrate the pulse. Rhythm: the long and short patterns over the pulse Know the difference between pulse and rhythm. Pitch: High and low sounds that create melodies How to keep the internal pulse Know how pulse, rhythm and pitch work together to create a song. Know the difference between a musical question and an answer. YR 4 Musical Leadership: creating musical ideas for the group to copy or respond to <p><i>Skills:</i></p> <p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> Find the Pulse Rhythm Copy Back: <ol style="list-style-type: none"> Bronze: Clap and say back rhythms Silver: Create your own simple rhythm patterns Gold: Perhaps lead the class using their simple rhythms Pitch Copy Back Using 2 Notes <ol style="list-style-type: none"> Bronze: Copy back – 'Listen and sing back' (no notation) Silver: Copy back with instruments, without then with notation Gold: Copy back with instruments, without and then with notation Pitch Copy Back and Vocal Warm-ups 	<p><i>Knowledge:</i></p> <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song or piece of music How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to. <p><i>Skills:</i></p> <p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <p>Bronze Challenge</p> <ul style="list-style-type: none"> Find the pulse Copy back rhythms based on the words of the main song, that include syncopation/off beat Copy back one-note riffs using simple and syncopated rhythm patterns <p>Silver Challenge</p> <ul style="list-style-type: none"> Find the pulse Lead the class by inventing rhythms for others to copy back Copy back two-note riffs by ear and with notation Question and answer using two different notes <p>Gold Challenge</p> <ul style="list-style-type: none"> Find the pulse Lead the class by inventing rhythms for them to copy back Copy back three-note riffs by ear and with notation Question and answer using three different notes

	KS1	LKS2	UKS2
Singing	<ul style="list-style-type: none"> • Use their voices expressively by singing songs and speaking chants and rhymes. <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> • To confidently sing or rap at least three songs from memory and sing them in unison. • YR 2: To know that unison is everyone singing at the same time. • YR 2: Songs include other ways of using the voice e.g. rapping (spoken word). <p><i>Skills:</i></p> <ul style="list-style-type: none"> • Learn about voices, singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can <u>rap</u> or say words in rhythm. • Learn to start and stop singing when following a leader. • YR 2 Learn to find a comfortable singing position. 	<ul style="list-style-type: none"> • Use their voices expressively by singing songs and speaking chants and rhymes. <p><i>Knowledge:</i></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must listen to each other • YR 4 Texture: How a solo singer makes a thinner texture than a large group • YR 4 To know why you must warm up your voice <p><i>Skills:</i></p> <ul style="list-style-type: none"> • To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being 'in-tune'. • YR 3 To have an awareness of the pulse internally when singing. • YR 4 To re-join the song if lost. • YR 4 To listen to the group when singing. 	<ul style="list-style-type: none"> • Use and understand staff and other musical notations. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> • To know and confidently sing at least three songs and their parts from memory, and to sing them with a strong internal pulse. • To choose a song and be able to talk about: • Its main features • Singing in unison, the solo, lead vocal, backing vocals or rapping • To know what the song is about and the meaning of the lyrics • To know and explain the importance of warming up your voice • YR 5 To know about the style of the songs so you can represent the feeling and context to your audience <p><i>Skills:</i></p> <ul style="list-style-type: none"> • To sing in unison and to sing backing vocals. • To enjoy exploring singing solo. To listen to the group when singing. • To demonstrate a good singing posture. • To follow a leader when singing. • To experience rapping and solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in-tune'.




	KS1	LKS2	UKS2
Playing	<ul style="list-style-type: none"> • Play tuned and un-tuned instruments musically. <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> • Learn the names of the notes in their instrumental part from memory or when written down. • Learn the names of the instruments they are playing (YR 1+2) and untuned percussion (YR 2) <p><i>Skills:</i></p> <ul style="list-style-type: none"> • Treat instruments carefully and with respect. • Play a tuned instrumental part with the song they perform. Learn to play a tuned instrumental part that matched their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). • Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). • Listen to and follow musical instructions from a leader. • Play the part in time with the steady pulse. 	<ul style="list-style-type: none"> • Play tuned and un-tuned instruments musically. <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> • To know and be able to talk about: • The instruments used in class (a glockenspiel, a recorder YR 3+4 xylophone YR 4) • YR 4 Other instruments they might play or be played in a band or orchestra or by their friends <p><i>Skills:</i></p> <ul style="list-style-type: none"> • To treat instruments carefully and with respect. • Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • YR 4 To experience leading the playing by making sure everyone plays in the playing section of the song. 	<ul style="list-style-type: none"> • Use and understand staff and other musical notations. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> • To know and be able to talk about: • Different ways of writing music down – e.g. staff notation, symbols • The notes C, D, E, F, G, A, B + C on the treble stave • The instruments they might play or be played in a band or orchestra or by their friends <p><i>Skills:</i></p> <ul style="list-style-type: none"> • Play a musical instrument with the correct technique within the context of the Unit song. • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To lead a rehearsal session.

	KS1	LKS2	UKS2
Improvisation	<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music. <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise! (YR 2 – use one or two notes) <p><i>Skills:</i></p> <p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. 	<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music. <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake YR 4 To know that you can use some of the riffs you have heard in the Challenges in your improvisations <p><i>Skills:</i></p> <p>Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>Bronze Challenge:</p> <ol style="list-style-type: none"> Copy Back – Listen and sing back melodic patterns Play and Improvise – Using instruments, listen and play your own answer using one note. Improvise! – Take it in turns to improvise using one note. <p>Silver Challenge:</p> <ol style="list-style-type: none"> Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. <p>Gold Challenge:</p> <ol style="list-style-type: none"> Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. Play and Improvise – Using your instruments, listen and play your own answer using two different notes. Improvise! – Take it in turns to improvise using three different notes. 	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the interrelated dimensions of music. Use and understand staff and other musical notations. <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one, two or three notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs and licks you have learnt in the challenges in your improvisations To know three well-known improvising musicians <p><i>Skills:</i></p> <p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ol style="list-style-type: none"> Play and Copy Back <ol style="list-style-type: none"> Bronze – Copy back using instruments. Use one note. Silver – Copy back using instruments. Use the two notes. Gold – Copy back using instruments. Use the three notes. Play and Improvise You will be using up to three notes: <ol style="list-style-type: none"> Bronze – Question and Answer using instruments. Use one note in your answer. Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: <ol style="list-style-type: none"> Bronze – Improvise using one note. Silver – Improvise using two notes. Gold – Improvise using three notes. <p>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>

	KS1	LKS2	UKS2
Composition	<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music. <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose. <p><i>Skills:</i></p> <ul style="list-style-type: none"> Help to create a simple melody (YR 1) or three simple melodies (YR 2) using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music. <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) <p><i>Skills:</i></p> <ul style="list-style-type: none"> Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/ pictorial notation). 	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the interrelated dimensions of music. Use and understand staff and other musical notations. <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol <p><i>Skills:</i></p> <ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

	KS1	LKS2	UKS2
Performance	<ul style="list-style-type: none"> • Play tuned and un-tuned instruments musically. • Use their voices expressively by singing songs and speaking chants and rhymes. <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> • A performance is sharing music with other people, called an audience. • YR 2 A performance can be a special occasion and involve a class, a year group or a whole school. • YR 2 An audience can include your parents and friends. <p><i>Skills:</i></p> <ul style="list-style-type: none"> • Choose a song they have learnt from the Scheme and perform it. • They can add their ideas to the performance. • Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> • Use their voices expressively by singing songs and speaking chants and rhymes. • Play tuned and un-tuned instruments musically. <p><i>Knowledge:</i></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music <p><i>Skills:</i></p> <ul style="list-style-type: none"> • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit. • To record the performance and say how they were feeling, what they were pleased with what they would change and why. • YR 4 Present a musical performance designed to capture the audience. • YR 4 To communicate the meaning of the words and clearly articulate them. 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <p><i>Knowledge:</i></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with an audience with belief • A performance doesn't have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music <p><i>Skills:</i></p> <ul style="list-style-type: none"> • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect. • To record the performance and compare it to a previous performance. • To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"

Music progression of knowledge and LTP breakdown

<u>Gem Coverage</u> Each unit and most lessons, cover all three gems. These are the specific areas they target.		
 <p>Appraising</p>	 <p>Experimentation</p>	 <p>Performance</p>
Every lesson, the children will have the opportunity to listen to and discuss music. This may be a piece they will be learning or another piece. The children will have the opportunity to give their opinion on the music, explore the characteristics using the elements of music, explore the genre, stylistic features and composer/s.	The children will have the chance to experiment with rhythms and notes through regular opportunities to improvise. The children will also have the chance to experiment in musicianship games for example choosing their actions or words to create rhythms. They will experiment with creating different sounds and textures both using voice and other instruments.	Each lesson, the children will perform something they have been learning whether this is them singing, playing, improvising or sharing their composition. Throughout school, we hope the children will develop confidence with their performing, develop a greater understanding of what a good performance looks like and reflect on how the performance space affects performance.

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception For knowledge and skills, see below *	Me – listen, respond, learn & share	Nativity	My Stories – listen, respond, learn & share	Everyone – listen, respond, learn & share	Our World – listen, respond, learn & share	Big Bear Funk – transition
Year 1 + 2	How does music help us to make friends? (y2) Lesson 1 – play (C, D) Lesson 2 – improvise (C, D, E) Lesson 3 – sing Lesson 4 – compose Lesson 5 – sing.	Nativity Sing as part of a choir in unison and sometimes in parts. Demonstrate good singing posture. Sing songs from memory. Know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to the leader's directions and visual symbols. Practise, rehearse and share a song that has been learned in the lesson, from memory with confidence. Talk about the difference between rehearsing a song and performing it.	How does music tell stories about the past? (y1) Lesson 1 – play (D, F#) Lesson 2 – sing Lesson 3 – sing/ graphic scores Lesson 4 – sing/improv (C, D, E). Lesson 5 – sing	How does music teach us about looking after our planet? (y1) Lesson 1 – play (C, D, E, F) Lesson 2 – sing in two parts. Lesson 3 – play (D, E, F#, G, A) Lesson 4 – improvise (G, A, B) Lesson 5 – sing	How does music make us happy? (y2) Lesson 1 – sing Lesson 2 – improvise (F, G, A) Lesson 3 – play (E, G, A) Lesson 4 - compose Lesson 5 – sing	
Year 3 + 4	How does music bring us closer together? (y3) Lesson 1 – play (at least C, D) Lesson 2 – improv (C, D, E, F, G) Lesson 3 – sing Lesson 4 – compose Lesson 5 – sing	What stories does music tell us about the past (y3) Lesson 1 – sing/play (at least C) Lesson 2 – improv (C, D, E, F, F, G, A) Lesson 3 – sing/play (G,A,D) Lesson 4 – improv (G,A,B,D,E) Lesson 5 – sing/play	How does music connect us with our planet? (y3) Lesson 1 – sing/play (F, G) Lesson 2 – sing/improv (F, G, A, C, D) Lesson 3 – sing Lesson 4 – compose Lesson 5 – sing	How does music teach us about our community? (y4) Lesson 1 – play (C, D, E, F, G) Lesson 2 – improv (C, D, E, F, G) Lesson 3 – sing (round) Lesson 4 – compose Lesson 5 – sing	How does music improve our world? (y4) Lesson 1 – play (G, A, C) Lesson 2 – compose Lesson 3 – sing/play (at least D) Lesson 4 – improv (D, E, F#, A, B) Lesson 5 – sing	How does music shape our way of life? (y4) Lesson 1 – play (C, D, E, G, A) Lesson 2 – sing/play (C, D, E, G, A) Lesson 3 – sing Lesson 4 – sing Lesson 5 – sing

		(at least F)				
Year 5 + 6	How does music connect us with our past (y5) Lesson 1 – play (C, Eb, F) Lesson 2 – compose Lesson 3 – sing Lesson 4 – improv (C, D, E, F, G) Lesson 5 – sing	How does music teach us about our community? (y5) Lesson 1 – sing/play (D, E, F, G, A) Lesson 2 – sing/improv (D, E, F, G, A) Lesson 3 – compose Lesson 4 – sing Lesson 5 – sing	How does music improve our world? (y5) Lesson 1 – sing/play (F, G, A, Bb) Lesson 2 – sing/improv (F, G, A, Bb, C) Lesson 3 – sing Lesson 4 – compose Lesson 5 – sing	How does music teach us about our community (y6) Lesson 1 – sing/play (G, Bb, B, C, D, F) Lesson 2 – improv (G, A, Bb, C, D) Lesson 3 – sing/play (C, E, F, G, A, Bb, C) Lesson 4 – sing/compose Lesson 5 – sing/play (at least A)	Summer performance Sing with and without an accompaniment. To understand what good posture and breath control looks like Understand how to sing expressively, with attention to breathing, phrasing, dynamics and articulation. Respond to a leader or conductor. Create, rehearse and present a holistic performance for a specific event. Understand the value of choreographing any aspect of a performance. Understand the importance of the performing space and how to use it. Discuss how the performance might change if it was repeated in a larger/smaller performance space.	

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception For knowledge and skills, see below *	Me – listen, respond, learn & share.	Nativity.	My Stories – listen, respond, learn & share.	Everyone – listen, respond, learn & share.	Our World – listen, respond, learn & share.	Big Bear Funk transition.
Year 1 + 2	How can we make friends when we sing together? (y1) Lesson 1 – sing Lesson 2 – compose Lesson 3 – sing	Nativity: Sing as part of a choir in unison and sometimes in parts. Demonstrate good singing posture.	How does music help us to understand our neighbours? (y1) Lesson 1 – improvise using F, G and A. Lesson 2 – play (C, D)	How does music teach up about our neighbourhood? (y2) Lesson 1 – sing Lesson 2 – improvise (C, D, E) Lesson 3 – play (E, F, G, A) Lesson 4 – sing in two groups	How does music teach us about looking after our planet? (y2) Lesson 1 – play (C, D, E, F) Lesson 2 - sing in two	

	Lesson 4 – play (C, D) Lesson 5 – sing	Sing songs from memory. Know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to the leader's directions and visual symbols. Practise, rehearse and share a song that has been learned in the lesson, from memory with confidence. Talk about the difference between rehearsing a song and performing it.	Lesson 3 – sing Lesson 4 – sing Lesson 5 – sing	Lesson 5 – sing		parts. Lesson 3 – sing Lesson 4 – improv (G, A, B) Lesson 5 – sing
Year 3 + 4	How does music make the world a better place? (y3) Lesson 1 – sing (two parts) Lesson 2 – compose Lesson 3 – play (G, A, B) Lesson 4 – improv (G,A,B,C,D) Lesson 5 – sing	How does music help us get to know our community? (y3) Lesson 1 – play C,D,E,F,G,A,B Lesson 2 – sing Lesson 3 – compose Lesson 4 – improv C,D,E,F,G,A Lesson 5 – sing	How does music make a difference to us every day? (y3) Lesson 1 – sing Lesson 2 – compose Lesson 3 – sing Lesson 4 – improv F,G,A,C,D Lesson 5 – sing	How does music connect us with our past? (y4) Lesson 1 – sing Lesson 2 – improv (C, D, E, G, A) Lesson 3 – play (F#, G, A, B, C) Lesson 4 – compose Lesson 5 – sing	How does music bring us together (y4) Lesson 1 – Play (F, G, A, Bb) Lesson 2 – sing Lesson 3 – sing Lesson 4 – sing Lesson 5 – sing	How does music connect us with our environment? (y4) Lesson 1 – play (C,D,E) Lesson 2 – compose Lesson 3 – sing Lesson 4 – sing Lesson 5 – sing
Year 5 + 6	How does music bring us together (y6) Lesson 1 – sing Lesson 2 – improv (C, D, E, F, G) Lesson 3 – play (F, G, A, Bb, C) Lesson 4 – compose Lesson 5 – sing	How does music connect us with the environment? (y5) Lesson 1 – sing Lesson 2 – compose Lesson 3 – play (G, A, C) Lesson 4 – sing Lesson 5 – sing	How does music connect us with our past? (y6) Lesson 1 – play (A, B, C, D, E) Lesson 2 – sing Lesson 3 – sing Lesson 4 – improv (C, D, E, F, G) Lesson 5 – sing	How does music shape our way of life? (y6) Lesson 1 – sing Lesson 2 – compose Lesson 3 – play (D, F#, G, A, B) Lesson 4 – improv (G, A, B, C, D) Lesson 5 – sing/play (F, G, Ab, Bb, C)		Summer performance: Sing with and without an accompaniment. To understand what good posture and breath control looks like Understand how to sing expressively, with attention to breathing, phrasing, dynamics and articulation. Respond to a leader or conductor. Create, rehearse and present a holistic

					<p>performance for a specific event. Understand the value of choreographing any aspect of a performance. Understand the importance of the performing space and how to use it. Discuss how the performance might change if it was repeated in a larger/smaller performance space.</p>
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Knowledge & Skills – Year R

Unit	1	2	3	4	5	6
Title	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind & Replay
Main Songs	Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Big Bear Funk	Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat
Cross-curricular / topic-based focus	Growing, homes, colour, toys, how I look.	Imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time.	Family, friends, people, music from around the world.	Animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space.	Transition unit.	Consolidate learning and contextualise the history of music.
Explore and Create	Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.					
Games Track	Find the pulse.	Find the pulse as one of the characters from the song.	Invent ways to find the pulse.	Find the pulse and show others your ideas.	Find a funky pulse.	Revise existing.

Copy Cat Rhythm Games	Copy-clap the rhythm of names.	Copy-clap the rhythm of small phrases from the songs.	Copy-clap some rhythms of phrases from the songs.	Copy-clap some rhythms of phrases from the songs.	Copy-clap 3 or 4 word phrases from the song.	Revise existing.
High and Low Games	Explore high sounds and low sounds using voices and glockenspiels.	Explore high pitch and low pitch in the context of the songs.	Explore high pitch and low pitch in the context of the songs.	Explore high pitch and low pitch using the images from the songs.		Revise existing.
High and Low Games A. Play Together					Keep the beat of the song with a pitched note.	Revise existing.
High and Low Games B. Pitch Activities					Add pitched notes to the rhythm of the words or phrases in the song.	Revise existing.
High and Low Games C. Extended Options					Enjoy playing patterns using a combination of any of the three notes C, D and E.	Revise existing.
Create your own Sounds using instruments		Invent a pattern to go with a song using one note.	Use the starting note to explore melodic patterns using one or two notes.	Use the starting note to explore melodic patterns using one or two notes.		Revise existing.

Instrument Notes	1	2	3	4	5	6
		I'm A Little Teapot C, C + D The Grand Old Duke Of York C, C + D Ring O' Roses C, C + D Hickory Dickory Dock C, C + D The ABC Song D, D + E	Wind The Bobbin Up D, D + E Rock-a-bye Baby D, D + E If You're Happy And You Know It G, G + A	Old Macdonald Incy Wincy Spider G, G + A Baa Baa Black Sheep D, D + E Row, Row, Row Your Boat C, C + D Wheels On The Bus C, C + D The Hokey Cokey F, F + G	Big Bear Funk D, D + E, D + C	Revise existing.

Listening and appraising:

EYFS <ul style="list-style-type: none"> • Know twenty nursery rhymes off by heart. • Understand that songs and music can tell stories. • Learn and explore the stories of some of the nursery rhymes. • Understand that a pulse is a steady beat. • Understand that pitch is high and low sounds. • Understand rhythm is a pattern of notes. • Learn the names of some instruments. 		
KS1 <p><u>Year 1:</u></p> <ul style="list-style-type: none"> • Learn how to move and dance with the music. • Understand what a steady beat. • Understand music makes us feel different things. • Learn some band and orchestral instruments. • Learn that tempo is fast or slow. • Learn that dynamics are loud and quiet. • Learn key parts of songs eg chorus. • Begin to understand where the music fits in the world. Begin to understand about different styles of music. <p><u>Year 2:</u></p> <ul style="list-style-type: none"> • To learn how to mark and move to the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo. • Learn about different beat groupings in the music you sing and listen, e.g. 2-time, 3-time etc. • Learn about more sections of the song, eg call and response. • Explore the style of pieces of music. 	LKS2 <p><u>Year 3:</u></p> <ul style="list-style-type: none"> • Share your thoughts and feelings about the music together. • Find the beat or groove of the music. • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Understand how to invent different actions to move in time with the music. • Learn about what the song or piece of music means. Explore a greater range of instruments and how to identify them in music. • Learn about male and female voice and how to identify in a song. • Learn about the styles of the music <p><u>Year 4:</u></p> <ul style="list-style-type: none"> • Learn and discuss words of a song. • Explore why the song or piece of music was written. Understand what metre is and learn how to identify 2/4, 3/4, and 4/4 metre. • Understand tempo as fast, slow or steady. • Understand what structure is and discuss key parts within the structure. Identify: • Call and response • A solo vocal or instrumental line and the rest of the ensemble • A change in texture • Articulation on certain words • Programme music • Explain what a main theme is and identify when it is repeated. • Know and understand what a musical introduction is and its purpose. • Learn about major and minor tonality and how 	UKS2 <p><u>Year 5</u></p> <ul style="list-style-type: none"> • Consolidate my understanding of the musical elements. • Understand what metre is and Identify 2/4, 3/4, 6/8 and 5/4 metre. • Explore the musical styles of a song or piece of music. Explore an even wider range of instruments across a range of media and how to identify them. • Understand the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form. Understand what a bridge is and its position in a song. Consolidate my understanding of major and minor tonality. • Understand the sound and notes of the pentatonic and Blues scales, by ear and from notation. • To learn about the role of a main theme in musical structure. • Know and understand what a musical introduction is and its purpose. • Learn and be able to explain what rapping is. Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals. <p><u>Year 6:</u></p> <ul style="list-style-type: none"> • Explore instruments in more detail: bass guitar,

	<p>to identify this in music.</p> <ul style="list-style-type: none"> • Learn how to recognise the sound and notes of the pentatonic scale by ear and from notation. • Learn what legato and staccato are. • Explore and learn how to recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music. 	<p>electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.</p> <ul style="list-style-type: none"> • Consolidate my understanding of the structure of the music with reference to verse, chorus, bridge and an instrumental break. • Learn about what chord triads I, IV and V, and intervals within a major scale are. • Explore role of a main theme in musical structure. Know and understand what a musical introduction and outro is, and its purpose. • Learn about the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups. • Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.
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Musicianship:

KS1	LKS2	UKS2
<p><u>Year 1:</u></p> <ul style="list-style-type: none"> • Learn that we can use body percussion, instruments and voices and how to do this. • Begin to explore key centres of: C major, F major, G major and A minor. • Learn how to find and keep a steady beat together. • Understand the difference between creating a rhythm pattern and a pitch pattern. • Learn how to copy back simple rhythmic patterns using long and short. • Learn that pitch is high and low and how to copy back simple melodic patterns using high and low. <p><u>Year 2:</u></p> <ul style="list-style-type: none"> • Learn how to Sing short phrases independently. 	<p><u>Year 3:</u></p> <ul style="list-style-type: none"> • Develop my confidence using body percussion, instruments and voices. • Explore the key centres of: C major, F major, G major and A minor. • Explain what a time signature is and how to identify: 2/4, 3/4 and 4/4. • Develop my confidence finding and keeping a steady beat. • Develop my confidence copying back and improvising simple rhythmic patterns. • Understand and use the terms: minims, crotchets, quavers and their rests. • Understand how to copy back and improvise with melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C <p><u>Year 4:</u></p> <ul style="list-style-type: none"> • Develop my understanding of body percussion, instruments and voices. • Explore the key centres of: C major, F major, G major and A minor. • Know what a time signatures of: 2/4, 3/4 and 4/4 is. • Develop my understanding of rhythmic patterns and understand and use the words semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation. • Understand how to copy back melodic patterns using the notes: C, D, E C, D, E, G, A G, A, B G, A, B, D, E F, G, A A, B, C, D, E, F, G 	<p><u>Year 5 and 6:</u></p> <ul style="list-style-type: none"> • Use consistency when using body percussion, instruments and voices. • Explore the key centres of: C major, G major, D major, F major and A minor. • Develop my confidence in knowing and identifying time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. • Consistently be able to find a steady beat. • Clearly articulate what a rhythmic pattern. • Understand and use the terms: dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. • Understand how to copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, Bb, C, D, E G, A, B, C, D, E, F#

Performing:

EYFS <ul style="list-style-type: none"> • Learn what the word performance means. • Understand somethings that a good performance includes. • Learn how to discuss my feelings about a performance. • Learn how to say what went well and what we could improve. 		
KS1	LKS2	UKS2
<u>Year 1:</u> <ul style="list-style-type: none"> • Enjoy and have fun performing. • Choose and prepare a song/songs to perform to a well-known audience. • To learn about the meaning of the song and how to communicate it. • To learn how to add actions to a song. • To learn how to play some simple instrumental parts. <u>Year 2:</u> <ul style="list-style-type: none"> • Build confidence practising and rehearsing and share a song that has been learned in the lesson, from memory or with notation, and with confidence. • Develop my understanding of how to choose instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance. • Understand the difference between rehearsing a song and performing it. 	<u>Year 3:</u> <ul style="list-style-type: none"> • Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. • Learn how to perform melodies following staff notation, using a small range, as a whole class or in small groups. • Build my confidence involving actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance. • Discuss the meaning of the song means and why it was chosen to share. • Be able to reflect on feelings about sharing and performing, e.g. excitement, nerves, enjoyment. <u>Year 4:</u> <ul style="list-style-type: none"> • Learn how to use staff notation, using a small range, as a whole class or in small groups. • Learn about the composer and the historical and cultural context of the song. • Learn how to communicate the meaning of the words and articulate them clearly. • Understand the structure of the song and use this to communicate its mood and meaning in the performance. • Understand how the rehearsal and performance has impacted me positively and how well it suited the occasion. • Understand how the individual fits within the larger group ensemble. • Explore and learn how to respond to any feedback; considering how future performances might be different. 	<u>Year 5:</u> <ul style="list-style-type: none"> • Learn how to create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience. • Explore performing in smaller groups, as well as the whole class. • Learn a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles. • Understand the importance of confidence and accuracy and how to perform from memory or using notation. • Learn how to include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. • Learn about a song's composer and the historical and cultural context and how this influences song choice. • Learn how to lead part of the rehearsal and part of the performance. • Explore and evaluate the performance learning how to compare it to a previous performance; explain how well the performance communicated the mood of each piece. • Learn how to talk musically about the strengths and weaknesses of a performance. • Become aware of the importance of collecting feedback from the audience and reflecting on how future performances might be different. <u>Year 6:</u> <ul style="list-style-type: none"> • Learn how to sing a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. • Understand the value of choreographing any

		<p>aspect of a performance.</p> <ul style="list-style-type: none"> • Understand the importance of the performing space and how to use it. • Learn how to collect feedback from the audience and the importance of reflecting how the audience believed in the performance. • Discuss how the performance might change if it was repeated in a larger/smaller performance space.
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Singing:

EYFS		
<ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others. • Begin to explore good singing posture. 		
KS1	LKS2	UKS2
<p><u>Year 1:</u></p> <ul style="list-style-type: none"> • To learn how to sing, rap, rhyme, chant and use spoken word. • Understand what a good singing posture looks like. • Learn strategies for singing songs from memory. • Explore intervals of an octave and fifth (high, low) and develop my knowledge of singing them. • Learn what unison means and explore singing in unison. <p><u>Year 2:</u></p> <ul style="list-style-type: none"> • Learn that we can record music as notes and explore singing from notation. • Discuss the meaning of the words in songs. • Understand that we can sing in unison and sometimes in parts. • Become familiar with pitching accuracy. • Learn what a conductor is and how to follow one. • Learn how to talk about feelings created by the music/song. • Understand tempo as fast or slow and what this looks like when singing. • Explore sections of the songs, eg chorus. 	<p><u>Year 3:</u></p> <ul style="list-style-type: none"> • Build on my knowledge of learning songs in unison, varying styles and structures. • Build my knowledge of good singing posture. • Understand the importance of following the beat when singing. • Understand what clear dictation is and how to use this when singing. • Understand the need for expression when singing and explore the meaning of the words. • Explore further how to follow the leader or conductor. • Learn how to copy back simple melodic phrases using the voice. <p><u>Year 4:</u></p> <ul style="list-style-type: none"> • Learn what 2/4, 3/4 and 4/4 time signatures look and sound like as part of a song. • Explore the texture in choirs building an awareness of size: the larger, the thicker and richer the musical texture. • Identify good singing posture in others. • Learn about vowel sounds, blended sounds and consonants when singing and how this alters the sound. • Learn how to identify being 'on pitch' and 'in time'. Learn how to articulate myself through 	<p><u>Year 5:</u></p> <ul style="list-style-type: none"> • Learn a wider range of songs from memory and/or with notation. • Learn what 2/4, 3/4, 4/4 and 6/8 time signatures look at feel like as part of a song. • Develop my understanding of singing in unison and parts, and as part of a smaller group. • Learn how to sing a second part in a song. • Learn how to self-correct if lost or out of time and the importance. • Build my knowledge of singing expressively, with attention to breathing and phrasing. • Build my knowledge of using dynamics and articulation when singing. • Learn strategies to build confidence as a soloist. • Learn about the different styles of singing used for different styles of song. • Explore how to talk confidently about how connected you feel to the music and how it connects in the world. <p><u>Year 6:</u></p> <ul style="list-style-type: none"> • Learn how to sing a broad range of songs as part of a group. • Understand what syncopation is and how to recognise it in songs.

<ul style="list-style-type: none"> Learn where the music fits in the world. Explore the style of the music when singing. Know how to use dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause). 	<ul style="list-style-type: none"> paying attention to breathing and phrasing. Learn what staccato and legato mean and apply this to my singing. Explore the different styles of singing used for different styles of song. Learn how the songs and their styles connect to the world. 	<ul style="list-style-type: none"> Understand what a good performance looks like. Learn about the time signature 5/4 and what this looks and feels like in songs. Learn what an accompaniment is and that acapella is without accompaniment. Learn how to maintain good posture and breath control whilst singing. Learn how to lead a singing rehearsal. Build my knowledge of different styles of singing used for the different styles of songs sung in this year.
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Playing:

EYFS		
<ul style="list-style-type: none"> Explore using tuned and untuned instruments for performing. Use instruments safely and respectfully. Use the starting note to explore melodic patterns using one or two notes. 		
KS1	LKS2	UKS2
<u>Year 1</u> <ul style="list-style-type: none"> Learn how to representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of: C, D, E, F, G F, G, A G, B, D D, E, F#, G, A D, A, C Learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor. <u>Year 2:</u> <ul style="list-style-type: none"> Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: C, D, E, F, G, A, B G, A, B, C, D, E, F# F, G, A, Bb, C, D, E A, B, C, D, E Learn that music can be written on a stave of five lines. Learn how to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major. 	<u>Year 3</u> <ul style="list-style-type: none"> Learn how to represent high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, Bb, C G, A, B, C, D, E E, F#, G#, A, B Learn how to read and respond to semibreves, minims, crotchets and paired quavers. Identify: • Stave • Treble clef • Time signature • Lines and spaces on the stave Identify and understand the differences between crotchets and paired quavers. Apply spoken word to rhythms, understanding how to link each syllable to one musical note. Learn how to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major. Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder. 	<u>Year 5:</u> <ul style="list-style-type: none"> Learn how to represent high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, Bb, C, D, E G, A, B, C, D, E, F# C, G, Ab, Bb G, G#, A, Bb, C D, E, F, G, A, B, C Eb, F, G, Ab, Bb, C, Db Identify: • Stave • Treble clef • Time signature Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers. Understand and explore how notes are grouped when notated. Further develop my confidence in identifying the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign. Further understand the differences between semibreves, minims, crotchets and crotchet

	<p><u>Year 4:</u></p> <ul style="list-style-type: none"> • Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B\flat, C G, A, B, C, D, E, F\sharp D, E, F\sharp, G, A, B, C • Learn how to read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers. • Identify: • Stave • Treble clef • Time signature Identify and understand the differences between minims, crotchets, paired quavers and rests. • Learn how to read and perform pitch notation within a range. • Explore how to follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. • Learn how to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major. 	<p>rests, paired quavers and semiquavers.</p> <ul style="list-style-type: none"> • Understand the differences between 2/4, 3/4 and 4/4 time signatures. • Understand that an octave is an interval of 8 notes and learn how to read and perform pitch notation within an octave (eg C–C'/do–do). • Learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E\flat major, C minor and D minor. • Learn a range of melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance. <p><u>Year 6:</u></p> <ul style="list-style-type: none"> • Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B\flat, C, D, E F, G, A\flat, B\flat, C, D, E\flat G, A, B\flat, C, D, E, F G, A, B, C, D, E, F\sharp D, E, F, G, A D, E, F\sharp, A, B, C\sharp E, F\sharp, G, G\sharp, A, B, C, C\sharp E\flat, F, G, A\flat, B\flat, C, D • Identify: • Stave • Treble clef • Time signature • Develop greater confidence in reading and responding to minims, crotchets, quavers, dotted quavers and semiquavers. • Begin to identify how notes are grouped when notated. • Develop confidence knowing the names of the notes and develop strategies identifying the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign • Learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E\flat major, D minor
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		and F minor. <ul style="list-style-type: none"> Learn how to play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).
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Improvising:

EYFS		
<ul style="list-style-type: none"> Learn how to invent a pattern to go with a song using one note. 		
KS1	LKS2	UKS2
Year 1: <ul style="list-style-type: none"> Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G. Improvise simple vocal patterns using 'Question and Answer' phrases. Understand the difference between creating a rhythm pattern and a pitch pattern. Year 2: <ul style="list-style-type: none"> Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A. Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation. 	Year 3: <ul style="list-style-type: none"> Explore improvisation within a major scale using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D. Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in wholeclass/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. Compose over a simple groove. Compose over a drone. Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end. Year 4: <ul style="list-style-type: none"> Explore improvisation within a major scale using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F#, A, B D, E, F, G, A. Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. Improvise over a simple chord progression. Improvise over a groove. 	Year 5: <ul style="list-style-type: none"> Explore improvisation within a major scale, using the notes: C, D, E, F, G C, D, E, F, G C, D, E, G, A F, G, A, B, C D, E, F, G, A. Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). Year 6: <ul style="list-style-type: none"> Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, B, C, D G, A, B, C, D F, G, A, C, D. Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.

Composing:

KS1	LKS2	UKS2
<p><u>Year 1</u></p> <ul style="list-style-type: none"> Learn what a graphic score is explore and create them. Learn how to create musical sound effects and short sequences of sounds in response to music and video stimulus. Understand that music can create a story and explore creating stories, choosing and playing classroom instruments and/or soundmakers. Learn how graphic notation can represent created sounds. Understand we can use symbols to create music and explore and invent your own symbols. Learn how to use music technology, if available, to capture, change and combine sounds. Begin to learn what a crotchet and minim are and create a simple melody using crotchets and minims: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F D, F D, F, G D, F, G, A D, F, G, A, C Start and end on the note D <p><u>Year 2:</u></p> <ul style="list-style-type: none"> Explore using graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Learn how to create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. Use notation if appropriate: Create a simple melody using crotchets and minims: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (Pentatonic on F) 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> Learn how to create music and/or sound effects in response to music and video stimulus. Learn how to use music technology, if available, to capture, change and combine sounds. Learn what a chord progression is and begin to compose over a simple chord progression. Learn what a groove is and begin to compose over a simple groove. Learn what a drone is and begin to compose over a drone. Develop my knowledge of structure in music and explore using this within compositions, eg introduction, verse, chorus or AB form. Reinforce my knowledge of simple dynamics and begin to apply this to compositions. Learn how to compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Develop my knowledge of crotchets, minims and quavers: C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C) C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) F, G F, G, A F, G, A, B\flat F, G, A, B\flat, C Start and end on the note F (F major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) <p><u>Year 4:</u></p> <ul style="list-style-type: none"> Explore combining known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Create a melody using crotchets, minims, quavers and their rests. Explore using a pentatonic scale: C, D C, D, E 	<p><u>Year 5:</u></p> <ul style="list-style-type: none"> Develop my confidence creating music in response to music and video stimulus. Develop my confidence use music technology, if available, to capture, change and combine sounds. Learn about and use a wider range of structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Explore how chords can evoke specific atmospheres, moods and environments and use this to compose music. Develop my confidence adding rhythms to my compositions in a variety of ways. Develop my confidence composing song accompaniments, perhaps using basic chords. Learn about and use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). Learn what a scale is and use full scales in different keys. Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Learn how to perform simple, chordal accompaniments. Learn how to create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Explore further the use of a pentatonic and a full scale. Begin to understand the terms major and minor tonality: F, G F, G, A F, G, A, B\flat F, G, A, B\flat, C Start and end on the note F (F major) G, A G, A, B G, A, B, C G, A, B, C, D Start and end on the note G (G major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) <p><u>Year 6:</u></p>

	<p>C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C) C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) A, B A, B, C A, B, C, D A, B, C, D, E Start and end on the note A (A minor) D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</p>	<ul style="list-style-type: none">• Learn how to plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. Learn how to play this melody on available tuned percussion and/or orchestral instruments.• Begin to learn how to notate this melody enhancing them with rhythmic or simple chordal accompaniment.• Learn what ternary form is and create an (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.• Learn a wider variety of structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Use simple dynamics.• Learn how to create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests.• Become even more familiar with using a pentatonic and a full scale.• Use major and minor tonality: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)
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Progression of vocabulary:

EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> - fast/slow, - long/short - high, low (pitch) - perform - a steady beat (pulse) - nursery rhyme - instruments - glockenspiel - song - singing posture - loud/quiet - unison - introduction 	<ul style="list-style-type: none"> - pulse (recap) - dynamics - pitch (recap) - tempo - compose - improvise - verse - chorus - call and response - unison (recap) - notes - tuned percussion - untuned percussion - technique - graphic score - acoustic - electric - genre e.g. Hip Hop, Pop, Classical - Instruments: piano, drum, synthesizer, electric guitar, violin, keyboard. - rehearsal - performance - composer - conductor 	<ul style="list-style-type: none"> - elements of music - timbre - structure - duration - texture - time signature: 2/4, 3/4, 4/4. - stave - treble clef - Notation: crotchet, minim, semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests. - score - lyrics - ostinato - accompaniment - melodic phrase - round - solo - ensemble - male and female voice - pentatonic - major and minor tonality - programme music - legato and staccato - Genres e.g. 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music. - body percussion - vowel sounds 	<ul style="list-style-type: none"> - orchestration - articulation - bass - cue - drone - harmony - melody - concerto - symphony - choral - chord triads - sound effects - accent - polyrhythm - sampling - chord sequence - metre including (6/8 and 5/4) - melody instrument - block - loop - syncopation - bridge - repeat signs - AB form and ABA (ternary form) - Pentatonic scale - Blues scale - main theme - Genres e.g. 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals. - bass guitar, electric guitar, percussion, woodwind, brass, strings, organ, congas, - vocal techniques e.g. Scat singing - a Capella - key - dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, - octave - flats and sharps - Dynamics: very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano)



Subject On A Page

Name of Subject Leader: Bethany Heyburn

Subject Intent:

At Hintlesham and Chattisham C of E Primary we value the creative curriculum. The children experience a high-quality art and design education that builds their skills as artists and instils an appreciation and enjoyment of the arts. This will increase their self-confidence and sense of achievement. Children will develop their skills in drawing, painting, printmaking, collage, textiles and 3D. These areas are developed and refined throughout the school. Children are challenged to invent and create their own works of art, craft and design using the works of great artists for inspiration.

We encourage the children to choose from various media and resources and as a result, pupils will develop the ability to think critically and have a rigorous understanding of art and design. Children will gain an understanding on how art and design reflects and shapes our history as well as contributing to the culture, creativity and wealth of our nation.

Planning:

- Art plans are taken from the Suffolk scheme of work which can be found in the staffroom and on the Drive.
- The long-term plan, progression of objectives and progression of skills pages are on the website under Art.
- Planning follows the skill progression document and ensures the children have the required skills by the time they leave school in year 6.
- Knowledge organisers should be planned for each unit and quizzes for each teaching session.
- Mind maps planned in for the start and end of each unit.

Teaching:

- EYFS to teach at least 1 hour of Art a week as part of their continuous provision.
- Art is taught termly across the schools for at least one unit per term (6 hours teaching). Where cross-curricular links are possible, art is demonstrated additionally in other areas of the curriculum.
- Lessons are taught by a class teacher or HLTA.
- Non-negotiables/expectations: All children to be taught the fundamental skills laid out in the national curriculum across the two-year rolling programme. The lessons should consist of teaching of skills followed by opportunities to put this into practice.
- Teaching to follow the Big Ideas.
- All children to reach attainment by the end of year 6.
- Clear progression across the school
- Subject-specific terminology taught, modelled and encouraged.
- Resources: Resources to support lessons in the Suffolk Scheme e.g. paper, paints, sketching pencils, material etc. These are found in the cupboard in class 4 or the outside shed.
- There should be clear progression across the school. Children should be challenged in lessons by questioning and encouragement to reflect and improve. Teaching of more challenging skills can support HA learners.
- Best practice: High quality teaching should provide learning that all children can access. To look for 'in the moment' teaching opportunities to challenge and support children. Modelling of specific skills but then giving the children a chance to experiment and try their own creative ideas. Skill progression evident.
- Adaptive teaching: Questioning used appropriately for assessment, support and challenge. Challenge: children are encouraged to be more independent with application of skills and more depth with evaluation. Support: additional support given from a

	<p>teacher, TA or peer. Work broken down into more manageable steps with visual prompts where appropriate.</p> <ul style="list-style-type: none"> Teachers should refer to knowledge organisers and children should complete a quiz per session and mind maps at the beginning and end of each unit.
<p><u>Learning & Recording:</u></p> <ul style="list-style-type: none"> Expectations: Children are expected to take part in the lesson by actively joining in with developing ideas, creating their artwork and evaluating pieces of art and design. Learning supports the 'Big Ideas'. To complete their work to a good standard, look after their sketchbooks and other school equipment. Best practise: When all children are taking part and engaged in their learning. When ideas are cherished and creativity encouraged. Children are challenged to develop their skills and confidence. Teaching of skills and opportunities to practice and refine skills is evident. Work is recorded in sketchbooks. In case of a practical or 3D piece of work, a photograph can be taken and put into sketchbooks and additional photos on Drive. Skill practice, design and evaluation tasks should be recorded in sketchbooks. In Early Years, work is uploaded onto Tapestry with teacher annotations. Books: A learning objective should be evident with pieces of work. High-quality learning shows children excited about their work and can confidently articulate what they are doing and why using subject specific terminology. Children are engaged in their task and there is a clear culture of learning from mistakes and developing skills. High-quality learning sees the children asking questions and self-challenging themselves with their work. It sees them able to work both independently and part of a team. It also sees them develop confidence and skills both creatively and practically. Opportunities for enrichment: The children enter at least one art competition yearly in the community. Sharing opportunities with children, teachers and parents. Adaptive teaching: evident through questioning, outcome and support received in sessions. Task may need to be adapted. 	<p><u>Assessment:</u></p> <ul style="list-style-type: none"> Art is assessed using Target tracker using PITA and statements. Observations and drop-in sessions are recorded and put in the subject leader folder. Children's work is marked against a LO and success criteria. Children may also have an element of self-marking in the form of evaluating and reflecting on their work. This will be recorded in the children's sketchbooks or Tapestry in EYFS. Work marked against the marking policy. Quizzes and mind maps evident to monitor children's progress over time.
<p><u>Key Priorities 2023 – 2024:</u></p> <ol style="list-style-type: none"> Children to use subject specific vocabulary when talking about the subject. Expectation between year groups clearer. Opportunities for challenge with an art focus rather than just written challenges. Time given for children to reflect on previous learning (thematically) to make stronger links between prior and current learning. Teachers planning with the artist in mind (theme or skill to focus on) to help children learn about a range of artists and how this has influenced their work. 	

Overview of teaching and learning of Art and Design

Intent

At Hintlesham and Chattisham C of E Primary we value the creative curriculum. The children experience a high-quality art and design education that builds their skills as artists and instils an appreciation and enjoyment of the arts. This will increase their self-confidence and sense of achievement. Children will develop their skills in drawing, painting, printmaking, collage, textiles and 3D. These areas are developed and refined throughout the school. Children are challenged to invent and create their own works of art, craft and design using the works of great artists for inspiration.

We encourage the children to choose from various media and resources and as a result, pupils will develop the ability to think critically and have a rigorous understanding of art and design. Children will gain an understanding on how art and design reflects and shapes our history as well as contributing to the culture, creativity and wealth of our nation.

The Big Ideas

- Inspiration – children will look at a range of artists and visual stimulus from which to be inspired.
- Experimentation – children will have the opportunity to experiment and practise skills taught.
- Expression – children will be able to express themselves through pieces of art and their views towards theirs and others' art.

Implementation

All children will:

- Undertake program of work as detailed in Suffolk Scheme of work for Art and Design to ensure progression of skills.
- Produce creative work to explore their ideas and record their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Have opportunities to evaluate and analyse creative works using art, craft and design language.
- Learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- Visitors and trips will be used to enrich our art and design curriculum as appropriate.
- Target tracker (PITA and Statements) will be used to track curriculum breadth and the progress of pupils.
- The teaching and assessment of art and design will be monitored by the Lead teacher for Art and Design.

Impact

Pupils will be able to use a range of art, craft and design techniques to explore and record their ideas and experiences. They will be able to use appropriate language to evaluate and analyse creative works. Pupils will know how art and design reflects, shapes and contributes to our culture, creativity and wealth.

EYFS: (Year A and B)

Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2L
<p>Drawing: All about me: Draw and paint self-portraits/collage Draw and paint family portraits</p> <p>Seasonal changes: Autumn-still life observational drawings of Autumnal objects.</p> <p>Printmaking: Emotion printing using fruit and vegetables PAINTING Landscape paintings of Autumn.</p> <p>3D work: Clay work creating hedgehogs (3D work)</p> <p>Collage: Artwork inspired by books such as Stick Man and Leaf Man.</p>	<p>Drawing: Drawing/ sketching winter vegetables</p> <p>Chalk polar bears</p> <p>Printmaking: Printing with vegetables</p>	<p>Painting: Painting pictures of people who help us (Dr, fireman, nurse)</p> <p>Printmaking: Print shapes on material to create a dragon for the dragon dance.</p>	<p>Collage: Transient art – Art without glue using a variety of resources both natural and man - made. Inspired by Andy Goldsworthy and the Easter story.</p> <p>Textiles: Create a puppet of a traditional tale character</p>	<p>Drawing: Sketching plants and flowers</p> <p>3D work: Clay bugs Design and build minibeast houses, adapting work where necessary.</p> <p>Collage: Henri Matisse-The Snail</p>	<p>Drawing: Seaside: Sketching shells/ starfish</p> <p>Textiles: Pirates: Designing and making our own pirate costumes and props for the role play.</p> <p>Painting: Seasonal Changes: Summer- paint our experiences of Summer.</p> <p>3D work: Holidays Observe, explore create natural environments around the world: rainforest, great barrier reef, Kenya.</p> <p>Explore and recreate cultural art from Australia, Kenya and the Rainforest.</p>

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 2	Printmaking (Year 1) Printing with primary colours, stencils, clay slab block and collagraph.			3D (Year 2) Aboriginal art and digeridoos. Clay slabs, coils, circles, pulling, pinching and smoothing.	Textiles (Year 1) Weaving, embellishing fabric, hangings, fabric resist, wrapping and knotting and fabric pegging.	
Class 3	3D (Year 4) Cast forms Coiled clay pots Additional: Mosaics			Printmaking (Year 3) Using a roller. Monoprints. Animal prints. Plasticine stamps.		Textiles (Year 3) Pattern, dip dye backgrounds, collagraph blocks, plasticine stamps. Additional: Mayan Art
Class 4	Drawing (Year 5) Hundertwasser drawings. Layered acetate. Working in the negative. Auerbach.		Textiles (Year 6) Linear structure (Foster). Architectural press prints. Hundertwasser linear design on dip dye. Punchinella weaving. Weaving with natural resources.			Painting (Year 5) Layered surface and dots (Ofili) Fauvist painting Matisse and Derain. Additional: Greek pots

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 2		Painting (Year 2) Line, shape and colour (Kandinsky) Pattern and space. (Frost)		Drawing (Year 2) Mark making using different tools on different surfaces, texture and angles.		Collage (Year 1) Goldsworthy – lines in the environment. Circles (Long) Line, shape and colour (Heron) Build a birds nest.
Class 3		Drawing (Year 3) Mark making Van Gogh. Shading, oil pastel and brusho, pattern.	Additional: Egyptian art	Collage (Year 4) Matisse – ‘The Dance’. Distorted portraits (Bacon) Popular images and multiple images (Warhol)	Additional: Weaving (Hadleigh)	Painting (Year 4) Painting on different surfaces. Overpainting. O’Keefe flower paintings. Turner – wash on wet technique.
Class 4	3D (Year 5) Modroc figures Alberto Giacometti. Tissue bowl. Slab forms (different colour clays)		Printmaking (Year 6) Press printing natural form. Batik		Collage (Year 6) Gustav Klimt Cubist figurative work Picasso Masks for summer production	

EYFS

- **Expressive Arts and Design (Creating with materials):** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Share their creations, explaining the process they have used
- **Physical Development (Fine Motor):** Use a range of small tools, including paintbrushes.
Begin to show accuracy and care when drawing.

Key Stage 1 (National Curriculum Expectations)

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Stage 2 (National Curriculum Expectations)

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

	KS1	LKS2	UKS2
Drawing	<ul style="list-style-type: none"> Understand that different marks may be used to create different effects Produce marks using different tools and media. Understand that different surfaces may be used to produce an image Analyse and describe an image to others Use different marks in response to descriptive language Understand that different marks can represent different moods and movement Apply different marks and in response to music and use appropriate vocabulary Understand how to represent texture by using a variety of marks Work co-operatively with a partner and accept each other's ideas Identify what they might change in their work 	<ul style="list-style-type: none"> Sort, select and compare graphic marks Develop understanding of the visual element of tone (light and dark) Compare ideas and approaches Increase the scale of an image by working in close-up Develop an image using the imagination Discuss work, deciding what to adapt and develop further Explore pattern, using elements of line, colour and shape Experiment with different colour combinations Use ICT as an expressive tool Transpose imagery from one medium to another, enlarging and layering Develop analytical skills and fine pencil control Produce thick and thin lines and a variety of tonal qualities 	<ul style="list-style-type: none"> Produce observational drawings Select and use a wide range of media Develop layering techniques using acetates and OHP markers Use imagination and experience to construct and draw the unknown Select and enlarge drawings Experiment with the use of rubbers to draw in the negative Work vigorously in line, mark and tone in response to the work of Frank Auerbach Discuss and review work and make modifications. Understand the importance of tone in figurative imagery

	KS1	LKS2	UKS2
Painting	<ul style="list-style-type: none"> Understand technique of mixing colours and mix paint to required consistency, using both Ready Mix and powder paint Produce colour tints using white paint Develop brush control and pattern making (apply paint by using selected brush strokes) Explore the dynamics of unmixed paint Develop feeling responses to music through line, shape and colour Collect and select lines and patterns for their work Create patterns through selected use of colour and shape Understand Anthony Frost's use of shapes and surfaces Create surfaces for painting Use skills and media already experienced to produce a multi-media image Use imagination to produce a painted image 	<ul style="list-style-type: none"> Select and assemble different materials to make a multi-shaped and textured surface Extend understanding of what can be used as a painting surface Use fine brushes to produce careful marks onto painted shapes Use contrasting tones of colour Understand how colour may be applied to images in different ways Select, mix and apply colours in the style of Georgia O'Keefe Develop and modify work as it progresses developing skills of control of tools and techniques Understand the wash technique of wet on wet Work in the environment to produce direct observational paintings in the style of Turner Compare and contrast images from a range of artists Investigate and mix primary colour to create secondary colours 	<ul style="list-style-type: none"> Make a multi-layered piece with a variety of media Respond to the work of a contemporary artist Use different techniques and materials to produce acetate overlay Reflect the style of Chris OGU Record and collect visual information to inform ideas Understand the use of contrasting and adjacent colours Explore the Fauvist use of colour Know about the use of vibrant and unrealistic application of 'Fauvist' colours Produce extended images by mixing and matching colours and patterns in response to a piece of patterned fabric Mix and match colours and patterns Use a range of tools and techniques to develop, modify and enhance work Understand the visual elements of colour, shape and space and how these can be combined Use brushwork to produce an interesting surface to shape within their paintings Develop direct observational skills from a variety of viewpoints Adapt and improve their work to realise their intentions

	KS1	LKS2	UKS2
Printmaking	<ul style="list-style-type: none"> Use primary colours light to dark to produce direct prints and overprinting with primary colours Mark and use stencils to produce negative prints Use the techniques of dabbing and stroking to produce negative prints in primary colours Use and combine techniques learned in previous sessions Discuss own work and that of others Make a clay slab relief block and use this to print onto a range of prepared surfaces Understand how a block can be created using a variety of textured surfaces Take rubbings and printing with collagraph blocks Use the technique of tearing positive and negative stencils to make prints. Select suitable objects to suit purpose Demonstrate an understanding of working light to dark Understanding that printmaking involves production of multiple images Learn techniques associated with making direct prints from natural objects Discuss and evaluate designs and respond using prior knowledge of materials and processes 	<ul style="list-style-type: none"> Link up a slab correctly and use a roller in different ways to make a variety of marks Understand how different materials placed under the printing surface can show texture Understand the monoprinting process Develop skills in monoprinting using different colours and working from light to dark Develop the technique of monoprinting by scratching a drawing into an inked slab and taking a print Develop design skills Develop work to include previously learned techniques To use a plasticine stamp to produce a relief stamp and print repeated patterns onto selected surfaces. Reflect on work and record ideas and modifications Discuss and compare using different techniques 	<ul style="list-style-type: none"> Select and record analytical responses using a viewfinder. Explore ideas to form a starting point for further work Transfer work and ideas into another medium and combine learned processes to produce unique state prints Compare ideas and approaches to work as it progresses Make modifications in light of developing ideas Refer back to the starting points during the progression of work Adapt and modify work, recording and reflecting Understand the batik process Respond to the work of the artist Chinwe Chukwuogo-Ray Produce first colour prints from Press Print reduction block Learn the process of reduction printing using Press Print and primary colours Produce second colour prints from Press Print reduction block Adapt and modify work according to their views Record and reflect on the process of reduction printing Apply knowledge of printmaking processes in using the work of printmakers as a starting point for development

	KS1	LKS2	UKS2
Collage	<ul style="list-style-type: none"> Experiment with and use found materials to create a range of linear visual effects Work in the style of Andy Goldsworthy and develop an understanding of his linear work Respond to the work of Richard Long Develop overlapping, cutting tearing and sticking skills Work collaboratively or individually on different scales Understand the concept of hot and cold colours Select and sort according to texture Develop use of imagination Sort, identify and select contrasting materials Enlarge letterforms, selecting, cutting and sticking Discuss own work and that of others Develop images in response to the comments Explore line and circles begin to recognise and use complementary colours Develop an understanding of the use of 'non-art' materials Adapt work as it progresses 	<ul style="list-style-type: none"> Describe the body positions of figures in motion using torn paper Understand and explore the translucent nature of tissue papers Develop ideas and apply knowledge of processes Use photographic images as a starting point for artwork Develop and apply knowledge of the portrait work of Francis Bacon Use own images as a starting point for further work Transpose imagery using different media and techniques Understand that artists use different starting points for their work Use objects from everyday life as a starting point for their own work Overwork identical designs to produce unique state imagery Work collaboratively to form a class image Develop cutting and sticking skills Adapt and modify ideas 	<ul style="list-style-type: none"> Develop the use of simple geometric shapes and patterning in response to the work of Gustav Klimt Use a sketchbook to select, record and develop aspects of Klimt's images. Use a viewfinder. Apply experience of materials and processes and develop control of tools and techniques Select and match materials and processes to suit their intentions Develop questioning and thinking skills through the practical development of their work Describe 3D form on a 2D surface Apply knowledge of the Cubists Apply experience of materials and processes Work in the style of Pablo Picasso Enhance work as it progresses and make modifications according to their views. Comment on the work of others. Select materials by colour and texture according to their intentions Develop an understanding through exploratory and experimental approaches to collage techniques and processes


	KS1	LKS2	UKS2
Textiles	<ul style="list-style-type: none"> Develop simple over/under weaving, wrapping and knotting skills Experiment with different ways of attaching fabric to a frame Develop understanding of tools and materials to embellish strips of fabric using a variety of media Understand fabric resist using oil pastel and Brusho Review and identify developments for future work Apply knowledge of the resist process Use textured surfaces to produce effective rubbings Develop wrapping and knotting skills Work collaboratively in developing ideas for group pieces Develop understanding of fabric pegging techniques Understand the elements of line and texture Review and comment on their own and others' work Develop ideas from first hand observation and experience Identify what they would like to change and develop in future work 	<ul style="list-style-type: none"> Collect and select visual resources Select and record from direct observation Develop skills with dipping and dyeing techniques Compare and comment upon starting points for work Develop understanding of collagraphs, cutting and assembling a relief surface Develop block printing techniques onto pre-dyed fabric Develop understanding of rotation and reflection Explore ways of making and creating their own patterns through ICT Develop understanding of symmetry and resizing images through ICT Apply understanding of the relief-printing process Develop control of tools and techniques Adapt and modify their work according to their views Understand the advantages of combining media and processes Develop personal responses to works of art Select materials and processes and organise and combine these in their work Compare responses to artists' work 	<ul style="list-style-type: none"> Select and record Develop linear designs Transpose linear designs into relief print blocks Adapt and modify work in light of knowledge and experience gained Develop and transfer linear designs onto dyed backgrounds using graphic mark makers Select and record Develop and transpose designs Apply batik skills Design and develop intricate weaving skills Respond to the artefacts from a different time and culture Develop and apply weaving skills using natural and made materials Develop understanding through direct experience and manipulation of materials and processes Develop individual responses to problem solving

	KS1	LKS2	UKS2
3D	<ul style="list-style-type: none"> Develop understanding and use of symbols Recognise why the palette is restricted to 'earth' colours Select colours and produce designs Apply understanding and experience to produce a decorated 3D form Apply surface design onto a 3D object Review and modify designs as they progress Learn the process of rolling and inlaying clay of different colours into a slab Listen and respond to a story as a starting point for 3D work Form clay slabs and 'vegetable' in response to the story by rolling, pinching and pulling coloured clays Use techniques already learned and apply these to imaginative work in 3D Develop understanding of line, shape, colour and pattern Learn the techniques of pulling, pinching and smoothing clay to produce forms in response to a story stimulus Decorate clay forms with different coloured clays Understand that clay will harden and retain the pattern that has been produced 	<ul style="list-style-type: none"> Cast 3D forms: Develop the use of brown, gummed tape to produce a form Understand the idea of design related to purpose Use research and sketchbook work to explore designs Record and collect visual and other information to inform their ideas Make decisions and develop ideas Modify designs according to purpose Use sketchbook work to inform designs Apply experience of materials and processes to develop work Adapt, modify and refine work in progress Understand the process and techniques involved in developing coiled clay forms Develop fabric forming techniques Work collaboratively to produce artwork Adapt and modify work through class and group discussion Transpose 2D designs onto a 3D form Review own work and that of others 	<ul style="list-style-type: none"> Develop observational skills to record figurative form Develop and apply understanding of the work of Alberto Giacometti in the production of individual figurative sculptural forms Develop understanding of Modroc (plaster bandage) as a sculptural material. Develop casting techniques. Develop ways of recording ideas and processes used in the development of their sculptures Review own work and that of others. Modify, adapt and refine work as it progresses. Develop an understanding of the translucent nature of tissue paper Use PVA glue and tissue to produce a paper form Apply previously learned techniques and processes Develop construction techniques using clay slabs Research and produce designs for individual work Select and assemble cast forms Select appropriate materials and embellishing surfaces Understand the concept of 'drawing' in 3D Compare and comment upon the ideas, methods and approaches of others

	KS1	LKS2	UKS2
Develop ideas:	<ul style="list-style-type: none"> Respond to ideas and starting points Explore ideas and collect visual information Explore different methods and materials as ideas develop 	<ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum Collect information, sketches and resources Adapt and refine ideas as they progress Explore ideas in a variety of ways Comment on artworks using visual language 	<ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum Collect information sketches and resources and present ideas imaginatively in a sketch book Use the qualities of materials to enhance ideas Spot the potential in unexpected results as work progresses Comment on artworks with a fluent grasp of visual language
	KS1	LKS2	UKS2
Great artists	<ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers Use some of the ideas of artists studied to create pieces of work. 	<ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers Create original pieces that are influenced by studies of others 	<ul style="list-style-type: none"> Give details (including own sketches) about the style of some notable artists, artisans and designers Show how the work of those studied was influential in both society and to other artists Create original pieces that show a range of influences and styles

Progression Of Knowledge

EYFS:

<p>Expressive Arts and Design (NC-Art)</p> 	<p>Expressive Arts and Design (links to NC Art): General learning throughout the year</p> <ul style="list-style-type: none"> • Child-led activities e.g. making kites • Exploring a range of media throughout the year – pens, pencils, crayons, pastels, poster paint, watercolours, marbling, clay, wool, material and food materials etc • Outdoor art using a range of mark making materials such as paint rollers and different sized brushes on a large scale. • Craft Area-enables children to self-select resources that they need / want to test out including masking tape and glue to join 					
	<p>Autumn 1: DRAWING All about me: Draw and paint self-portraits/collage Draw and paint family portraits</p> <p>Seasonal changes: Autumn-still life observational drawings of Autumnal objects.</p> <p>PRINTMAKING Emotion printing using fruit and vegetables</p> <p>PAINTING Landscape paintings of Autumn.</p> <p>3D WORK Clay work creating hedgehogs (3D work)</p> <p>COLLAGE Artwork inspired by books such as Stick Man and Leaf Man.</p>	<p>Autumn 2: DRAWING Drawing/ sketching winter vegetables</p> <p>Chalk polar bears</p> <p>PRINTMAKING Printing with vegetables</p>	<p>Spring 1: PAINTING Painting pictures of people who help us (Dr, fireman, nurse)</p> <p>PRINTMAKING Print shapes on material to create a dragon for the dragon dance.</p>	<p>Spring 2: COLLAGE Transient art – Art without glue using a variety of resources both natural and man-made. Inspired by Andy Goldsworthy and the Easter story.</p> <p>TEXTILES Create a puppet of a traditional tale character</p>	<p>Summer 1: DRAWING Sketching plants and flowers</p> <p>3D WORK Clay bugs Design and build minibeast houses, adapting work where necessary.</p> <p>COLLAGE Henri Matisse-The Snail</p>	<p>Summer 2: DRAWING Seaside: Sketching shells/ starfish</p> <p>TEXTILES Pirates: Designing and making our own pirate costumes and props for the role play.</p> <p>PAINTING Seasonal Changes: Summer- paint our experiences of Summer.</p> <p>3D WORK Holidays Observe, explore create natural environments around the world: rainforest, great barrier reef, Kenya.</p> <p>Explore and recreate cultural art from Australia, Kenya and the Rainforest.</p>
<p>Reception 'sticky knowledge'</p>	<ul style="list-style-type: none"> • I know that when I mix two colours it makes a different colour. • I know how to match the colours I see to what I want to represent. • I know how to use paint tools with care and precision. • I know red and blue makes purple. • I know yellow and blue makes green. • I know red and yellow makes orange. • I know that artists create works of art. • I can talk about what I see in a picture or piece of art. • I know how to use a paint brush and pallet. • I know how to draw a simple face. • I can talk about my artwork. • I know that materials can be joined / mixed to create interesting effects. • I can draw the things I see around me, making simple representations. 					<p>Creating with Materials.</p> <p>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>*Share their creations, explaining the process they have used.</p> <p>*Make use of props and materials when role playing characters in narratives and stories</p>
<p>KEY VOCABULARY</p>	<p>Colour, paint, mix, water, blend, change, light, dark, pallet, brush, shade, portrait, features, line, shade, texture, detail, shape, design, create, make, join observe, artist, pens, pencils, crayons, pastels, poster paint, watercolours, chalk, clay, wool, material</p>					

Year A	Autumn	Spring	Summer
Class 2 Inspiration Experimentation Expression	Printmaking (Year 1) <ul style="list-style-type: none"> Discuss primary colours and experiment using different printing objects. Chn to discuss some different objects that could be used for printing. To learn what a negative and positive stencil is and learn how to create and use a negative stencil to make a negative print - extended into a layered image. Learn what a clay block is and how to make one. Chn to learn how to apply paint and print onto a surface. Chn to learn what a collograph block is and how to make their own. To learn how to take rubbings and how to use their block to print onto a surface. 	3D (Year 2) <ul style="list-style-type: none"> To look at examples of Aboriginal art and discuss the symbolism. To experiment with different tools and materials. To learn what a digeridoo is. To apply the symbols and techniques they have learnt to decorate a tube. Explore how to adapt and modify their work. Explore the story of King Cuthbert and respond. To learn how to roll clay and make and apply coils. To explore other stories and respond. To learn how to roll and form clay. Extended (next lesson) into changing the form by pulling, pinching and smoothing. 	Textiles (Year 1) <ul style="list-style-type: none"> To investigate weaving materials and processes. To learn about different materials and investigate how we can use this to embellish strips used for weaving. Explore the fabric resist process and how to use the tools and surfaces. Explore mark making and pattern. To explore wrapping and knotting techniques and processes. To find out about fabric pegging and learn how to create one.
Class 3 Inspiration Experimentation Expression	3D (Year 4) <ul style="list-style-type: none"> To find out what a cast form is and learn how to make one. To find out/explore different designs of shoes and learn about their purpose. Explore embellishing materials and learn how to add these to my cast form. To learn how to review and adapt my work. 	Printmaking (Year 3) <ul style="list-style-type: none"> To learn how to use a roller and printing ink through mark making. To learn and explore textured effects with a roller. To learn what monoprinting is and how to create a slab. Explore how to print with a slab. To explore different animal markings and respond to these through printing. 	Textiles (Year 3) <ul style="list-style-type: none"> To explore patterns from the made and natural world. Learn how to use a view finder to select and record observations. Explore the dip dye process and how to fold fabric to create different patterns. To revise how to make a collograph block. To explore using a collograph block to print onto fabric.

	<ul style="list-style-type: none"> • To learn about clay coils and experiment making a clay form with them • Learn how to collaborate with others using varied resources to make a 3D artefact. 	<ul style="list-style-type: none"> • To learn what a relief stamp is and how to experiment with impressions and overprinting. 	<ul style="list-style-type: none"> • To learn how to scan/upload and manipulate prints using technology. • Revise using a relief block to print onto fabric.
<p>Class 4</p> <p>Inspiration Experimentation Expression</p>	<p>Drawing (Year 5)</p> <ul style="list-style-type: none"> • To explore work by Hundertwasser and exploring drawing a section in a similar style (Focus on linear aspects). • To explore using materials to overlay images. • To explore natural materials and explore ideas through mark making techniques. • To select and enlarge drawings. • To learn about negative drawings and explore working in the negative with different tools. • To learn about Frank Auerbach and some of his work. 	<p>Textiles (Year 6)</p> <ul style="list-style-type: none"> • Explore the works of Norman Foster (Focus on: Strong linear structural) e.g. Sainsbury centre, Millenium bridge, Stansted airport etc. • Explore relief printed textile processes. Learn how to transfer designs into a Press Print Block. • Revisit the works of Hundertwasser and learn how to develop a linear design for a textile piece. • To explore the works of Gaudi and the batik process. • To explore the work of North American Indians and the Punchinella weaving process. • Learn how to create a multimedia piece by weaving with natural resources. 	<p>Painting (Year 5)</p> <ul style="list-style-type: none"> • To explore the work of Ofili (focus on how the work has been built in layers). • Explore using Ofili's dotted linear approach and learn how to transfer their ideas onto acetate. • To explore Fauvist paintings (Derain and Matisse) with a focus on vibrant, contrast and unrealistic colours. • To learn how to use, mix and apply contrasting and vibrant colours to their work. • To explore patterns and learn how to mix match and extend patterns. - Extend with different tools and techniques.

Year B	Autumn	Spring	Summer
Class 2 Inspiration Experimentation Expression	Painting (Year 2) <ul style="list-style-type: none"> To explore the artist Wassily Kandinsky and respond to their work through the use of lines, shapes and colours. To respond to music through line, shape and colour. To investigate and use the visual elements of line, colour and space in a painting. To investigate and make responses using the visual elements of shape and pattern. To construct a surface in the style of abstract artist Anthony Frost, discuss what they and others have done and say what they think and feel about it. To select and develop ideas from Anthony Frost images. To investigate visual elements of line and colour and space. 	Drawing (Year 2) <ul style="list-style-type: none"> To explore making a range of marks on different surfaces using different media with the focus on tone. To explore ideas and use imagination to respond to music as a stimulus for mark making. To explore tools and techniques, line and mark. To investigate and use the expressive marks on a range of different surfaces. To use technology as a tool for mark making. To work from the imagination in response to a story. To look closely, draw and talk about a group of objects and how they are arranged. To investigate and describe texture. 	Collage (Year 1) <ul style="list-style-type: none"> To explore the work of Andy Goldsworthy. To learn how to tear, overlap and stick materials. To explore and respond to the work of Richard Long. To identify what they might change in their current work. To explore and respond to the work of Patrick Heron. To learn how to identify hot and cold colours, select, sort and stick to reflect the work of Patrick Heron. To record from the imagination and explore ideas. To represent ideas and feelings. To select and sort contrasting materials. To discuss and develop work.
Class 3 Inspiration Experimentation Expression	Drawing (Year 3) <ul style="list-style-type: none"> To investigate different marks that can be made using pencils. To explore who Vincent Van Gogh was and compare own work with marks made by Vincent Van Gogh in his work. To explore shading techniques and talk about and investigate light/medium/dark tone. 	Collage (Year 4) <ul style="list-style-type: none"> To explore who Henry Matisse is and respond to his work. To investigate and combine the visual qualities of materials and processes and match these to the purpose of their work. To explore who Francis Bacon is and respond to facial images produced by the Francis Bacon. To explore using their own images as a starting point and compare ideas and 	Painting (Year 4) <ul style="list-style-type: none"> To learn how to select, construct and work on a multi-shaped and textured surface. To mix colours and select appropriate brushes for specific purposes. To experiment with the application of colours. To explore the work of Georgia O'Keefe and make practical responses.

	<ul style="list-style-type: none"> To work from the imagination and explore ideas using a story as a starting point. To learn how to evaluate their work, adapt it according to their views and identify areas for development. To select and develop part of an image. To develop work using own images as a starting point with a focus on pattern, line and shape. 	<p>approaches in their own and others' work.</p> <ul style="list-style-type: none"> To explore the purposes and intentions of the artist Andy Warhol. To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. 	<ul style="list-style-type: none"> To compare ideas and approaches. To adapt and develop sketchbook work. To develop an understanding of and make practical responses to techniques used by J.M.W. Turner. To review, evaluate and develop ideas.
<p>Class 4</p> <p>Inspiration Experimentation Expression</p>	<p>3D (Year 5)</p> <ul style="list-style-type: none"> To explore and respond to the figurative sculptures of Alberto Giacometti. To produce sculptural forms in response to the work of Alberto Giacometti. To learn how to use Modroc (plaster bandage) as a sculptural material. To review their sculptures and say what they think and feel about them. To use tissue paper and PVA to produce a translucent 3D form. To create clay slab forms. 	<p>Printmaking (Year 6)</p> <ul style="list-style-type: none"> To select and develop ideas, from direct observation. To use natural form as a starting point. To develop unique state prints using Press Print reduction blocks and coloured tissue. To develop unique state prints using Press Print reduction blocks and coloured tissue. To compare ideas and adapt their work according to their views. To adapt work according to views and describe how they might develop further. To reflect on and record the development of ideas. To investigate the batik process. To explore the artist Chinwe Chukwuogo -Roy and use the batik process to produce an image in the style of them. 	<p>Collage (Year 6)</p> <ul style="list-style-type: none"> To explore the artist Gustav Klimt and respond to his work. To collect visual information to help develop ideas using a sketchbook. To combine visual and tactile qualities of materials and match these to the purpose of their work. To use a variety of methods and approaches to communicate ideas. To talk about own work and that of others and develop and modify ideas in the light of these discussions. To explore the artist Pablo Picasso and respond to his work. To apply their experience of materials and processes. Compare ideas and approaches in their own and others' work. To review and modify work as it progresses.

EYFS:

General: artist, observe, create

Print: print, stencil, surface, pattern, rubbing, repeat

Textiles: Weaving, over, under, decorate, wrap, wool, material

Clay: rolling, smooth, clay

Collage: rip, stick, layer, texture, shape

Drawing: curved, straight, pencil, line, blend, light, dark, shade, detail, portrait, features, crayon, pastels, chalk

Paint: colour, primary colours, names of colours, brush, water pot, mix, paint, poster paint, water, pallet, watercolours

Year A	Autumn	Spring	Summer
Class 2	Printmaking (Year 1) <ul style="list-style-type: none">• Overprint• Negative/positive stencil• Dabbing• Stroking• Tone (Darker/Lighter)• Layered• Slab• Ink-up• Relief impression• Relief block• Texture• Collograph• Corrugated• Raised	3D (Year 2) <ul style="list-style-type: none">• Earth colours• Symbol• Clay slab• Inlay• Coil• Rolling• Forming• Pinching• Pulling	Textiles (Year 1) <ul style="list-style-type: none">• Warp/weft• Frame• Knot• Strip• Frame• Embellish• Resist• Hanging• Attach• Adapt• Peg
Class 3	3D (Year 4) <ul style="list-style-type: none">• Cast• Mould• Style• Construct• Modify• Refine• Spiral• Base• Fabric• Forming	Printmaking (Year 3) <ul style="list-style-type: none">• Inking-up• Directions• Rotate• Effect• Experiment• Monoprinting• Scratched• Peeling• Pressure• Annotated	Textiles (Year 3) <ul style="list-style-type: none">• Collection• Selection• Viewfinder• Dip and dye• Brusho• Cotton fabric• Folding• Assemble• Rotation• Reflection

	<ul style="list-style-type: none"> • Dipping • Twisting 	<ul style="list-style-type: none"> • Markings • Response • Impression. 	<ul style="list-style-type: none"> • Rollers • Symmetry • Copy • Resize • Multiple • Improvements
Class 4	Drawing (Year 5) <ul style="list-style-type: none"> • Scale • Smudge • Overlay • Acetate • Negative • Graphite • Portrait • Positive • Negative • techniques • linear 	Textiles (Year 6) <ul style="list-style-type: none"> • Architecture • Built environment • Structure • Relief printing • Transferring • Graphic • Batik • Tjanting • Realise • Intention • Purpose • Natural/made 	Painting (Year 5) <ul style="list-style-type: none"> • Abstract • Acetate • Transpose • Vibrant • Unrealistic • Photo-real image • Expressive • Adjacent • Fauvist • Review • Extend • Tonking • Sgraffito • Applicators

Year B	Autumn	Spring	Summer
Class 2	Painting (Year 2) <ul style="list-style-type: none"> • response • pattern • space • prime • emulsion • tints • mixed-media 	Drawing (Year 2) <ul style="list-style-type: none"> • Mark making • Thick/thin • Hard/soft • Texture and texture words e.g. wavy, flowing, jagged, shiny, furry, prickly • Repeating • Respond • Compare • Surface • Tools • Media • Viewpoint 	Collage (Year 1) <ul style="list-style-type: none"> • overlapping • arranging • collage • sort • select • strips

Class 3	Drawing (Year 3) <ul style="list-style-type: none"> • Variety • Tone • Pressure: (Light, dark) • Graphite • Horizontal • Vertical • Hatching • Cross-hatching • Parallel • Blend • Brusho • Oil • Resist • Close-up • Overwork • Highlight • Develop • Section • Enlarge 	Collage (Year 4) <ul style="list-style-type: none"> • Position • Arrange • Motion • Torn • Represent • Position • Translucency • Distortion • Portrait • Photographic • Facial • Transposing • Equivalent • Unique • Reworking • Overworking 	Painting (Year 4) <ul style="list-style-type: none"> • Irregular • Texture • Brush strokes: (Light/dark) • Contrast • Observe • Viewfinder • Application • Palette • Wet on wet • Landscape • Seascape • Wash • Observational • Horizon
Class 4	3D (Year 5) <ul style="list-style-type: none"> • Distance • Shading • Movement • Joints • Position • Suitable • Sculptural • Figurative • Modroc • Plaster • Process • Tearing • Limited palette • Brushing • Form • Trim 	Printmaking (Year 6) <ul style="list-style-type: none"> • Analytical • Unique state print • Development • Reference • Batik • Tjanting • wash • medium • modification • natural forms 	Collage (Year 6) <ul style="list-style-type: none"> • Patterning • Geometric shapes • Aspects • Scanning • Cubist • Dimension • Viewpoints • Cubist • Multi media • Plane • 2D and 3D • Figurative • Enhance



Subject On A Page

Name of Subject Leader: Bethany Heyburn

Subject Intent:

The DT curriculum at Hintlesham and Chattisham CofE School, has been designed to give children a high-quality Design and Technology education. The curriculum enables the children to learn, apply and develop skills that support the design process, the making process and evaluating a design. We encourage children to think creatively, take risks and problem-solve both individually and in a team to create products in real-life contexts and that solve a purpose. Where possible, we try to draw links with other disciplines such as mathematics, science, engineering, computing and art. Learning is constantly supported by the use of technical vocabulary to enable the children to reflect effectively on their work and the skills they have learnt. Pupils will develop a critical understanding of the impact of design and technology in daily life and the wider world around them.

Planning:

- Planning for the DT lessons is taken from Twinkl Plan it scheme and is adapted to suit the class. The planning can be found on the T Drive in the DT folder.
- The long-term plan, progression of objectives and progression of skills pages are on the website under DT.
- Planning follows the skill progression document and ensures the children have the required skills by the time they leave school in year 6.
- Knowledge organisers should be planned for each unit and quizzes for each teaching session.
- A mind map should be used at the beginning and end of each unit to monitor progress over time.

Teaching:

- Early years teach at least 1 hour of DT a week as part of their continuous provision.
- KS1 and KS2 cover at least 6 hours of learning a term. This is 3 full six lesson units a year.
- Lessons are taught by a class teacher or HLTA.
- Non-negotiables: Full coverage of the curriculum and 'Big Ideas'.
- Expectations: all children need to be taught the necessary skills for each year group across the two-year rolling programme in line with the 'Big Ideas'. All children to reach attainment by the end of year 6.
- Resources: Cooking equipment, needles and thread, a variety of materials including fabrics and cardboard. Tools to support gardening and building (e.g. saws and glue-guns). Specific unit resources. The resources can be found in the DT shed or art area (outside KS1) The cooking equipment is outside KS1. Teachers to source certain resources in advance of units such as cardboard. Teachers to make subject leader aware if other specific resources are needed to be ordered.
- Adaptive teaching: Questioning used appropriately for assessment, support and challenge. Challenge: children encouraged to be more independent with application of skills and more depth with evaluation. Support: additional support given from a teacher, TA or peer. Work broken down into more manageable steps with visual prompts where appropriate.
- Best practise: High-quality teaching should bring together specific modelling skills with application. Lessons should build on children's creativity and allow them to become more independent with their design and product. The lessons should work through the context, design process, creating a product and reflective on the effectiveness of the produce. Subject specific terminology should be taught, modelled and the children encouraged to use it. Skill progression should be evident.

	<ul style="list-style-type: none"> Teachers should refer to knowledge organisers and children should complete a quiz per session. Children to complete a mind map at the beginning and end of each unit.
<p><u>Learning & Recording:</u></p> <ul style="list-style-type: none"> Expectations: Children are expected to take part in the lesson by actively joining in with developing ideas, design, creating and evaluating their product. Learning supports the 'Big Ideas' Best practise: When all children are taking part and engaged in their learning. When ideas are cherished and creativity encouraged. Children are challenged to develop their skills and confidence. Work is recorded in creative arts books. In case of a practical task, a photograph can be taken. Design and evaluation tasks should be recorded in the books. In Early Years, work is uploaded onto Tapestry with teacher annotations. Additional evidence can be uploaded to DT evidence on Drive. High-quality learning shows children excited about their work and can confidently articulate what they are doing and why using subject specific terminology. High-quality learning sees the children asking questions and self-challenging themselves with their work. It sees them able to work both independently and part of a team. It also sees them develop confidence and skills both creatively and practically. Adaptive teaching: evident through questioning, outcome and support received in sessions. Task may need to be adapted. Learning outside the classroom and enrichment: Sharing opportunities with children, teachers and parents. Whole school projects. 	<p><u>Assessment:</u></p> <ul style="list-style-type: none"> The children will be assessed using Target tracker (PITA and statements) Observations and drop-in sessions will be recorded and kept in the subject leader folder. Individual pieces of work should be marked against the Learning Objective and recorded in the children's topic books or on Tapestry in Early Years. The work will be marked using the marking policy. Quizzes and mind maps evident to monitor children's progress.
<p><u>Key Priorities 2023 – 2024:</u></p> <ol style="list-style-type: none"> Explicit teaching of vocabulary so children are able to use subject specific vocabulary when talking about the subject. Opportunities for challenge with an DT focus rather than just written challenges. Time given for children to reflect on previous learning (thematically) to make stronger links between prior and current learning. Continue to implement and evaluate the new curriculum – continue to add in changes that best support current children. Teachers to continue to implement the progression of knowledge in all classes. 	

Overview of teaching and learning of Design and Technology

Intent

The DT curriculum at Hintlesham and Chattisham CofE School, has been designed to give children a high-quality Design and Technology education. The curriculum enables the children to learn, apply and develop skills that support the design process, the making process and evaluating a design. We encourage children to think creatively, take risks and problem-solve both individually and in a team to create products in real-life contexts and that solve a purpose. Where possible, we try to draw links with other disciplines such as mathematics, science, engineering, computing and art. Learning is constantly supported by the use of technical vocabulary to enable the children to reflect effectively on their work and the skills they have learnt. Pupils will develop a critical understanding of the impact of design and technology in daily life and the wider world around them.

The Big Ideas.

All pupils will develop

- Design and creativity: They will use inspiration from existing products and wider life, creativity and experimentation to design new products.
- Technical and practical skills: They will build knowledge and confidence of specific skills and apply these to creations.
- Problem-solving and evaluation. They will reflect on existing products and materials, work through problems they face in the process and use their designs to solve problems in the real world.

Implementation

All children will:

- Develop the expertise needed to perform everyday tasks confidently and participate in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products based on design criteria.
- Critique, evaluate and test their ideas and products and then work of others.
- Learn how to cook and understand and apply the principles of nutrition.
- Target tracker (PITA and Statements) will be used to track curriculum breadth and the progress of pupils.
- The teaching and assessment of art and design will be monitored by the Lead teacher for Design and Technology.

Impact

Pupils will be able to design and make products to solve real life problems using a range of skills drawn from across the curriculum. They will have the expertise to cope in an increasingly technological world. Pupils will recognise the impact of design and technology on our lives as a result of studying past and present innovations.

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	Cooking and nutrition, creating models, using tools and equipment. Models of our houses (design and make products) Gingerbread biscuits-link to Gingerbread Man (cooking and nutrition)	Textiles, creating products, food and nutrition. Bird feeders (design and make products) Sew Christmas cards (textiles) Christmas cookies (Cooking and nutrition)	Creating products, tools and equipment, cooking, and nutrition. Design and make superhero vehicles Chinese New Year-dragon, envelopes, (design and create products) Chinese food- noodles/stir fry, Pancakes (cooking and nutrition)	Design, creating models, tools and equipment. Models of castles/pirate ships/space rockets etc. Mothers' Day gift (design and create products) Easter garden (Design, grow)	Creating models, using tools and equipment, food and nutrition. Models of bugs/ flowers/beanstalks Bug hotel (design and create products) Fruit salad/vegetable soup-link to Hungry Caterpillar/Oliver's Vegetables (cooking and nutrition)	Design, create models, using tools and equipment, food and nutrition. Design and make under the sea scene-shoe box Pop-up puppet-link to Mister Seahorse/A House for Hermit Crab (design and create products) Sea theme biscuits (cooking and nutrition)
Class 2	Textiles: <i>Fabric Faces</i> <i>Explore and join fabrics to make an appealing product.</i>		Cooking and nutrition: <i>Dips and Dippers</i> <i>Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from and evaluate existing products.</i>		Levers, sliders, wheels and axels: <i>Moving Pictures, Traditional Tales.</i> <i>Evaluate previous products and use this to design and make products using wheel mechanisms, levers and sliders.</i>	
Class 3		Design, make and evaluate a product: <i>Electric Personalities: Battery operated light unit.</i> <i>Develop knowledge of electric systems in products to design and create a light within a product using carefully chosen tools and materials.</i>		Design, make and evaluate a product: <i>Let's go fly a kite.</i> <i>Look at existing products and how individuals helped shape the world to design and create a kite.</i>	Cooking and nutrition: <i>Edible garden (Science link)</i> <i>Look at ingredients, diet and seasonality to grow and cook food.</i>	
Class 4		Design, make and evaluate a product (Textiles): <i>Felt Phone Cases</i> <i>Research, design and make prototypes for a mobile phone case. Use and select different stitches to create a felt phone case. Select different decorative techniques and fastenings to support aesthetic qualities.</i>		Design, make and evaluate a product (Cams, Systems and Joins): <i>Automata Animals</i> <i>Build knowledge of cams and systems to research and develop design criteria for an automata animal. Use tools and equipment to join and cut wood to make a framework.</i>		Cooking and nutrition: <i>Global Food – Greek Link</i> <i>Use seasonality, knowledge of ingredients and diet to cook predominantly savoury dishes using a range of cooking techniques.</i>

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	Cooking and nutrition, creating models, using tools and equipment. Models of our houses (design and make products) Gingerbread biscuits-link to Gingerbread Man (cooking and nutrition)	Textiles, creating products, food and nutrition. Bird feeders (design and make products) Sew Christmas cards (textiles) Christmas cookies (Cooking and nutrition)	Creating products, tools and equipment, cooking, and nutrition. Design and make superhero vehicles Chinese New Year-dragon, envelopes, (design and create products) Chinese food- noodles/stir fry, Pancakes (cooking and nutrition)	Design, creating models, tools and equipment. Models of castles/pirate ships/space rockets etc. Mothers' Day gift (design and create products) Easter garden (Design, grow)	Creating models, using tools and equipment, food and nutrition. Models of bugs/ flowers/beanstalks Bug hotel (design and create products) Fruit salad/vegetable soup-link to Hungry Caterpillar/Oliver's Vegetables (cooking and nutrition)	Design, create models, using tools and equipment, food and nutrition. Design and make under the sea scene-shoe box Pop-up puppet-link to Mister Seahorse/A House for Hermit Crab (design and create products) Sea theme biscuits (cooking and nutrition)
Class 2	Cooking and nutrition: Sensational Salads. <i>Understand where food comes from. Explore and evaluate a range of existing products. Use basic principles of a healthy and varied diet to prepare salads. Select from and use a range of tools and equipment.</i>		Textiles: Fabric Bunting. (Easter or Castle) <i>Evaluate existing products to help design and create a product. Select tools and materials to join fabrics (Sewing).</i>			Designing and creating a product: A Pirate's Packed Lunch. <i>Explore materials and existing products to design and create a lunchbox using tools and equipment.</i>
Class 3	Textiles: Juggling Balls <i>Use existing products to design a juggling ball. Use a range of equipment and techniques to tie dye, fill and join the fabric.</i>		Cooking and nutrition: The Great Bread Bake off – Egyptian bread <i>Look at existing products and key events/individuals to design, make and evaluate bread using tools and equipment.</i>		Design, make and evaluate a product (mechanical systems – levers and linkages): Mechanical posters <i>Use existing products to design a mechanical system that uses levers and linkages.</i>	
Class 4	Design, create and program: Programming Adventure <i>Apply understanding of computing to program, monitor and control products (understand what floor robots are, how they are programmed and controlled). Use materials to design and make an adventure map for the floor robot.</i>			Create and evaluate (Cutting, shaping and joining): Marbulous Structures <i>Look at existing products (free-standing structures) and build skills of cutting, shaping and joining, to design, create and evaluate a marble run.</i>		Cooking and nutrition: Super Seasonal Cooking <i>Understand seasonality and know where and how a variety of ingredients are reared caught and processed. Use knowledge of a healthy and varied diet to design, create and evaluate a meal.</i>

Design Technology Progression of Skills

EYFS

- **Physical Development (Fine Motor):** Use a range of small tools, including scissors.
- **Expressive Arts and Design (Creating with materials):** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Share their creations, explaining the process they have used.

Key Stage 1 (National Curriculum Expectations)

Design:

Pupils should be taught to:

- design purposeful, functional, appealing products for themselves and other users based on design criteria;
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make:

Pupils should be taught to:

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing];
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate:

Pupils should be taught to:

- explore and evaluate a range of existing products;
- evaluate their ideas and products against design criteria.

Technical Knowledge:

Pupils should be taught to:

- build structures, exploring how they can be made stronger, stiffer and more stable;
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cooking and Nutrition:

Pupils should be taught to:

- use the basic principles of a healthy and varied diet to prepare dishes;
- understand where food comes from.

Key Stage 2 (National Curriculum Expectations)

Design:

Pupils should be taught to:

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups;
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make:

Pupils should be taught to:

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately;
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate:

Pupils should be taught to:

- investigate and analyse a range of existing products;
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work;
- understand how key events and individuals in design and technology have helped shape the world.

Technical Knowledge:

Pupils should be taught to:

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures;
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages];
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors];
- apply their understanding of computing to program, monitor and control their products.

Cooking and Nutrition:

Pupils should be taught to:

- understand and apply the principles of a healthy and varied diet;
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques;
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

	KS1	LKS2	UKS2
Design	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <p><i>Children can:</i></p> <ol style="list-style-type: none"> use their knowledge of existing products and their own experience to help generate their ideas; design products that have a purpose and are aimed at an intended user; explain how their products will look and work through talking and simple annotated drawings; design models using simple computing software; plan and test ideas using templates and mock-ups; understand and follow simple design criteria; work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment. 	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p><i>Children can:</i></p> <ol style="list-style-type: none"> identify the design features of their products that will appeal to intended customers; use their knowledge of a broad range of existing products to help generate their ideas; design innovative and appealing products that have a clear purpose and are aimed at a specific user; explain how particular parts of their products work; use annotated sketches and cross-sectional drawings to develop and communicate their ideas; when designing, explore different initial ideas before coming up with a final design; when planning, start to explain their choice of materials and components including function and aesthetics; test ideas out through using prototypes; use computer-aided design to develop and communicate their ideas (see note on p. 1); develop and follow simple design criteria; work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment. 	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p><i>Children can:</i></p> <ol style="list-style-type: none"> use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market; use their knowledge of a broad range of existing products to help generate their ideas; design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user; explain how particular parts of their products work; use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas; generate a range of design ideas and clearly communicate final designs; consider the availability and costings of resources when planning out designs; work in a broad range of relevant contexts, for example conservation, the home, school, leisure, culture, enterprise, industry and the wider environment.

	KS1	LKS2	UKS2
Make	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making.</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p>Children can:</p> <p>Planning</p> <ol style="list-style-type: none"> with support, follow a simple plan or recipe; begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer; select from a range of materials, textiles and components according to their characteristics; <p>Practical skills and techniques</p> <ol style="list-style-type: none"> learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures; use a range of materials and components, including textiles and food ingredients; with help, measure and mark out; cut, shape and score materials with some accuracy; assemble, join and combine materials, components or ingredients; demonstrate how to cut, shape and join fabric to make a simple product; manipulate fabrics in simple ways to create the desired effect; use a basic running stitch; cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups; m begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations. 	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making.</p> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <p>Children can:</p> <p>Planning</p> <ol style="list-style-type: none"> with growing confidence, carefully select from a range of tools and equipment, explaining their choices; select from a range of materials and components according to their functional properties and aesthetic qualities; place the main stages of making in a systematic order; <p>Practical skills and techniques</p> <ol style="list-style-type: none"> learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures; use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components; with growing independence, measure and mark out to the nearest cm and millimetre; cut, shape and score materials with some degree of accuracy; assemble, join and combine material and components with some degree of accuracy; demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product; join textiles with an appropriate sewing technique; begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming, tie-dye, fabric paints and digital graphics. 	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making.</p> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <p>Children can:</p> <p>Planning</p> <ol style="list-style-type: none"> independently plan by suggesting what to do next; with growing confidence, select from a wide range of tools and equipment, explaining their choices; select from a range of materials and components according to their functional properties and aesthetic qualities; create step-by-step plans as a guide to making; <p>Practical skills and techniques</p> <ol style="list-style-type: none"> learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures; independently take exact measurements and mark out, to within 1 millimetre; use a full range of materials and components, including construction materials and kits, textiles, and mechanical components; cut a range of materials with precision and accuracy; shape and score materials with precision and accuracy; assemble, join and combine materials and components with accuracy; demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join fabric with precision to make a more complex product; join textiles using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch; refine the finish using techniques to improve the appearance of their product, such as sanding or a more precise scissor cut after roughly cutting out a shape.

	KS1	LKS2	UKS2
Evaluate	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. <p><i>Children can:</i></p> <ol style="list-style-type: none"> explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations; explain positives and things to improve for existing products; explore what materials products are made from; talk about their design ideas and what they are making; as they work, start to identify strengths and possible changes they might make to refine their existing design; evaluate their products and ideas against their simple design criteria; start to understand that the iterative process sometimes involves repeating different stages of the process. 	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world. <p><i>Children can:</i></p> <ol style="list-style-type: none"> explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose; explore what materials/ingredients products are made from and suggest reasons for this; consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product; evaluate their product against their original design criteria; evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world. 	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world. <p><i>Children can:</i></p> <ol style="list-style-type: none"> complete detailed competitor analysis of other products on the market; critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make; evaluate their ideas and products against the original design criteria, making changes as needed.

	KS1	LKS2	UKS2
Technical Knowledge	<ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p><i>Children can:</i></p> <ol style="list-style-type: none"> build simple structures, exploring how they can be made stronger, stiffer and more stable; talk about and start to understand the simple working characteristics of materials and components; explore and create products using mechanisms, such as levers, sliders and wheels. 	<ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. Apply their understanding of computing to program, monitor and control their products. <p><i>Children can:</i></p> <ol style="list-style-type: none"> understand that materials have both functional properties and aesthetic qualities; apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products; understand and demonstrate how mechanical and electrical systems have an input and output process; make and represent simple electrical circuits, such as a series and parallel, and components to create functional products; e explain how mechanical systems such as levers and linkages create movement; f use mechanical systems in their products. 	<ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. Apply their understanding of computing to program, monitor and control their products. <p><i>Children can:</i></p> <ol style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products; understand and demonstrate that mechanical and electrical systems have an input, process and output; explain how mechanical systems, such as cams, create movement and use mechanical systems in their products; apply their understanding of computing to program, monitor and control a product.

	KS1	LKS2	UKS2
Cooking and nutrition	<ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. <p><i>Children can:</i></p> <ol style="list-style-type: none"> explain where in the world different foods originate from; understand that all food comes from plants or animals; understand that food has to be farmed, grown elsewhere (e.g. home) or caught; name and sort foods into the five groups in the Eatwell Guide; understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why; use what they know about the Eatwell Guide to design and prepare dishes. 	<ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p><i>Children can:</i></p> <ol style="list-style-type: none"> start to know when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world; understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically; with support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven; use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking; explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes; understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body; prepare ingredients using appropriate cooking utensils; measure and weigh ingredients to the nearest gram and millilitre; start to independently follow a recipe; j <u>start</u> to understand seasonality. 	<ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p><i>Children can:</i></p> <ol style="list-style-type: none"> know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world; understand about seasonality, how this may affect the food availability and plan recipes according to seasonality; understand that food is processed into ingredients that can be eaten or used in cooking; demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source; demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying and boiling; explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes; adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma; alter methods, cooking times and/or temperatures; measure accurately and calculate ratios of ingredients to scale up or down from a recipe; independently follow a recipe.

DT Progression of Knowledge

EYFS:

Expressive Arts and Design (NC-DT)	Expressive Arts and Design (links to NC Design Technology): General learning throughout the year: <ul style="list-style-type: none">Children can self-select from a range of tools and materials in the continuous provision.Children learn by experimenting with tools such as scissors, staplers and hole punches. They make use of fixing and joining materials such as cellotape, masking tape, string, pipe cleaners and glue.Through questioning children are encouraged to talk about what they like about their work and other children’s designs and how they would improve it.Help to design and make small worlds in line with topic.						
	Autumn 1: Models of our houses. Gingerbread biscuits Threading-with paper (Elmer and Handas surprise).	Autumn 2: Bird feeders-threading Christmas decorations-threading with beads.	Spring 1: Junk modelling-superhero vehicles. Chinese New Year-dragon, lanterns, envelopes, Chinese food- noodles/stir fry	Spring 2: Models of castles/pirate ships/space rockets etc. Mothers’ Day gift-sewing. Easter garden.	Summer 1: Junk modelling-bugs/flowers/beanstalks. Bug hotel. Pop-up puppet.	Summer 1: Seaside-moving picture. Design and make a kite that flies. Design and make a boat that floats.	
Reception ‘sticky knowledge’	<ul style="list-style-type: none">I know how to use scissors safely.I can cut along a straight line.I can cut along a wavy line.I know how to thread.I can join to items using tape.I can use glue to fix items together.I know how draw a plan.I know that I can adapt and change something I have made.I can work with a friend, sharing ideas.I know that some materials are better for building with than others.I can talk about what I have made and say why.						
KEY VOCABULARY	scissors, cut, straight, join, hold, fix, glue, shape, safely, colour, design, plan, create, make, explain, why, change, together, features, pieces.						

Year A	Autumn	Spring	Summer
<p>Class 2</p> <p>Design and creativity</p> <p>Technical and practical skills</p> <p>Problem solving and evaluation.</p>	<p>Textiles: Bookmarks</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products (in the context of fabrics) and explore their characteristics. Select materials and shape them. Explore and select from different tools to join fabrics and materials. To learn what a template is and how to cut around one. To create design criteria and use these to generate ideas and create my design. To select materials and tools and use this to follow my design to create and evaluate my end product. 	<p>Cooking and nutrition: Dips and Dippers</p> <ul style="list-style-type: none"> Evaluate existing products (in the context of dips and dippers) and start to think about where the food comes from. Explore the basic principles of a healthy diet and explain why a balanced diet is important. To select from and use a range of tools and equipment to perform practical tasks (for example, cutting) in the context of making a Dip and Dipper. To create design criteria and use these to generate ideas and create my design. Use the principles of a healthy and varied diet and my own plan to prepare dishes (in the context of following a design to make a new dip and dipper) Evaluate my ideas and products against design criteria. 	<p>Levers, sliders, wheels and axels: Moving Pictures, Traditional Tales.</p> <ul style="list-style-type: none"> Explore and evaluate existing products (in the context of moving books). Learn about sliders as mechanisms and explore using them. Learn about levers as mechanisms and explore using them. Learn about wheel mechanisms and explore using them. Use design criteria to design purposeful, functional and appealing products for themselves and other users (in the context of designing an appealing moving picture). Communicate my ideas through talking, drawing, templates and mock-ups e.g. through drawing an annotated sketch to show their ideas about a moving picture. Explore the combination of mechanisms and learn how to refine my skills to create my product. Evaluate my product against the design criteria.
<p>Class 3</p>	<p>Design, make and evaluate a product: Electric Personalities: To explore existing products</p> <ul style="list-style-type: none"> To learn how electrical systems work and create my own circuit. To develop a design criteria. To use sketches and/or diagrams to communicate my design incorporating an electric circuit. use my plan to construct my model. 	<p>Design, make and evaluate a product: Let's go fly a kite.</p> <ul style="list-style-type: none"> To explain how key events and individuals in design and technology have helped shape the world (in the context of kites). To name and explain the function of the different parts of a kite 	<p>Cooking and nutrition: Edible garden (Science link)</p> <ul style="list-style-type: none"> To name some herbs and know how to grow them. To explain what makes a diet healthy and varied learn what a healthy balanced meal looks like. To explain where, when and how strawberries are grown in the United Kingdom, evaluate existing products.

	<ul style="list-style-type: none"> • Select from tools and equipment to make my model safely. • Apply my knowledge of how to stiffen/reinforce structures. • To evaluate my electric personality using my design criteria. 	<ul style="list-style-type: none"> • To explore existing products, investigate kite shapes and design my kite. • To select from and use different materials and components. • To accurately measure and cut the shape of the body of the kite and join it to the frame structure. • To make a strong and stiff frame structure to support the kite. • To evaluate my kite. 	<ul style="list-style-type: none"> • To use kitchen tools correctly to prepare and make a tasty and nutritious drink and evaluate it. • To explain when tomatoes are in season in the United Kingdom and can say where and how they are grown. • To learn how to prepare and cook/assemble a healthy and tasty meal using tomatoes as my main ingredient. • To evaluate my meal.
Class 4	<p>Design, make and evaluate a product (Textiles): Felt Phone Cases</p> <ul style="list-style-type: none"> • To evaluate existing phone cases and write a design criteria for my own mobile phone case. • To generate a range of design ideas and clearly communicate my final design. • To make a paper template. • To practise using different types of stitches and choose the best one to use on my final felt phone case. • To organise my ideas in a step by step plan. • To select decorative techniques and fastenings according to their functional properties and aesthetic qualities. • To evaluate my product. 	<p>Design, make and evaluate a product (Cams, Systems and Joins): Automata Animals</p> <ul style="list-style-type: none"> • To research ideas about different animals to inform my design. • To explain how simple cam mechanisms work. • To select materials according to their functional properties. • To research and develop design criteria to inform my design. • To build a framework, accurately using a wider range of tools and equipment. • To understand and use a mechanical system • To evaluate my product. 	<p>Cooking and nutrition: Global Food – Greek Link</p> <ul style="list-style-type: none"> • To say where in the world ingredients come from. • To explain that diets around the world are based on similar food groups. • To demonstrate a range of food skills and techniques. • To demonstrate a range of basic and advanced food skills and cooking techniques • To explain why rice is a good staple food. To cook rice. • To accurately and mainly independently follow a recipe demonstrating a range of cooking techniques. • To evaluate my food.

Year B	Autumn	Spring	Summer
Class 2	Cooking and nutrition: <i>Sensational Salads.</i> <ul style="list-style-type: none"> To name different foods and explain where some food grows. To explore and evaluate existing products. To explain why I need to eat fruit and vegetables. To prepare and make a healthy salad made from root vegetables. To explain where different fruits come from. To prepare and evaluate a tasty fruit salad. 	Textiles: <i>Fabric Bunting. (Easter or Castle)</i> <ul style="list-style-type: none"> To evaluate bunting. To design my bunting flag. To use a paper template to help create my fabric shape. To use a running stitch to join fabric. To select fabrics that are suitable for decorating my bunting. To join fabrics. To evaluate my bunting. 	Designing and creating a product: <i>A Pirate's Packed Lunch.</i> <ul style="list-style-type: none"> To evaluate a product's ability to do a job well. To investigate and evaluate existing products. To explore different materials and decide which will be useful for making my product. To design a new product that meets the design criteria. To select and use tools and equipment to make a product. To test a product and then evaluate it To improve my product by making it stronger, stiffer, more stable and more waterproof.
Class 3	Textiles: <i>Juggling Balls</i> <ul style="list-style-type: none"> To investigate and evaluate juggling balls. To follow a design criteria to help me create and communicate my ideas. To perform tie-dye as a technique for decorating my fabric. To research and trial different fillings for my juggling ball and decide upon the most functional one. To cut around a template and use a running stitch to create a hem. To use a functional technique to carefully decorate my fabric. To join my juggling ball using an appropriate stitch to create my finished shape. To evaluate my product. 	Cooking and nutrition: <i>The Great Bread Bake off</i> <ul style="list-style-type: none"> To find out about important people and events in the past that have shaped the way bread is made and sold today. To investigate and analyse existing products according to their characteristics. To develop a design criteria. To shape dough. To think of original ideas for a product based on my design criteria. To develop designs based on my design criteria and clearly communicate my final design. To select ingredients and kitchen equipment to help me follow a bread making recipe. To knead and bake. To evaluate my bread. 	Design, make and evaluate a product (mechanical systems – levers and linkages): <i>Mechanical posters</i> <ul style="list-style-type: none"> To investigate mechanical systems. To make mechanical systems which use levers and linkages. To develop design criteria to help me design innovative product. To use sketches to develop and communicate ideas. To use prototypes to develop my ideas. To select and use the correct tools and equipment accurately. To carefully select materials and use different techniques. To name the parts and functions of a lever and linkage mechanical system. To evaluate my poster.

Class 4	<p>Design, create and program: Microbit Mania</p> <ul style="list-style-type: none"> • To look at existing products and evaluate them. • To 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 • To use sketches and/or diagrams to communicate my design • I can research a range of materials. • To use appropriate materials based on research. • Apply their understanding of computing to program, monitor and control their products. • To evaluate a finished product. 	<p>Create and evaluate (Cutting, shaping and joining): Marbulous Structures</p> <ul style="list-style-type: none"> • To investigate and apply my knowledge of free-standing structures. • To use a wider range of tools and equipment to perform practical tasks accurately. • To develop a range of practical skills to create bends. • To investigate free standing structures. • To select from and use materials and components to make a marble run. • To evaluate and improve my design and technology work. 	<p>Cooking and nutrition: Super Seasonal Cooking</p> <ul style="list-style-type: none"> • To explain what seasonality means and know when different fruit and vegetables are in season in the United Kingdom. • To explain where, when and how a variety of ingredients are reared, caught and processed. • To taste and evaluate seasonal foods and recognise that sometimes we need to try a new food a few times to find out if we like it. • To explain the importance of protein as a proportion of a healthy varied diet. • To work as a group to generate, evaluate and refine recipe ideas. • To take feedback and improve my designs. • To explain how to correctly store and handle meat and fish. • To prepare, cook and evaluate a healthy seasonal meal.
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EYFS:

Food technology: ingredients, cook, bake, sweet, hot, cold, knife, spoon, tray, bowl

General: design, stick, join, make, plan, paper, card, glue, tools, scissors, tape, cut, stick, material

Year A	Autumn	Spring	Summer
Class 2	Textiles: <i>Bookmarks</i> fabric yarn thread stitch template design evaluate sew needle	Cooking and nutrition: <i>Dips and Dippers</i> design criteria ingredients appearance texture method crunchy dry hard sweet juicy balanced diet	Levers, sliders, wheels and axels: <i>Moving Pictures, Traditional Tales.</i> mechanism sliders levers wheels axels product tools equipment
Class 3	Design, make and evaluate a product: <i>Electric Personalities:</i> circuit sketch diagram construct stiffen reinforce	Design, make and evaluate a product: <i>Let's go fly a kite.</i> kite function components frame structure	Cooking and nutrition: <i>Edible garden (Science link)</i> herb diet varied nutritious in season prepare assemble
Class 4	Design, make and evaluate a product (Textiles): <i>Felt Phone Cases</i> Communicate running stitch back stitch felt decorative techniques functional properties aesthetic qualities	Design, make and evaluate a product (Cams, Systems and Joins): <i>Automata Animals</i> framework cam system pulleys critique	Cooking and nutrition: <i>Global Food – Greek Link</i> Food groups staple food recipe

Year B	Autumn	Spring	Summer
Class 2	Cooking and nutrition: <i>Sensational Salads.</i> Design Design criteria hygiene texture root vegetables peel chop grate	Textiles: <i>Fabric Bunting. (Easter or Castle)</i> bunting template running stitch fabric join	Designing and creating a product: <i>A Pirate's Packed Lunch.</i> Product evaluate structure materials stronger stable waterproof
Class 3	Textiles: <i>Juggling Balls</i> Juggling balls tie-dye filling functional	Cooking and nutrition: <i>The Great Bread Bake off</i> bread analyse characteristics dough shape knead bake raising agent	Design, make and evaluate a product (mechanical systems – levers and linkages): <i>Mechanical posters</i> mechanical system levers linkages innovative prototype
Class 4	Design, create and program: <i>Microbit Mania</i> Microbit appealing aimed research program monitor control	Create and evaluate (Cutting, shaping and joining): <i>Marbulous Structures</i> free-standing marble run	Cooking and nutrition: <i>Super Seasonal Cooking</i> seasonality reared processed protein proportion refine store handle



MFL Subject On A Page

Name of Subject Leader: D Jackson

Subject Intent: The aim of teaching and learning in Modern Foreign Languages at KS2 will be practical communication through written and spoken language. Pupils will work towards building words and phrases into sentences, have opportunities to engage in conversations and read and understand written material including from authentic sources. Increased fluency will be developed by building up and revisiting a bank of vocabulary to express opinions and ask questions. A positive attitude towards learning Modern Foreign Languages and an appreciation of learning about cultures different to our own is fostered from the Early Years Foundation Stage and throughout KS1.

Planning:

- Long term planning - https://www.dropbox.com/sh/mc5pq5z83v3h8v6/AACy_oaKZau5cd4VVp9pQo6ba?dl=0
- Medium term planning - See link above
- Short term planning – See link above

Teaching:

- Timetabling – MfL is to be taught in KS2 for up to one hour per week. This should be one formal lesson of new learning together with everyday language being taught and rehearsed throughout the week in short bitesize bursts.
- MfL is to be overseen and preferably taught by the class teacher. An HLTA or TA may deliver to part of the class but this needs to be rotated with the class teacher or specialist teacher.
- Non-negotiables – The big ideas from the curriculum intent statement are to be referred to in teaching and displays.
- Expectations – work to be recorded in either books or on Google Classrooms.
- Resources – a range to be used in class
- Differentiation – extension needs to be in place for those children for whom it is appropriate. Also a different starting point in tasks may be appropriate. Consideration must be in place for SEN or those children who need more support to access a particular area of learning. This may be through a combination of adult support, differentiation of tasks or scaffolding.
- High quality learning will be seen when children are actively engaged with the teaching and tasks.

Learning & Recording:

- Books – topic books are to be used for the recording of written work and Google Classrooms for all other.
- Presentation – follow the school expectations for handwriting and presentation in books.
- Speaking and Listening – this is a key part of MfL with children gaining confidence in their fluency as time progresses.
- Outdoor learning – outdoor learning is to be used wherever possible.
- Opportunities for enrichment – MfL days to be organised and native speakers invited into school. MFL Afternoon on the Curriculum Enhancement programme.

Assessment:

- End of unit questions to be used to support Teacher Assessment of the key objectives.
- Marking and feedback – the marking and feedback policy is to be followed.

Key Priorities 2023-24:

42. Embed and monitor the implementation of the new curriculum (Pink Year).
43. Provide opportunities for enrichment through MFL Afternoon.
44. Continue to ensure teaching is adapted for HA and SEND and LA students.

Overview of teaching of learning of Modern Foreign Languages

Intent

The aim of teaching and learning in Modern Foreign Languages at KS2 will be practical communication through written and spoken language. Pupils will work towards building words and phrases into sentences, have opportunities to engage in conversations and read and understand written material including from authentic sources. Increased fluency will be developed by building up and revisiting a bank of vocabulary to express opinions and ask questions. A positive attitude towards learning Modern Foreign Languages and an appreciation of learning about cultures different to our own is fostered from the Early Years Foundation Stage and throughout KS1.

The Big Ideas

Confident Communication

Understanding of Language - Basic knowledge about language and language learning strategies which can be applied to modern foreign languages

Curiosity of Language and Culture

Implementation

- Planning is based around a Long-Term scheme provided by the DMAT, authentic materials and subject resources
- Teaching and learning provides suitable opportunities for pupils by matching the challenge of the task to the ability of the child, through a range of strategies
- Delivery of lessons in a range of styles e.g. use of ICT, games and practical activities
- Knowledge about language and how it works and language learning strategies of singing, miming, repetition and dictionary skills are an integral part of lessons
- Pupils have access to authentic materials in lesson and in the classroom
- Pupils develop their listening skills and engage in conversations and are given opportunities to present to a range of audiences
- Displays around the school, inside and outside, are used to reinforce key vocabulary and highlight culture differences
- Cross curricular links SMSC e.g. PSHE/British Values 'Homme de Couleur'
- Opportunities for staff CPD are developed through lesson dips, book scrutiny and informal discussion
- In Early Years Foundation Stage and KS1, pupils are introduced to vocabulary from a range of languages e.g. how to say hello, goodbye and thank you and an appreciation of learning languages and appreciating differences between cultures is fostered. This involves the reading of dual language story books, displaying and briefly referring to words and numbers in other languages and planning of adult led activities, which particularly relate to specific occasions, e.g. Chinese New Year, European Day of Languages. Activities can include dance, role-play, listening to music, jigsaws portraying people of different cultural backgrounds, cooking and tasting food.
- Website to include useful links for pupils and parents
- Whole school event MFL Afternoon: 'Around the World' with focus on Francophone countries for Year A, countries around the world including France for Year B

Impact

Learners will leave with language skills necessary to develop a language from KS2 or apply to a different language offered at KS3 and beyond, as they encounter foreign languages as they work or travel. The school will foster a curiosity for understanding culture and language. Progress will be assessed with data collected using Target Tracker statements. Subject leaders will conduct lesson dips, learning walks and book scrutinies. Governors will visit and conduct pupil perception interviews. SL to conduct audit of staff CPD and resources.

French: 4 Year rolling programme - Summary

		Green Year	Red Year	Blue Year	Pink Year	On-going
Unit 1	Focus	Des animaux au zoo	Ici et là	Un monstre aimable	Au camp d'aventure	Greetings Colours Numbers Age Days and dates Weather Classroom language Dictionary skills Stories and songs Festivals and culture
		<ul style="list-style-type: none"> Au zoo il y a + indefinite article + animals adjectives 	<ul style="list-style-type: none"> definite article + places likes/dislikes + opinion adjectives 	<ul style="list-style-type: none"> Le monstre a + indefinite article + body parts colour adjectives 	<ul style="list-style-type: none"> definite article + leisure nouns likes/dislikes + opinion adjectives 	
		Le pique-nique	Dans ma valise	Une famille de super héros	Au Parc d'attractions	
Unit 2	Focus	<ul style="list-style-type: none"> definite article + foods/drinks likes/dislikes + opinion adjectives 	<ul style="list-style-type: none"> Je porte + indefinite article + clothes colour adjectives 	<ul style="list-style-type: none"> Dans la famille il y a + definite article + family nouns likes/dislikes + proper nouns 	<ul style="list-style-type: none"> Il y a + indefinite article + rides/facilities c'est + opinion adjective 	
		Moi et mes animaux	Voyager à l'étranger	Je suis super héros/superhéroïne	Je suis sportif/sportive	
		<ul style="list-style-type: none"> Personal information J'ai + indefinite article + pets 	<ul style="list-style-type: none"> Personal information Dans mon sac j'ai + indefinite article + nouns eg. phone, book 	<ul style="list-style-type: none"> Personal information Je suis + attribute adjective 	<ul style="list-style-type: none"> Personal information Je suis + noun (eg. footballeur) + <i>agreement</i> 	
Unit 3	Focus					

On-going

- The On-going section contains areas of language which lend themselves to short activities that can be incorporated into ordinary classroom routines and revisited frequently
- Used in addition to the regular language lessons, the On-going section provides the opportunity for children to use the language for a real purpose and in cross-curricular contexts
- The areas of language in the On-going section can be dipped into in any order, at any time, and for any length of time, often with little or no preparation required, enabling teachers to make the most of every opportunity to expose children to the language
- The language can be introduced and built up gradually over the four years
- Stories and songs can be used for a specific language or phonic focus or simply for enjoyment and the enhancement of listening skills

Contexts

- Separating the On-going language from the Contexts allows the focus in regular language lessons to be on developing language learning skills and fundamental grammatical understanding
- Repeating key structures and grammar across years enables these fundamental skills to become fully embedded over a period of time
- Children are taught how to build sentences from the word go and become confident in their ability to manipulate the language. Teaching independent dictionary use enables learners to expand their own vocabularies.
- A small number of longer contexts allows for greater development of language skills than a large number of shorter contexts which constantly return learners to word level

Progression of Skills, Knowledge and vocabulary French Scheme of work (Units of work in the process of being designed)

Ongoing skills

Greetings		Colours		Numbers		Age		Weather			
Stage 1-2	<u>bonjour</u> (L/S/R) <u>au revoir</u> (L/S/R) Madame/Monsieur (L/S) <u>ça va?</u> (L/S) <u>ça va bien</u> (L/S) <u>ça va mal</u> (L/S) <u>joyeux anniversaire!</u> (L/S) <u>tu t'appelles comment?</u> (L/S) <u>je m'appelle.....</u> (L/S)	Stage 1-2	(L/S/R) blanc (white) jaune (yellow) orange marron (dark brown) brun (brown) rouge (red)	rose (pink) bleu (blue) vert (green) gris (grey) noir (black) violet (purple)	Stage 1-2	(L/S) un deux trois <u>quatre</u> <u>cinq</u> <u>six</u> <u>sept</u> <u>huit</u> <u>neuf</u> <u>dix</u> <u>onze</u> <u>douze</u>	Stage 1-2	(L) Tu as quel âge ? Plus for Stage 2-3 (L/S) Tu as quel âge ? J'ai ... ans Plus for Stage 3-4 (L/S/R/W) Quel âge as-tu ?	Stage 1-2	(DISPLAY ONLY) Il fait chaud (it is hot) Il fait froid (it is cold) Il pleut (it is raining) Il neige (it is snowing) Il fait du soleil (it is sunny) Il fait du vent (it is windy)	
Plus for Stage 2-3	R of all Stage 1-2 <u>tu t'appelles comment?</u> (W) <u>je m'appelle.....</u> (W) <u>salut!</u> (S/L) <u>ça va très bien merci</u> (L/S) <u>ça toi?</u> (L/S) <u>non, ça ne va pas</u> (L/S)	Plus for Stage 2-3	W of all Stage 1-2 <u>multi-colore</u>		Plus for Stage 2-3	R/W of all Stage 1-2 (L/S/R/W) <u>treize</u> <u>quatorze</u> <u>quinze</u> <u>seize</u> <u>dix-sept</u> <u>dix-huit</u> <u>dix-neuf</u> <u>vingt</u> (L/S) <u>vingt et un</u> <u>vingt-deux</u> <u>vingt-trois</u> <u>vingt-quatre</u> <u>vingt-cinq</u> <u>vingt-six</u> <u>vingt-sept</u> <u>vingt-huit</u> <u>vingt-neuf</u> plus/moins égal/fait	Days and Dates Stage 1-2 (L/S/R) <u>lundi</u> <u>mardi</u> <u>mercredi</u> <u>jeudi</u> <u>vendredi</u> <u>samedi</u> <u>dimanche</u>	Plus for Stage 2-3	R/W of all Stage 1-2 (L/S/R/W) <u>janvier</u> <u>février</u> <u>mars</u> <u>avril</u> <u>mai</u> <u>juin</u> <u>juillet</u> <u>août</u> <u>septembre</u> <u>octobre</u> <u>novembre</u> <u>décembre</u> <u>vendredi 8 mai</u> (written date)	Plus for Stage 3-4	W of all Stage 1-2 (L/S/R/W) Il fait beau (it is nice) Il fait mauvais (it is horrible)
Plus for Stage 3-4	R/W of all Stage 1-2 and 2-3 <u>pas mal merci</u> (L/S) <u>à tout à l'heure</u> (see you later) (L/S) <u>à demain</u> (see you tomorrow) (L/S) <u>bon weekend!</u> (L/S) <u>mon nom est</u> (S/L/R/W)	Plus for Stage 3-4	<u>bleu clair</u> (light blue) <u>bleu foncé</u> (dark blue) etc.		Plus for Stage 3-4	R/W of all Stage 2-3 (L/S/R/W) <u>vingt</u> <u>vingt et un</u> <u>vingt-deux</u> <u>quarante</u> <u>quarante et un</u> <u>quarante-deux</u> <u>cinquante</u> <u>cinquante et un</u> <u>cinquante-deux</u> <u>soixante</u> <u>soixante et un</u> <u>soixante-deux</u> (L/S) fois divisé par	Plus for Stage 3-4	(L/S) Quel jour sommes-nous? (L/S/R/W) C'est quand, ton anniversaire ? (mon anniversaire) c'est le lundi 8 mars			

Classroom Language		
Stage 1-2	(L only) <u>un cahier</u> <u>un crayon</u> <u>un stylo</u> <u>un livre</u> <u>une règle</u> <u>une gomme</u> <u>un carnet</u> <u>un sac</u> <u>levez-vous</u> <u>asseyez-vous</u> <u>écoutez</u> <u>entrez</u> <u>montrez-moi</u>	(L/S) <u>merci</u> <u>s'il vous plaît</u> <u>(polite)</u> <u>pardon</u> <u>(sorry)</u>
Plus for Stage 2-3	S/R of Stage 1-2 nouns (L only) lisez écrivez chantez travaillez à deux/en groupe (L/S/R) <u>un taille-crayon</u> <u>un feutre</u> <u>un bâton de colle</u> <u>des ciseaux</u> <u>un crayon (de couleur)</u> <u>prête-moi</u> (familiar) <u>s'il te plaît</u> (familiar) <u>je peux aller aux toilettes?</u> <u>comment?</u> (pardon?)	
Plus for Stage 3-4	(L/S/R) <u>mon cahier de français</u> etc. <u>passe-moi ...</u> <u>es-tu/avez-vous?</u> <u>de rien</u> (don't mention it) <u>je suis désolé(e)</u> (I'm sorry) je ne comprends pas	

Time (Stage 3-4 only)	
Stage 3-4	(L/S/R/W) Il est neuf heures Il est neuf heures cinq Il est neuf heures dix Il est neuf heures quinze Il est neuf heures vingt Il est neuf heures vingt-cinq Il est neuf heures trente Il est neuf heures trente-cinq Il est neuf heures quarante Il est neuf heures quarante-cinq Il est neuf heures cinquante Il est neuf heures cinquante-cinq Quelle heure est-il ?

Teaching focus: Dictionary		Activities and Resources	
Skills			
Stage 1-2	Use of <u>picture dictionaries</u> and <u>words lists</u>		
Plus for Stage 2-3	<u>Guided dictionary work</u> : use of bi-lingual <u>dictionary</u> ; indicators of parts of speech ; nouns (including gender indicators) and adjectives		
Plus for Stage 3-4	<u>Independent dictionary work</u> for all of Stage 2-3 <u>Guided dictionary work</u> for infinitives of verbs		

Green Year Unit 1: Des animaux au zoo

Pupil Language			Summary of Outcomes	
Stage 1-2	Plus for Stage 2-3	Plus for Stage 3-4	Stage 1-2	
une girafe	une autruche	Qu'est-ce qu'il y a au zoo?	(L/S/R/W) Understand, say and write some animal nouns and adjectives in phrases/short sentences	
une tortue	un pingouin		Recognise the difference between masculine and feminine articles and begin to select correctly	
une gazelle	un gorille	il n'y a pas de/d'	Begin to make some sound-letter links	
un lion			Begin to identify words in an authentic source	
un éléphant	(des) girafes (f)	mais/cependant		
un singe	(des) tortues (f)			
un serpent	(des) gazelles (f)	lent(e) (s)	Stage 2-3	
un panda	(des) lions (m)	gourmand(e) (s)	(L/S/R/W) Understand, say and write animal nouns with correctly placed adjectives in short sentences	
un poisson	(des) éléphants (m)	fort(e) (s)	(L/S/R/W) Begin to build and understand some longer sentences with conjunctions	
	(des) singes (m)	effrayant(e) (s)	(L/S/R/W) Understand, say and write plural sentences with numbers and animals	
une autruche	(des) serpents (m)	méchante(e) (s)	Understand that there are masculine and feminine articles and know ways of checking which one to use	
un pingouin	(des) pandas (m)	féroce(s)	Use a dictionary with support for nouns and adjectives	
un gorille	(des) poissons (m)	timide(s)	Recognise that a feminine noun requires the adjective to match	
il y a...	(des) autruches (f)	rapide(s)	Identify a number of words and phrases in an authentic source	
(numbers)	(des) pingouins (m)	drôle(s)	Begin to apply phonic knowledge to support L/S/R/W	
	(des) gorilles (m)	(colours)		
et	et/aussi	dangereux/euse etc.	Stage 3-4	
C'est...	mais	en plus	(L/S/R/W) Understand, say and write animal sentences applying knowledge of m/f/pl adj. placement and agreement	
féroce	(numbers)	... peut	(L/S/R/W) Build and understand longer and/or more complex singular, plural and negative sentences	
timide	il n'y a pas de/d'	courir	Begin to understand how to use a negative phrase followed by a noun	
rapide		sauter	(L/S/R/W) Build and understand sentences using peut + infinitive	
drôle	lent(e)	voler	Understand the term 'infinitive' in relation to verbs	
lent	gourmand(e)	nager	Use a dictionary independently for nouns and adjectives and with support for infinitives of verbs	
gourmand	fort(e)	grimper	Independently identify a number of words/phrases in an authentic source and apply strategies to work out meaning	
fort	effrayant(e)		Apply phonic knowledge to support L/S/R/W including of new language	
effrayant	méchante(e)	rapidement		
méchante		lentement		
		très/assez		
		ne peut pas		
			Suggested Additional Materials	
			'Cher Zoo'; 'Tchoupi au zoo'	Writing/Speaking: create own zoo/book
			Nous allons au zoo demain	
			Comptines	
			Websites/Authentic materials	
			Dice	Writing/Speaking: create own zoo/book
			Dictionaries	
			Conjunctions cards	
			Gender recognition cards	

Key General: **red** = feminine **blue** = masculine **green** = plural *italics* = extension

Resources: **bold** = materials provided

Green Year Unit 2: Le pique-nique

Pupil Language			Summary of Outcomes		
Stage 1-2	Plus for Stage 2-3	Plus for Stage 3-4	Stage 1-2		
la salade	le jambon	mais	(L/S/R/W) Understand questions about food & drink likes and respond using opinion phrases and/or adjectives		
la limonade	le jus d'orange	cependant	Recognise the difference between masculine and feminine articles and begin to select correctly		
l'eau	les chips	<i>en plus</i>	Begin to make some sound-letter links		
le fromage	je déteste	tu préfères ou	Begin to identify words in an authentic source		
le gâteau	j'adore ?			
le pain	je préfère	tu détestes ... ?	Stage 2-3		
les pommes	tu aimes ... ?	il/elle aime	(L/S/R/W) Understand questions about food & drink likes and respond in sentences using opinion phrases & adjectives		
les bananes	oui/non	il/elle n'aime pas	(L/S/R/W) Begin to build and understand some more complex sentences with appropriate conjunctions		
les biscuits	<i>il/elle aime</i>	il/elle adore	(L/S/R/W) Ask questions about food & drink likes		
le jambon	<i>il/elle n'aime pas</i>	il/elle déteste	Understand that there are masculine and feminine articles and know ways of checking which one to use		
le jus d'orange	<i>et</i>	il/elle préfère	Use a dictionary with support for nouns and adjectives		
les chips	<i>aussi</i>	<i>Pourquoi?</i>	Identify a number of words and phrases in an authentic source		
j'aime	<i>mais</i>	<i>nous aimons</i>	Begin to apply phonic knowledge to support L/S/R/W		
je n'aime pas	<i>ce n'est pas</i>	<i>vous aimez</i>			
je déteste		<i>ils/elles aiment</i>	Stage 3-4		
j'adore	délicieux	C'est comment?	(L/S/R/W) Understand a variety of questions about food & drink likes & dislikes and respond using a range of language		
je préfère	dégoûtant	ce n'est pas	(L/S/R/W) Build and understand longer and/or more complex sentences including some using the 3 rd person		
tu aimes ...?	<i>sucré</i>	sucré	(L/S/R/W) Ask a variety of questions about food and drink likes and dislikes		
et	<i>salé</i>	salé	Understand the term 'infinitive' in relation to verbs		
C'est...	<i>sain</i>	sain	Recognise patterns in -er verb conjugation		
bon	<i>malsain</i>	malsain	Use a dictionary independently for nouns and adjectives and with support for infinitives of verbs		
horrible		très	Independently identify a number of words/phrases in an authentic source and apply strategies to work out meaning		
délicieux		un peu	Apply phonic knowledge to support L/S/R/W including of new language		
dégoûtant		vraiment			
			Suggested Additional Materials		Final Assessment Activity
			'La chenille qui fait des trous'	Dice	Writing/Speaking: survey of food likes and dislikes
			'P'tit Loup n'aime que les pâtes'	Dictionaries	
			Comptines	Conjunctions cards	
			Websites/Authentic materials	Determiner recognition cards	

Key General: **red** = feminine **blue** = masculine **green** = plural *italics* = extension L = Listening S = Speaking R = Reading W = Writing

Resources: **bold** = materials provided

Green Year Unit 3: Moi et mes animaux

	Pupil Language	Focus: Pets	Outcomes	Extension Outcomes	Resources
Stage 1-2	Pet nouns, e.g. une souris une tortue un chien un chat un lapin un cochon d'Inde j'ai ... tu as un animal? et	(L/S/R/W) Introduce and practise pet nouns: 'un/une + noun' (L/S/R/W) Use pet nouns in short sentences: 'j'ai + un/une + noun'	<ul style="list-style-type: none"> Recognise that there are different articles (un/une) (L/S/R/W) Understand, say and write some short sentences using pet nouns with articles (L/S) Answer a question with a full sentence 	<ul style="list-style-type: none"> Recognise that the different articles indicate m/f nouns (S) Use intonation to ask a question Use a conjunction to extend a sentence Use additional pet nouns in sentences 	PPT – Pets Flashcards Big Noun Cards Game Cards Mini Sentence-builder Cards Support Cards
Plus for Stage 2-3	(additional pet nouns) tu as un animal? oui/non et/aussi je n'ai pas d'animal je n'ai pas de/d'... mais	Dictionary work to find pet nouns Focus on recognition and use of the m/f indefinite articles: un/une (L/S/R/W) Practise pet nouns: 'un/une + noun' (L/S/R/W) Use all pet nouns in longer sentences with conjunctions (L/S) Use intonation to ask: 'tu as un animal?' and respond in a full sentence with oui/non	<ul style="list-style-type: none"> Apply phonic knowledge to read, write and pronounce words Recognise that the different articles indicate m/f nouns and apply them correctly to some new pet nouns Use a dictionary with support to find nouns (L/S/R/W) Understand, say and write longer sentences using pet nouns with articles/numbers and conjunctions (S) Use intonation to ask a question Use conjunctions to extend sentences 	<ul style="list-style-type: none"> Recognise different gender indicators on word lists and in dictionaries Use a dictionary independently for new nouns Understand and/or use the negative expression 'je n'ai pas de' + noun (no article) Correctly use the conjunction 'mais' 	PPT – Pets Flashcards Big Noun Cards Game Cards Pet Noun Detective Activity Mini Sentence-builder Cards Support Cards Dictionaries/translator
Plus for Stage 3-4	mais/cependant je n'ai pas de/d' ... il/elle a il/elle n'a pas de/d'...	Independent dictionary work to find additional nouns Relate the definite articles 'le/la' to the indefinite articles 'un/une' (L/S/R/W) Introduce and practise the negative expression: 'je n'ai pas de/d'.. + noun' (no article)	<ul style="list-style-type: none"> Use a dictionary independently for nouns Recognise different gender indicators on word lists and in dictionaries (L/S/R/W) Understand and use the negative expression 'je n'ai pas de' Use a range of conjunctions to extend sentences 	<ul style="list-style-type: none"> Apply knowledge of a range of gender indicators correctly to new nouns Understand, say and/or write some sentences using the 3rd person phrases 'il/elle a ... and/or il/elle n'a pas de...' 	PPT – Pets Flashcards Big Noun Cards Game Cards Pet Noun Detective Activity Mini Sentence-builder Cards Support Cards Dictionaries/translator

RedYearUnit1: Ici et là

[illegible]

Key General: **red** = feminine **blue** = masculine **green** = plural *italics* = extension L = Listening S = Speaking R = Reading W = Writing
Resources: **bold** = materials provided

Pupil Language			Summary of Outcomes		
Stage 1-2	Plus for Stage 2-3	Plus for Stage 3-4	Stage 1-2		
un pantalon	une chemise	des baskets (m)	(L/S/R/W) Understand, say and write some clothes nouns and colour adjectives in phrases/short sentences		
un t-shirt	une veste	des chaussettes (f)	Recognise the difference between masculine and feminine articles and begin to select correctly		
un short	des chaussures	des chaussures (f)	Begin to make some sound-letter links		
un jean	il/elle porte ...	Qu'est-ce que tu portes?	Begin to identify words in an authentic source		
un pull	et/aussi				
une robe		Je ne porte pas			
une jupe	avec	de/d'...			
des baskets	rouge (s)	porter	Stage 2-3		
des chaussettes	jaune (s)		(L/S/R/W) Understand, say and write clothes nouns with correctly placed adjectives in short sentences		
	rose (s)	nous portons	(L/S/R/W) Begin to build and understand some longer sentences with conjunctions		
une chemise	bleu(e) (s)	vous portez	(L/S) Begin to understand and say some sentences using the 3rd person		
une veste	vert(e) (s)	ils/elles portent	Understand that there are masculine and feminine articles and know ways of checking which one to use		
des chaussures	noir(e) (s)		Use a dictionary with support for nouns		
	gris(e) (s)	mais/cependant	Recognise that a feminine noun requires the adjective to match		
je porte ...	brun(e) (s)	avec	Identify a number of words and phrases in an authentic source		
et	violet(te) (s)		Begin to apply phonic knowledge to support L/S/R/W		
C'est...	blanc(he) (s)	rouge (s)			
		jaune (s)	Stage 3-4		
rouge		rose (s)	(L/S/R/W) Understand, say and write clothes sentences applying knowledge of m/f/pl adj. placement and agreement		
jaune	multicolore <i>invariable</i>	bleu(e) (s)	(L/S/R/W) Build and understand longer and/or more complex singular, plural, negative and 3rd person sentences		
rose	orange <i>invariable</i>	vert(e) (s)	Begin to understand how to use a negative phrase followed by a noun		
bleu		noir(e) (s)	Understand the term 'infinitive' in relation to verbs		
vert	voici	gris(e) (s)	Recognise patterns in -er verb conjugation		
noir		brun(e) (s)	Use a dictionary independently for nouns and adjectives		
gris		violet(te) (s)	Independently identify a number of words/phrases in an authentic source and apply strategies to work out meaning		
brun		blanc(he) (s)	Apply phonic knowledge to support L/S/R/W including of new language		
violet		rayé(e) (s)			
blanc		à motifs			
orange		quand +			
multicolore		(weather phrases)			
			Suggested Additional Materials		Final Assessment Activity
			Comptines	Dice	Writing/Speaking: plan and narrate a fashion show; design and describe an outfit
			Websites/Authentic materials	Dictionaries	
			'P'tit Loup s'habille tout seul'	Conjunctions cards	
			'Je m'habille et ... je te croquel'	Gender recognition cards	

NB: As a general rule of thumb colours which come from nouns, e.g. 'orange',
are invariable. However, there are exceptions, e.g. 'rose'

Key General: **red** = feminine **blue** = masculine **green** = plural *italics* = extension
Resources: **bold** = materials provided

Red Year Unit 3: Je pars en vacances

Pupil-Languages			Summary-of-Outcomes	
Stage-1-2	Plus-for-Stage-2-3	Plus-for-Stage-3-4	Stage-1-2	
Backpack-nouns, e.g. une-tablette un-livre un-jeu un-jouet un-portable des-bonbons	(additional-backpack-nouns) Dans-mon-sac-j'ai... et/aussi Qu'est-ce-que-tu-as-dans-ton-sac? tu-t'appelles-comment? tu-as-quel-âge? j'habite-en-Angleterre/Grande-Bretagne j'ai...-ans tu-habites-où? je-suis-anglais/-anglais(e)-(or-other)-tu-es-de-quelle-nationalité? il/elle-est-+nationality (nationality-adjectives) Stage-appropriate-clothes-nouns-and/or-colour-adjectives-from-'À-la-mode'	Qu'est-ce-que-tu-as-dans-ton-sac? mais/cependant je-n'ai-pas-de/d'... il/elle-a... il/elle-n'a-pas-de/d'... j'habite-en-+fem.-countries tu-es-de-quelle-nationalité? je-suis...;il/elle-est... nationality-adj., e.g. français(e) espagnol(e) italien(ne) américain(e) chinois(e) allemand(e) Suisse Je-vais-visiter-le/la/les Stage-appropriate-clothes-nouns-and/or-colour-adjectives-from-'À-la-mode'-and/or-places-from-'ici-et-là'	(L/S/R/W)-Build-and-understand-short-sentences-about-backpack-contents (L/S)-Understand-some-questions-about-personal-details-&-respond-with-appropriate-information, some-in-sentences Recognise-the-difference-between-masculine-and-feminine-articles-and-begin-to-select-correctly Begin-to-identify-words-in-an-authentic-source	
			Stage-2-3	
			(L/S/R/W)-Build-and-understand-sentences-giving-details-about-backpack-contents-and-personal-information (L/S/R/W)-Understand-questions-about-personal-details-&-respond-in-sentences (S)-Ask-some-questions-about-personal-details Understand-that-there-are-masculine-and-feminine-articles-and-know-ways-of-checking-which-one-to-use Use-a-dictionary-with-support-for-nouns Identify-a-number-of-words-and-phrases-in-an-authentic-source Begin-to-apply-phonetic-knowledge-to-support-L/S/R/W	
			Stage-3-4	
			(L/S/R/W)-Build-and-understand-a-variety-of-sentences-giving-details-about-backpack-contents-and-personal-details (L/S/R/W)-Understand-questions-about-backpack-contents-and-respond-using-a-range-of-language (L/S/R/W)-Understand-a-variety-of-questions-about-personal-details-and-respond-using-a-range-of-language (S/W)-Ask-a-variety-of-questions-about-backpack-contents-and-personal-details Apply-knowledge-of-masc/fem-agreement-of-adjectives-to-sentences-about-the-nationality-of-others Begin-to-understand-how-to-use-a-negative-phrase-followed-by-a-noun Use-a-dictionary-independently-for-nouns Independently-identify-a-number-of-words/phrases-in-an-authentic-source-and-apply-strategies-to-work-out-meaning Apply-phonetic-knowledge-to-support-L/S/R/W-including-of-new-language	
			Suggested-Additional-Materials	
			Final-Assessment-Activity	
			Spoken-presentation-and/or-conversation	
			P'tit-Loup-part-en-voyage Comptines Websites/Authentic-materials Dice Dictionaries	

Key---General:---red---=feminine---blue---=masculine---green---=plural---italics---=extension

-----Resources:---bold---=materials-provided---

*Feminine-country-nouns-are-used-with-'en', masculine-with-'au'-and-plural (e.g. -les États-Unis)-with-'aux'.

BlueYearUnit2:Une famille de super-héro

Pupil Language			Summary of Outcomes	
Stage 1-2	Plus for Stage 2-3	Plus for Stage 3-4	Stage 1-2	
la mère	la cousine	la fille	(L/S/R/W) Understand, say and write some family nouns and adjectives in phrases/short sentences	
la soeur	le cousin	le fils	(L/S/R/W) Understand questions about superhero likes and respond using opinion phrases	
la grand-mère	Dans la famille, il y a...	il n'y a pas de/d'	Recognise the difference between masculine and feminine articles and begin to select correctly	
la tante		il/elle s'appelle	Begin to make some sound-letter links	
le père	et/aussi	mais/cependant	Begin to identify words in an authentic source	
le frère	il/elle s'appelle	en plus		
le grand-père	il/elle est	fort(e)	Stage 2-3	
l'oncle	rapide	intelligent(e)	(L/S/R/W) Understand, say and write short sentences using family nouns	
la cousine	énergique	malin(e)	(L/S/R/W) Understand, say and write short sentences using adjectives and masculine/feminine pronouns	
le cousin	calme	courageux/euse	(L/S/R/W) Understand questions about superhero likes and respond in sentences using opinion phrases	
il y a...		gentil(le)	(L/S/R/W) Ask questions about superhero likes	
Dans la famille, il y a...	fort(e)	très/un peu	(L/S/R/W) Begin to build and understand some longer sentences with conjunctions	
et	intelligent(e)	vraiment	Understand that there are masculine and feminine articles and know ways of checking which one to use	
X est...	malin(e)	il/elle aime	Use a dictionary with support for nouns	
drôle	je déteste	il/elle n'aime pas	Identify a number of words and phrases in an authentic source	
sympa	j'adore	il/elle adore	Begin to apply phonic knowledge to support L/S/R/W	
aimable	je préfère	il/elle déteste		
rapide	tu aimes ... ?	il/elle préfère	Stage 3-4	
énergique	oui/non	tu préfères ... ou ...?	(L/S/R/W) Build and understand sentences about family, including some using a negative or 3 rd person information	
calme	il/elle aime	parce qu'il/elle est	(L/S/R/W) Build and understand longer and/or more complex sentences using m/f pronouns and adj. agreement	
j'aime	il/elle n'aime pas	Pourquoi?	Begin to understand how to use a negative phrase followed by a noun	
je n'aime pas	il/elle adore	aimer	(L/S/R/W) Understand a variety of questions about superhero likes and respond using a range of language	
je déteste	il/elle déteste	adorer	(L/S/R/W) Ask a variety of questions about superhero likes	
j'adore	il/elle préfère	détester	Recognise patterns in -er verb conjugation	
je préfère	parce qu'il/elle est	préférer	Use a dictionary independently for nouns and with support for infinitives of verbs	
tu aimes ...?		nous aimons	Independently identify a number of words/phrases in an authentic source and apply strategies to work out meaning	
		vous aimez	Apply phonic knowledge to support L/S/R/W including of new language	
		ils/elles aiment		
			Suggested Additional Materials	
			Les Indestructibles Websites/Authentic materials	Dice Dictionaries Conjunctions cards Gender recognition cards
			Final Assessment Activity	
			Writing/Speaking: create own superhero family tree/fact files	

Key General: **red** = feminine **blue** = masculine **green** = plural *italics* = extension
Resources: **bold** = materials provided

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Age Group	Percentage
18-24	10%
25-34	15%
35-44	20%
45-54	25%
55-64	30%
65-74	35%
75-84	40%
85+	45%

19

11

Key: General: red = feminine blue = masculine green = plural italics = extension
Resources: bold = materials provided



Wild Woods (Forest School)-Subject On A Page

Name of Subject Leader: Lisa Death

Subject Intent:

“An inspirational process that offers all learners regular opportunities to achieve and develop confidence and self-esteem through hand-on learning within a woodland or natural environment with trees and plants.”
(Forest Schools Association)

Quite simply, it is our intention that every pupil, irrelevant of needs, develops a real passion for the great outdoors and celebrates their local, natural environment. We wish for our children to develop a deep knowledge of and a sense of responsibility for our school environment and local habitat. We want them understand how to look after and nurture our Wild Woods, to name the flora and fauna growing in our woodland and for all of the children and adults in our school to fully embrace the physical and personal challenges that working outside can present.

During Wild Woods at Hintlesham and Chattisham, we aim for all children to:

- Learn and make choices and initiate their own learning
- Provide a safe and non-threatening environment in which children can take risks
- Help children understand, appreciate and care for the natural environment
- Develop practical life skills in an outdoor environment
- Promote self-esteem, confidence and a positive attitude to learning through small achievable tasks
- Develop social interactions and team working skills
- Enable participants to be independent, self-motivated and considerate
- Build self-esteem, confidence, independence and self-control

Forest School is based on the principle that children of all ages can benefit greatly from the learning opportunities inherently

present in a woodland environment. Forest Schools provides opportunities in an outdoor setting for children to develop a

variety of skills: particularly PSHE skills such as independence, self-discovery, communication, self-esteem and confidence

building. Children learn to take risks, use their initiatives and co-operate. Beyond this, we believe teachers can use the outdoor environment as a vehicle for art activities, key science concepts, developing physical skills and a whole lot more! In a typical session there may be an adult-led activity, but the ethos of Forest Schools also allows time for children to follow their own learning pathways and interests and adults then support them in their learning. **The Big Ideas:** Throughout Forest School sessions, **passion** (I enjoy being outside and feel a sense of love and responsibility for the Wild Woods), **knowledge** (I know about/I know how to...), and **challenge** (I will embrace the physical and personal challenges working outside may bring) will be the common themes of teaching and learning.

Planning:

In a typical session there may be an adult-led activity planned, but the ethos of Forest Schools focuses on giving children time to follow their own learning pathways and interests and adults then support them

Teaching:

- **Timetabling**-2 hours a week for EYFS and Year 1, 1 afternoon each half term for Year 2 and KS2.
- **Can be taught by**-Level 3 Forest

in their learning.

The Forest School leader will provide a range of resources and provocations for the children to explore.

- **Long term plan**-progressions of skills across all year groups
- **Medium term plan**-included in LTP, focused skills activities are planned
- **Short term plan**-in the moment-informed by following the children;s interests and ideas, adult led activities are planned but not enforced, pupil voice informs next session.

Learning & Recording:

Expectations of children–

Engaging in outdoor opportunities, learning focused skills, experiencing risk-benefit process, learning collaboratively

- **Best practise** – All children excited and engaged in learning. Children lead the learning, adults are facilitators, playmates or silent observers.
- **Books–** n/a
- **Practical element**–Use of cameras and recording devices to evidence learning.
- **What does high quality learning look like?** child-led learning, opportunities to develop confidence and self-esteem, children engaged, show understanding, asking and answering questions, completing tasks to best of ability, making links between ideas.
- **Differentiation**– by outcome, challenge and risk, children used as ‘experts’ or ‘mini-teachers’.
- **Opportunities for enrichment**-visitors invited to join our sessions in the Wild Woods, visits to other sites

School leader- high ratio of adults to learners

- **Non-negotiables**– Child-led, occurs year-round in all weathers (where safe)
- **Expectations**– High expectations benefit all pupils. sessions to be fun and engaging, links to previous learning explicit
- **Resources**–
- **Differentiation** –tasks and support depending on age, ability and experience
- **Best practise**– Reflective practise, collaborative work

Wild Woods club offer-Autumn 1, Spring 2, Summer 1 and 2

Assessment:

- **Which assessment**-individual and group observations-posted on Tapestry and/or the school website. Observations to include areas of Holistic Development (Social, Physical, Intellectual, Communication & Language, Emotional and Spiritual).
- **Observations** – HT, subject leaders
- **Marking and feedback** – no marking, feedback is in the moment.

Key Priorities 2023 – 2024:

- 1.To ensure each class has the opportunity to experience high quality Forest School sessions in 2 different seasons.
- 2.To plan and organise a whole school ‘mud day’ in June 2024.
- 3.To update and extend resource offer.

Hintlesham and Chattisham CofE Primary School

Forest School-Wild Woods

Intent

“An inspirational process that offers all learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning within a woodland or natural environment with trees and plants.” (Forest Schools Association)

At Hintlesham and Chattisham CofE Primary, our school vision is for all members of our school to be committed to “learning together to be the very best we can be”. As part of this vision, we have decided to expand and enhance the breadth of our curriculum by incorporating a designated Forest School curriculum as part of EYFS and Year 1’s weekly routine. It is our aim that this opportunity will uphold the high standards and expectations that our school sets for its pupils and serve as a cornerstone to increasing their life skills and experiences throughout their primary school education.

During Forest School at Hintlesham and Chattisham we wish for our children to develop a deep knowledge of and a sense of responsibility for our school environment and local habitat. We want them understand how to look after and nurture our Wild Woods, to name the flora and fauna growing in our woodland and for all of the children and adults in our school to fully embrace the physical and personal challenges that working outside can present. We will achieve this through the teaching and embedding of the 'Outdoor learning big ideas'...



We also aim for our children to:

- Learn and make choices and initiate their own learning
- Provide a safe and non-threatening environment in which children can take risks
- Help children understand, appreciate and care for the natural environment
- Develop practical life skills in an outdoor environment
- Promote self-esteem, confidence and a positive attitude to learning through small achievable tasks
- Develop social interactions and team working skills
- Enable participants to be independent, self-motivated and considerate
- Build self-esteem, confidence, independence and self-control

Forest School is based on the principle that children of all ages can benefit greatly from the learning opportunities inherently present in a woodland environment.

It provides opportunities, in an outdoor setting, for children to develop a variety of skills: particularly PSHE skills such as independence, self-discovery, communication, self-esteem and confidence building. Children learn to take risks, use their initiatives and co-operate. Beyond this, we believe teachers can use the outdoor environment as a vehicle for art activities, key science concepts, developing physical skills and a whole lot more! In a typical session there may be an adult-led activity, but the ethos of Forest Schools also allows time for children to follow their own learning pathways and interests and adults then support them in their learning.

The National Curriculum for Forest School states:

- ❖ Forest School is for all children and young people.
- ❖ Forest School builds on a child’s innate motivation and positive attitude to learning, offering them the opportunities to take risks, make choices and initiate learning for themselves.
- ❖ Forest School is organised and run by qualified Forest School Leaders.

- ❖ Forest School maximises the learning potential of local woodland through frequent and regular experiences throughout the year, not a one-off visit.
- ❖ Forest School helps children to understand, appreciate and care for the natural environment.

Implementation

Forest school is a globally recognised teaching system that aims to meet the intent of this curriculum through holistic learning. It is through this method that we strive to provide our pupils with the widest range of skills and opportunities available to us. Due to its child-led nature and focus on social development, Forest School engages children in a manner that is hard to imitate in the classroom. This creates new opportunities for learning and development that might not be accessed during regular day-to-day schooling. As we know, every child is different, as are their learning habits, something that here at Hintlesham and Chattisham we recognise, encourage and utilise. At Hintlesham and Chattisham, we are blessed with a beautiful outdoor learning environment which we call the Wild Woods. Our EYFS and Year 1 children will participate in forest school on a Friday afternoon each week. During the school year, the other classes will experience 3 forest school sessions (across the seasons). Trained teaching staff and directed non-teaching staff allows for all children to receive a quality session and all staff to understand the potential learning opportunities this resource has to offer. Forest school sessions happen whatever the weather – as the saying goes “there is no such thing as bad weather, just bad clothing!” – the only exemptions being strong winds and heavy snow due to safety. Adult led tasks may involve the teaching and application of pure Forest School skills such as fire lighting, plant identification or whittling, or indeed the teaching of any area of the school curriculum which is enhanced by being in an outdoor learning environment such as a bespoke phonics session or the geography of a river system. Child led activities often support personal, social and emotional development or demonstrate the independent application of prior teaching and learning such as mini beast hunting or constructing a water tight den.

If you were to walk into a Forest School lesson at Hintlesham and Chattisham, you would see:

- All learners engaged in a variety of activities
- Learners being challenged in range of activities
- Opportunities for all children to apply a range of their learning powers in each session
- Collaborative learning
- Inclusive learning

Impact

By the end of their schooling at Hintlesham and Chattisham C of E Primary School, all pupils will have been given the opportunity to experience and learn in Forest School. They will have acquired a range of pure Forest School skills, applied them and experienced an area of the school curriculum which is enhanced by being in an outdoor learning environment. They will also have developed a passion for the great outdoors and will celebrate their local, natural environment and will have developed a deeper knowledge and respect for their local habitat. Alongside this, they will have embraced the physical and personal challenges that learning outside presents.

As a result of attending high quality Forest School sessions in our school,

- ❖ Children have become more confident as well as more resilient learners. They have shown they can be more caring and supportive to their peers due to the heavy focus on understanding and generating empathy. This has allowed children to develop their ability to regulate their social, mental, emotional and spiritual health, meaning they can work more collaboratively in their learning and tasks set. Ultimately, this will develop their ability to transfer these skills when necessary to improve themselves in classroom and life in the wider world.
- ❖ Children have grown more confident in their abilities in the outdoor environment. They have begun to understand, assess and manage their own risks and safety. This has allowed children to become more independent and shown them that life comes with not only risk but also rewards. Through using their perseverance skills, the children now

understand that at times they may not get their desired result at first, therefore they need to try again in different ways. Forest School has encouraged them to use their problem solving and reflection skills to allow them to see mistakes aren't failures, they're part of learning.

- ❖ Forest School sessions have aimed to make children's learning more relevant to their lives in the community and wider world. We have encouraged the children to be responsible for and respect the local community and environment giving them a sense of belonging and ownership of the place in which they live. In different sessions, we have explored the use of the local area, integrating subjects so that meaningful activities can be planned and delivered effectively and regularly.

Outdoor Learning Long Term Plan

Year A and B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Year 2</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 4</u>	<u>Year 3</u>	<u>Year 5, 6</u>
<u>Skills</u>						
Tree climbing	Up to 1m	Up to 1m	Up to 1m	Up to 2m	Up to 2m	Up to 2m
Tools	Peelers secateurs	Peelers	Peelers secateurs	Hand/palm drill	Hand/palm drill	Fix blade knife (whittling)
Orienteering	4-point compass	Walking boundaries	4-point compass	ID animal tracks	ID animal tracks	OS maps
Risk assessment	Boundary of site ID hazards Safe tool use ID poisonous plants	Whistle for emergency Hand washing Boundary of site	Boundary of site ID hazards Safe tool use ID poisonous plants	Build structures safely Understand risks Basic first aid	Build structures safely Understand risks Basic first aid	Consolidate all previous learning
Woodland management	ID birds ID trees	ID woodland layers ID woodland animals ID plants	ID birds ID trees	Manage tree growth ID fungi	Manage tree growth ID fungi	Coppice ID woodland flowers
Fire lighting	Know 3 elements of fire Learn different fire shapes	Collect correct wood Make fire pit Fire safety	Know 3 elements of fire Learn different fire shapes	Help with main fire Introduce cooking	Help with main fire Introduce cooking	Independent fire lighting Cook range of foods

Forest School Vocabulary and Curriculum Knowledge and Skills Progression

Passion, Knowledge, Challenge

ACTIVITY	RUBY CLASS (EYFS)	EMERALD CLASS KS1	SAPPHIRE CLASS LKS2	DIAMOND CLASS UKS2
USING TOOLS	<p>Know how to safely use a bow saw to make a tree cookie.</p> <p>Know how to safely use peelers to develop pre-whittling skills.</p> <p>Know how safely use a mallet and a hammer.</p> <p>Vocabulary: bow saw, peeler, whittling, mallet, hammer</p>	<p>Know how to safely use secateurs for shelter building and thinning of the woodland.</p> <p>Know how to safely use peelers to whittle.</p> <p>Know how to safely use a hand saw.</p> <p>Know how to safely use palm drills.</p> <p>Know how to safely use mallets and hammers with increasing independence.</p> <p>Vocabulary: secateurs, thinning, peeler, whittling, palm drill, mallet, hammer</p>	<p>Know how to safely use loppers and a pruning saw for thinning etc.</p> <p>Know how to safely use hand/palm drills.</p> <p>Know how to safely use hammers and mallets independently.</p> <p>Vocabulary: loppers, pruning saw, thinning, palm drill, hand drill, hammer, mallet</p>	<p>Know how to safely use fixed blade knives for whittling.</p> <p>Know how to use hammers and mallets independently.</p> <p>Vocabulary: fixed-blade knife, whittling, hammer, mallet</p>
DEVELOPING GEOGRAPHICAL SKILLS	<p>Know the boundaries of the Wild Woods and stay within them.</p> <p>Know how to safely explore the Wild Woods area and know where certain landmarks are, i.e. the oak tree, the apple tree, the pond.</p> <p>Begin to know how to use simple maps to locate things (treasure hunt).</p> <p>Vocabulary: boundaries, map, landmark</p>	<p>Know how to use simple compass (North, South, East and West)</p> <p>Know how to use directional language (near and far; left and right)</p> <p>Know how to describe the location of features and routes on a map.</p> <p>Can recognise landmarks and human and physical features.</p> <p>Know how to devise a simple map and use basic symbols in a key.</p> <p>Vocabulary: compass, North, South, East, West,</p>	<p>Beginning to know the eight points on a compass.</p> <p>Know how to recognise features and symbols on the map.</p> <p>Can show an understanding of how to orientate the map.</p> <p>Can demonstrate understanding of a line orienteering course (short loop) and star orienteering.</p> <p>Vocabulary: compass, North-East, South-East, North-West, South-West, orientate, orienteering</p>	<p>Know how to navigate using natural indicators.</p> <p>Know how to interpret a map.</p> <p>Know how to navigate using a map and compass (orienteering).</p> <p>Vocabulary: navigate, natural indicators</p>
DEVELOPING PROBLEM-SOLVING	<p>Begin to know how to work in a small group to solve simple</p>	<p>Know how to effectively work as part of a team to solve problems.</p>	<p>Know how to co-operate and communicate clearly with others.</p>	<p>Know how to lead a team.</p> <p>Know how to work well in a team,</p>

<p>AND TEAM WORK</p>	<p>problems.</p> <p>Begin to know how to play well with others and listen to them.</p> <p>Can share their ideas with others.</p>	<p>Know how to play and understand team games.</p> <p>Can communicate their ideas and thoughts clearly.</p> <p>Can listen to others.</p>	<p>Know how to build trust with their peers through games.</p> <p>Can share their thoughts and ideas and listen to the ideas of others.</p>	<p>communicating clearly with others.</p> <p>Can share their thoughts and ideas and listen to the ideas of others.</p>
<p>UNDERSTANDING RISK ASSESSMENT</p>	<p>Know the signals to return to base: whistle for emergency, call any other time.</p> <p>Know the importance of hand washing before eating.</p> <p>Know the boundary of the site.</p> <p>Know how to use a range of tools safely.</p> <p>Know how to drag large logs.</p> <p>Vocabulary:</p> <p>Emergency, base camp, boundaries, safety</p>	<p>Know what risks there are in each layer of the Woodland.</p> <p>Know how to set the boundaries of the site.</p> <p>Know how to find hazards themselves and identify them to the class.</p> <p>Know how to use a range of tools safely.</p> <p>Know which plant species are poisonous.</p> <p>Vocabulary:</p> <p>Risks, hazards, poisonous</p>	<p>Know how to build structures safely.</p> <p>Show an understanding of the risks linked to cooking.</p> <p>Show an understanding of the risks when tree climbing.</p> <p>Know basic first aid.</p> <p>Know how to practice and role play emergency procedures.</p> <p>Vocabulary:</p> <p>Emergency procedures</p>	<p>Consolidate all prior knowledge.</p> <p>Vocabulary:</p> <p>*consolidate all prior vocabulary*</p>
<p>UNDERSTANDING WOODLAND MANAGEMENT</p>	<p>Can name some plants and trees found in the grounds, i.e. mint, oak tree, daffodils.</p> <p>Know how to identify the deciduous and evergreen trees in the Wild Woods.</p> <p>Can name of some animals found in our outside environment, i.e. tadpoles, robin, snail, dragonfly.</p> <p>Know what plants and animals need to survive.</p> <p>Know some life cycles (butterfly)</p>	<p>Know the different layers of the woodland: Canopy, Shrub, Field, and Ground.</p> <p>Know the basic structure of a plant/tree.</p> <p>Know some different seeds and how they are scattered in autumn.</p> <p>Can name plants: holly, bracken, bramble/nettles, oak tree, bluebells.</p> <p>Can name woodland animals: deer, squirrel, badger.</p> <p>Can name some birds: pheasant, buzzard, and woodpecker.</p> <p>Know some life cycles (frog).</p> <p>Can name and identify some trees in</p>	<p>Can name some common birds they see the Wild Wood and talk about their features.</p> <p>Can name the common trees in our grounds.</p> <p>Can talk about how to encourage wildlife into our Wild Woods.</p> <p>Can carry out fieldwork – classifying and surveying animals.</p> <p>Can match tracks and other signs to animals.</p> <p>Can name animals in the environment and group them.</p> <p>Can describe the life cycle of a flowering</p>	<p>Know how to recognise pollution indicators in different habitats.</p> <p>Know how to use and create a key to identify trees and animal tracking signs.</p> <p>Know how to age a tree using trigonometry.</p> <p>Can identify different animal groups and describe their habitats.</p> <p>Vocabulary: pollution indicators, identification key, tracking, trigonometry</p>

	<p>Know how to observe and describe their surroundings and the weather.</p> <p>Know the different sounds that they hear in the Wild Woods.</p> <p>Vocabulary: mint, Oak, Hazel, daffodils, cleavers, deciduous, evergreen, tadpole, snail, robin, dragonfly</p>	<p>our grounds by using a simple ID guide.</p> <p>Can observe and describe the changes in season.</p> <p>Vocabulary: canopy, shrub layer, field layer, ground layer, holly, bracken, bramble, nettles, bluebells, deer, squirrel, badger, pheasant, buzzard, woodpecker</p>	<p>plant and describe the function of the parts.</p> <p>Vocabulary: classify, fieldwork</p>	
DEN BUILDING SKILLS	<p>Know how to build a shelter with adult support using a variety of materials and pegs.</p> <p>Know how to build a mini den for animals.</p> <p>Can use their own ideas to construct things to use in play, i.e. bridges, cars, boats.</p> <p>Vocabulary: Shelter, construct</p>	<p>Know how to use tarps and pegs to independently build a shelter (tripod, lean to).</p> <p>Know how to independently build mini den for animals.</p> <p>Know they can use their own ideas to construct things to use in their play.</p> <p>Can talk about what worked well and make suggestions for improvements.</p> <p>Vocabulary: Tripod shelter, lean to shelter</p>	<p>Begin to describe how the structures they have made work.</p> <p>Know how to create shelters from tarps and use independent knot tying.</p> <p>Know how to evaluate my work.</p> <p>Know how to independently put up a tent.</p> <p>Know how to make constructions for a range of purposes: e.g. rafts, animal bridges, stick towers, sundials, water traps.</p>	<p>Know how to build a waterproof shelter and set up a camp.</p> <p>Know how to make constructions for different purposes: e.g. rafts, animal bridges, stick towers, sundials, water traps.</p> <p>Know how to create a tipi shelter with camouflage using natural materials.</p> <p>Know how to work successfully as a group, changing and developing ideas.</p> <p>Know how to compare and evaluate their constructions.</p>
KNOT TYING SKILLS	<p>Begin to know how to tie using basic knots (shoe tying).</p> <p>Vocabulary: knot</p>	<p>Begin to know how to use more sophisticated knots (clove hitch, overhand knot and half hitch)</p> <p>Begin to know how to use lashing and frapping techniques to make frames.</p> <p>Vocabulary: clove hitch, overhand knot, half hitch, lashing, frapping</p>	<p>Know how to use more sophisticated knots for attaching to structures and trees.</p> <p>Know how to use lashing and frapping techniques independently.</p> <p>Vocabulary: timber hitch, taut line hitch, round turn with 2 half hitches, lashing, frapping</p>	<p>Know how to make a quadrant using knots and lashings.</p> <p>Know how to use other knots they have requested to learn.</p> <p>Vocabulary: quadrant, square lashing</p>
FIRE/COOKING SKILLS	<p>Know the safety rules near the fire and can follow them</p> <p>Know the correct wood to</p>	<p>Know how to be safe around a fire and explain the rules of the fire circle to others.</p>	<p>Know how to be safe around a fire and explain fire safety rules to others.</p> <p>Know how to light a fire safely, with</p>	<p>Know how to light a fire using charcloth and hay and tend to it.</p> <p>Know how to prepare and cook on an</p>

	<p>collect: tinder, kindling, bigger sticks, branches, logs.</p> <p>Know how to make a fire pit.</p> <p>Know how to extinguish a fire.</p> <p>Know about fire safety awareness and how to play fire safety games.</p> <p>Know how to toast a marshmallow with adult support.</p> <p>Know how to help make food to cook on the fire.</p> <p>Vocabulary: tinder, kindling, fire pit, extinguish</p>	<p>Know the 3 elements that keep a fire lit: oxygen, fuel, spark</p> <p>Know how to make sparks with a fire steel.</p> <p>Know the different shapes of fires.</p> <p>Know how to light a fire safely with close supervision.</p> <p>Know how to make a simple snack to cook on the fire-damper bread, popcorn</p> <p>Vocabulary: 3 fire elements, oxygen, fuel, spark, flint and steel</p>	<p>supervision.</p> <p>Know how to help keep the main fire.</p> <p>Know how to follow a recipe and cook it on an open fire with minimal support.</p> <p>Know how to cook ash cakes, wild food fritters and brownie stuffed oranges on the fire.</p> <p>Vocabulary:</p> <p>Vocabulary involved in explaining fire safety</p>	<p>open fire.</p> <p>Know how to make hazel macaroons, tortilla pancakes and popcorn on the fire.</p> <p>Vocabulary: charcloth</p>
CREATING NATURAL ART	<p>Know how to use a range of materials to create artwork as demonstrated by an adult.</p> <p>Know they can use their own ideas to create art work (mud painting, clay work, land art)</p>	<p>Know how to use natural materials to create artwork that they can talk about.</p> <p>Know how to make a stick person, a journey stick and a magic wand independently.</p> <p>Know how to use a range of materials to create artwork as demonstrated by an adult.</p> <p>Know how to use clay and weaving techniques to create artwork.</p>	<p>Know how to accurately sketch trees and plants.</p> <p>Know how to choose shapes in nature to inspire their artwork.</p> <p>Know how to use watercolours to paint landscapes.</p> <p>Know how to use natural dyes and weaving techniques.</p>	<p>Know how to use natural shapes and structures to inspire their artwork.</p> <p>Know how to print using natural materials.</p> <p>Know how to apply advanced drawing techniques to depict perspective, distance, shadow and reflection.</p> <p>Know how to sculpt using a range of tools and techniques.</p> <p>Know how to evaluate their work.</p>
PHYSICAL DEVELOPMENT AND TREE CLIMBING SKILLS	<p>Know how to climb and balance on a range of equipment.</p> <p>Know how to carry small items safely and larger items with adult support.</p> <p>Know how to travel through areas safely, watching out for obstacles, i.e. tree roots, uneven surfaces.</p>	<p>Know how to carry large, heavy items safely.</p> <p>Know how to balance on a slack line.</p> <p>Know the benefits to being outside.</p> <p>Know how to climb a tree with 1: 1 guidance.</p> <p>Know how to jump out of the tree</p>	<p>Know their own flexibility, strength, control and balance when participating in outdoor activities.</p> <p>Know how to take part in outdoor activities and challenges on their own and in a team.</p> <p>Know how to climb a tree (1: 1 guidance available).</p> <p>Know that they cannot climb above 2m</p>	<p>Know how to responsibly take part in adventurous outdoor activities; challenging themselves and behaving safely.</p> <p>Know how to climb a tree independently.</p> <p>Know how to jump out of the tree from no higher than 2m.</p>

	<p>Know how to climb a tree with 1: 1 guidance.</p> <p>Know how to jump out of the tree with support.</p> <p>Know that they cannot climb above 1m to keep them safe.</p>	<p>with support.</p> <p>Know that they cannot climb above 1m to keep them safe.</p>	<p>to keep them safe.</p> <p>Know how to jump out of a tree from no higher than 1m.</p>	
PERSONAL DEVELOPMENT	<p>Are confident to try new things.</p> <p>Feel and show a sense of pride about what they can do.</p> <p>Know how and when to ask for help if they need it.</p> <p>Know they can talk about how they are feeling.</p>	<p>Know how to stay motivated to try new things and to achieve a goal.</p> <p>Are becoming more confident and independent.</p> <p>Know they can feel proud of themselves for overcoming a challenge/persevering with a personal task.</p> <p>Know how to talk about their feelings and adjust their behavior accordingly.</p> <p>Know different ways to tackle a problem.</p>	<p>Know how to challenge themselves and persevere when things get difficult.</p> <p>Know ways to solve issues independently.</p> <p>Know how to recognise their strengths and their limitations and work to improve these.</p> <p>Know how to control their emotions and show empathy for others.</p>	<p>Are becoming more self-aware.</p> <p>Feel resilient and proud even when they make a mistake.</p> <p>Know how to make informed and well-reasoned decisions, recognizing that others have different beliefs and attitudes.</p> <p>Know how to anticipate, take and manage risks independently.</p>

Curriculum Enhancement Plan

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ongoing		Take part in a new sport, represent your school in a sport Charity work – raise money for a charity eg Red Nose Day, Children in Need, Break, Sports Relief Dress Up – school play (Nativity, Summer Production) or World Book Day Visit local church for Harvest, Easter and Celebration Day. Take part in a Christian event eg Christingle, Eucharist Plant seeds and bulbs and see them grow Special roles: Librarians, Faith Council, School Council, Digital Leaders, Choir, Playleaders					
Special weeks	Year A	Roald Dahl Day 13/09 Macmillan Coffee Morning Cooking	Christmas Around the World MAT Maths Day Anti-bullying week	ESafety	Science week Tractor visit	Music Workshop Spirited Arts Week	Sports/Wellbeing week Road Safety
	Year B	National Poetry Day 7/10 Macmillan Coffee Morning Cooking	MFL Day MAT Maths Day Anti-bullying week	ESafety	Science week	Music Workshop Spirited Arts Week	Sports/Wellbeing week Road Safety

EYFS		Panto Take part in Nativity	Visits from family members who work in the local community/people who help us Superhero dress up day	RE reflective story-visitors-in school	Hollow Trees Nursery / Beach/ Foxburrow Farm	
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Year A	Year 1 & 2		Panto Take part in the Nativity	Transport Museum.	RE reflective story-visitors in school		Hintlesham – local area walk
	Year 3 & 4	Visit Colchester Castle - Romans	Panto	World Book Day	Science workshop-sound.		

	Year 5 & 6	Kingswood Residential	Panto Bebras UK – Computational thinking competition		Visit West Stow		Summer Production
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Year A1	KS2	Tech We Can – STEM - Environment	Tech We Can – STEM - Communication and Marketing	Tech We Can – STEM - History
Year A2	KS2	Tech We Can – STEM - Education	Tech We Can – STEM - Fun	Tech We Can – STEM – Travel and Tourism

Year 6				Crucial Crew		Bikeability
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Year B	Year 1 & 2	Sensory Salads Experience	Panto Take part in the Nativity	History off the page-Medieval Castle/Host own castle day in school.	RE reflective story-visitors in school	Water Safety - RNLI	Seaside trip
	Year 3 & 4	Stone Age Workshop	Panto	Visit Ipswich Museum	Visit Anglian Water	Visit schools Farm Fair Hadleigh Weavers	
	Year 5 & 6	WW2 – Gerald Main War Memorial talk	Panto Bebras UK – Computational thinking competition	BT Adastral Park – Virtual STEM event First Aid Visitor	Visit Flatford Mill Law – House of Parliament workshop (online)		Summer Production

Year B1	KS2	Tech We Can – STEM – Health and Inclusion	Tech We Can – STEM - Food	Tech We Can – STEM - Good
Year B2	KS2	Tech We Can – STEM – Manufacturing and Engineering	Tech We Can – STEM – Entertainment and Art	Tech We Can – STEM - Retail

Year 6				Crucial Crew		Bikeability
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<u>Hadleigh Pyramid Enrichment Event Time Table Spring 20-Summer 20</u>						
<u>School</u>	<u>Spring 20</u>	<u>Summer 20</u>	<u>Autumn 20</u>	<u>Spring 21</u>	<u>Summer 21</u>	<u>Autumn 21</u>
St Mary's				R.E		
Kersey					Maths	Orienteering
Elmsett	Reading 10 th March 9.15-10.30 Yrs. 1-2		Cookery Yrs.4 and 5 First Aid Yrs. 5 and 6			
Whatfield	Dance KS2 25 th Feb 20 9.45-11.00	Orchestral Fantasia Yrs. 3/4		Dance KS2		
Bildeston		Drama Morning Year 6	Environmental Studies Yrs. 3 and 4			Drama
Hintlesham		ICT Yrs.3 and 4		Art Yrs. 3 and 4		
Beaumont		Choir 29 th April 20 9.30-11.30 Years 3-6	Science Yrs. 1-2			
Hadleigh Community				Gym KS1	Forest School	
Hadleigh High	Harry Potter Year 6 3.3.20 1.15-2.30pm	James Bond day Year 5 22.06.20 9.00-3.30				

MAT Passport

As part of our curriculum work across the MAT, we wanted to ensure that within our schools, all children had the same opportunity to take part in a range of common experiences. During 2018/19 this work was further developed, following the publication of the DfE booklet <https://www.gov.uk/government/publications/my-activity-passport>

Headteachers, staff, governors and pupils were asked for ideas for a MAT Passport which were then collated and a final list produced. This MAT passport sets out the minimum enrichment activities that a child will take part in across seven years at one of our MAT schools.

We are committed to promoting children's personal development and believe that this MAT passport will enable greater consistency across MAT schools. We hope that it will also encourage creativity.

Residential visit – Class 4 Yr A Sum 2	Cook a meal – Class 4 Yr A Sum 2
Working with older people – Class 4 Community Lunch serving.	Read a story to a younger child – Buddy activity Aut 1 each year.
Visit to the local Church – All children Harvest Festival, Christmas and Easter Service.	Take part in a Nativity celebration – EYFS & KS1 each year to perform.
Visit to Cathedral – Whole school Yr B half day visit Autumn 2	Visit an art gallery or museum – Class 3 Colchester Castle Yr A Aut 1, Class 4 west Stow Yr A Spr 2.
Do some voluntary work – Class 4 Community Lunch serving throughout the year.	Visit a local habitat eg beach or forest – Local area (Hintlesham woods) EYFS and Class 2 Yr A Sum 2
Go and see a live performance eg music or pantomime – alternate years with a visit to a pantomime and a company performing in school.	Use local transport eg go on a train or bus – Class 2 Yr A Spr 2
Take part in a new sport – Class 4 Yr A Sum 2 Kingswood and Sports and Wellbeing week alternate years for all.	Contribute to the local community eg litter pick – Class 4 Community Lunch, EYFS & KS1 Christmas Cards and contributions to village organised events eg bulb planting, bunting and place mats for Suffolk Ladies Day - all.
Plant seeds and bulbs and see them grow – EYFS Summer, Class 2 YrA Sum 1.	Stay away from home at least for one night – Kingswood Class 4 Yr A Sum 2
Work in a vertical age group – Buddy groupings for Christmas Decs, Sports Day, MFL Days and other adhoc events.	Visit another place of worship – Class 3 Synagogue Yr , Class 4 Buddhist Centre Yr A Spr 1 & Muslim mosque Yr B Sum 2
Visit a contrasting locality eg a city – Kingswood (coastal) Class 4 Yr A Sum 2	Take part in a Eucharist service – Class 4 Yr A Spr 2
Read a map and give directions – PE Orienteering Yr B EYFS Sum 1,	Grow your own food and eat it –

Class 2 Aut 1, KS2 Sp 2.	Class 3 Yr A Sum 1
Take part in an enterprise project – Class 4 Yr A Sum 2.	Develop a leadership role – School Council, Faith Council, Digital Leaders, Play Leaders, Leadership roles in school for all classes especially Class 4.
Take part in a performance - Open The Book, Class Assemblies, Class 4 Production, Class 3 World Book Day, EYFS & Class 2 Nativity. Rocksteady music club performances.	Have the opportunity to learn a musical instrument – Music lessons (glockenspiel and percussion instruments) Rocksteady music club.
Take part in an event on the Christian calendar eg pancake race, Christmas dinner or Christingle service – Whole School, each year, Christingle, Christmas Dinner and Harvest Festival.	Celebrate a non-Christian festival – Diwali EYFS (date varies), Class 2 Ramadan Yr B Spr 1
Build a den – EYFS & Y1 weekly wild woods, other classes two sessions per year also Wild Woods Club Sum 2.	Learn about the world of work – KS2 Tech We Can termly
Link with a local business – Class 3 Yr B Sum 1 – Humphries in Sudbury (weaving)	Dress up for at least one day – All World Book Day, Class 4 Victorians Yr A Aut 2
Find out about government – Class 4 Yr B Spr 2	Go for a walk in the local area – Class 2 YA Sum 1, Class 3 Yr B Sp 2
Raise money for charity – Whole School through School Council (Children in Need, Comic Relief) FIND – Harvest Festival. Plus any other charities supported by individual children are encouraged.	Engage with wildlife/ecology – Wild Woods & Gardening Club EYFS & KS1
Represent your school in some way eg in a sporting competition – KS2 each year enter a range of different sporting activities through School Games and Hadleigh Schools. Hadleigh and Suffolk Show Schools competition entries from all pupils.	Take part in an event with pupils from another MAT school – Sports events with MAT pyramid Schools, St Matthews School And Faith Council
Have the opportunity to take part in out of school club eg bikeability – Class 4 Bikeability every year, Gardening Club at lunchtime, variety of ASCs taking place eg Dance, Outdoor Games, Hama Beads. Rocksteady music club in school.	Visit a school which is different from yours – St Matthews School and Faith Council.

Visit a farm and understand the importance of agriculture – EYFS & Class 2 visits on rolling programme 2/3 years.	Visit a key place in your local community eg waterworks – Hintlesham Church key Christian events, Community Hall Class 4 Community lunch, Hintlesham Hall Class 2 Yr A Sum 1.
Share an activity in school with a parent – Class Maths cafes Aut Term, Sports Day & picnic Sum Term, Class Assemblies each year.	Be aware of mental health and ways to support own wellbeing – Suffolk Minds training whole school, Wellbeing Assemblies whole school half termly.
Learn basic first aid – Class 3 Yr A Sum 1, Class 4 Yr B Spr 1	Lead worship in school – Faith Council termly.
Visit a site of Historic interest – Class 3 Colchester Castle Yr A Aut 1, Class 4 West Stow Yr A Spr 2.	Sing as part of a large group – Every Collective Worship and church service.
Enjoy the weather eg play in the snow or jump in puddles – EYFS & Year 1 weekly Wild Woods, picnic lunches.	Enjoy nature eg forest schools, star gaze – Wild Woods EYFS & KS1 weekly, other classes two sessions per year Summer Term, Wild Woods club Summer 2.

Further work has taken place during 2021/22 led by Head of School Improvement and a working group of Headteachers, to commission the Suffolk Children's University to produce a MAT Passport booklet for each child in Key Stage 2. This will enable tracking of the activities and provide links to home learning, which will allow pupils to gain learning hours as part of the Children's University.

At Hintlesham and Chattisham Church of England Primary School, the MAT Passport activities are mainly delivered through the newly rewritten curriculum or Curriculum Enhancement days/weeks.