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	June 2021
Review date	June 2022

Contents

1. Vision and Values
2. Curriculum aims and intent
2. Legislation and guidance
4. Organisation and planning
5. Links with other policies
6. Inclusion
7. Monitoring arrangements
8. Curriculum Appendices:
    - Big Ideas/Gems
    - English
    - Maths
    - Science
    - RE
    - History
    - Geography
    - PE
    - PSHE
    - Computing
    - Music
    - Art
    - DT
    - MFL
    - Outdoor Learning
    - Curriculum Enhancement

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, Respecr 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 are 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 which is a four-year rolling programme) 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 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 differentiation identified together with any key children's individualized 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 the server 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 availabity/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.

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Opportunity and Possibilities

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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

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

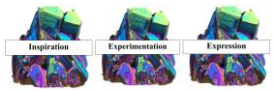
Our goal for Physical Education is that children are inspired to lead active, healthy lives, through the 'big ideas'/gems:

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:

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:



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:

Music

Our goal for Music education is that children are confident to appreciate, create and perform music, 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:

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:

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:

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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.

Healthy School

St Edmundsbury and Ipswich Diocesan Multi Academy Trust

Appendix 1 – English

Subject on a Page

Name of Subject Leader: Nick Kricka

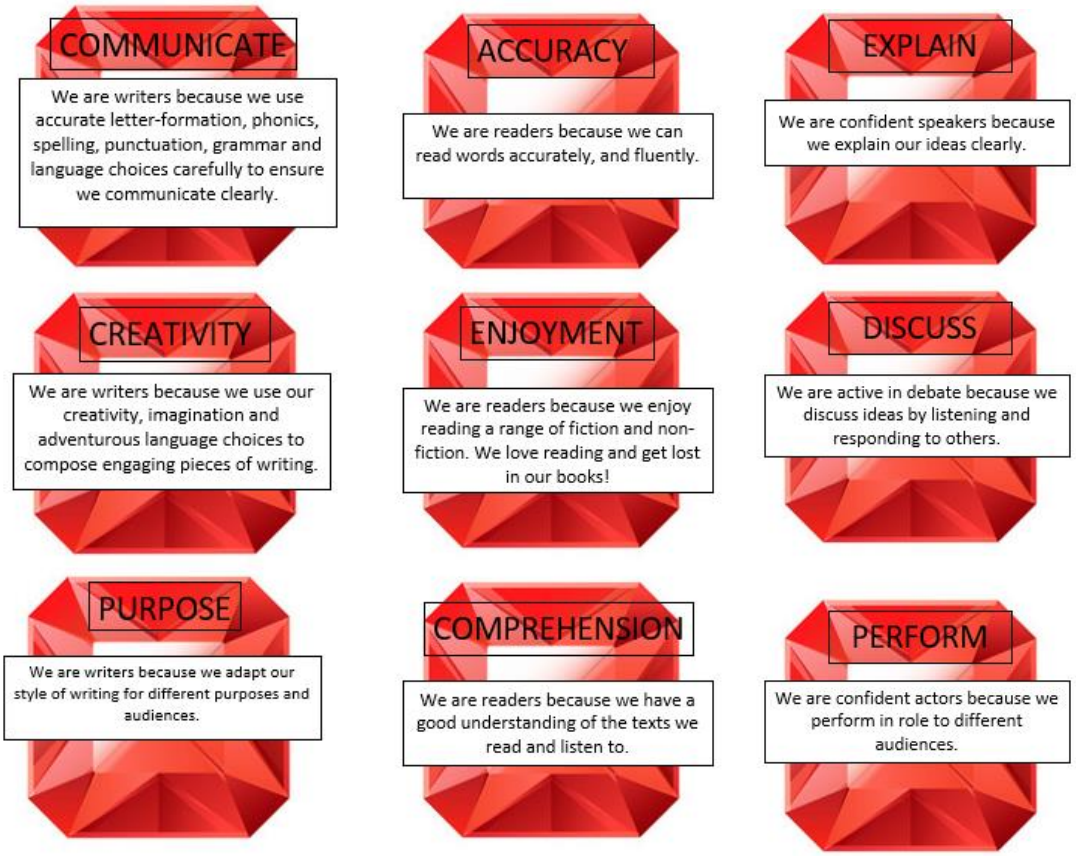
Subject Intent:

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:



Planning:	Teaching:
• The English LTP follows the Hamilton Trust Weekly plans (adapted by Class Teachers)	

for mixed age classes *(Y1/2 Y3/4 &Y5/6)* and can be found on the school website by following this link.

- Medium term planning for each of the units can be found through these links: Y1&2 Y3&4, Y5&6. *(n.b.refer to long term plan for teaching order)*
- 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 Andrew Brodie Scheme in KS2.
- Phonics is taught daily in KS1 using Read Write Inc.

- 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' from Twinkle.
- Differentiation can be through: adult support,: task broken down in to steps, word bank or scaffold, extended task, open ended task, vocabulary use and challenges.

Learning & Recording:

- 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.

Assessment:

- Reading age assessments are completed at the beginning and end of each year.
  (at the end of each half term for bottom 20% readers).
- 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.
- 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.

Key Priorities 2020 – 2021:

1. Big ideas gems are used and referred to in lessons.
2. Providing opportunities for challenge for higher achievers to increase the number of children working above expected.
3. Providing support to ensure SEN and lower ability children are able to access the curriculum as well as demonstrate good progress.

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 be 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 on 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.

Hintlesham and Chattisham CofE Primary School **EYFS (Ruby Class) Long Term Plan**

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 visit-Discovery 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 Experiences-hospital/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 initial assessment RWInc Set 1 Writing letters and	RWInc Set1 Rhyming strings Linking sounds to	Read RWINC Set 1 Reading and writing words, phrases and simple sentences	RWInc Set 2 Reading and writing words, phrases and simple sentences	RWInc Set 2 Writing sentences, applying phonetic and key word knowledge	RWInc Set 2 Writing sentences, applying phonetic and key word knowledge

Phonics	name Alliteration	letters CVC word lists				
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
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.

KS1 English LTP

Year A			Year B		
Autumn 1: **Fiction:** The Enormous turnip – traditional tale – cumulative stories. **Non-fiction:** Instructions based on The Enormous Turnip and other examples. *Wider opportunities: Newspapers, posters, persuasive letters.* **Poetry:** Playing with language	***Spring 1:*** **Fiction:** The owl who was afraid of the dark **Non-fiction:** information texts - Owl babies **Poetry:** Songs and repetitive poems	***Summer 1:*** **Fiction:** Tales from other cultures. **Non -fiction:** Recounts: Amazing Grace **Poetry:** Poems to say aloud	***Autumn 1:*** **Fiction:** How to catch a star **Non-fiction:** Instructions How to catch a fairy. *Wider opportunities: labels, lists and posters)* **Poetry:** Silly poems	***Spring 1:*** **Fiction:** Fairy stories **Non-Fiction:** Explanation text *Wider opportunities: Invitations and posters* **Poetry:** Bedtime Poems	***Summer 1:*** **Fiction:** Bubbles film *(literacy shed)- settings **Non -fiction:** Information texts: Minibeasts **Poetry:** Poems by the same author - Milligan
Autumn 2: **Fiction:** Spy fox – adventure story Fiction: Christmas adverts (narrative) **Non-fiction:** Posters, labels and signs - Nativity **Poetry:** Poems about animals	***Spring 2:*** **Fiction:** Grandma Bird **Non-fiction:** Explanation text (Grandma Bird and other examples) **Poetry:** The Sound Collector	***Summer 2:*** **Fiction:** Traditional tales (mixture of tales) **Non-fiction:** Newspaper reports *Wider opportunities: Wanted posters, interviews, scripts* **Poetry:** Traditional poems: A.A. Milne	***Autumn 2:*** **Fiction:** Supertato **Non-Fiction:** Information text based on Supertato *Wider opportunities: Shopping lists and posters* **Poetry:** List Poems	***Spring 2:*** **Fiction:** Meerkat Mail – journey **Non-fiction:** Information texts about meerkats. *Wider writing opportunities: Postcards and letters.* **Poetry:** Poems with an element of fantasy and humour	***Summer 2:*** **Fiction:** The Storm Whale *Summer 2021 – The rainbow fish* **Non-fiction:** Letters – Dear Greenpeace + Dear Zoo **Poetry:** Poems on a theme: The Sea

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

Talk for Writing

Take One Book

Film

LKS2 LTP

	Year A			Year B		
	Fiction	**Non-Fiction**	**Poetry**	**Fiction**	**Non-Fiction**	**Poetry**
Autumn	Fairy stories and playscripts Write a twisted fairy tale.	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 advert narrative	Instructions and explanations How Circuits Work	Humorous poems Poem about teachers	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 A poem of sounds in the evening
	Fables Write a fable about an animal.	Persuasive writing Clothing Advert	Performance poems Write a poem based on Don't Tell Your Mother & a rap.	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 proverb playscript	Instructions and explanations How to make an Edible Garden	Traditional poems Poem based on Windy Nights	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

	Year A		
	Fiction	**Non-Fiction**	**Poetry**
Autumn	**Narrative:** The Explorer by Katherine Rundell Outcome: Descriptive story writing, character description	**Reports and Journalistic Writing** Pandora Outcome: Non – Chronological report about Pandora	**Slam Poetry** Outcome: Hold a poetry slam
	Significant authors Philip Pullman Outcome: Plan and write a section of a graphic novel in PP style **Christmas Narrative:** Outcome: A piece of writing based on a Christmas film clip	**Recounts** Street Child Outcome: Diary entry and recount based on Victorian child	**Narrative poems** Highwayman Outcome: Learn the poem and write a new ending
Spring	**Stories with flashbacks** Harry Potter Outcome: Chn to write a story using a pensieve as a device	**Argument and debate** 3 Little Pigs Project Outcome: Chn to write a balanced debate/discussion text about the Big Bad Wolf	**Poetic Style** Michael Rosen Outcome: Chn to write their own poem free-verse style
	Fiction: The Day of the Dead Outcome: Story based on the festival in Mexico, setting description, diary writing	**Persuasive writing** The Great Kapok Tree Outcome: Persuasive writing that relates to deforestation	**Classic poems:** The spider and the Fly by Mary Howitt Outcome: Read and perform
Summer	**Genre fiction** Classic Plays by Shakespeare Outcome: Write and perform a play based on Macbeth	**Information texts** Linked to Mountains topic Outcome: An information text about mountains	**Personification Poetry** The Dreadful Menace Outcome: Write a personification poem about the Mountain
	Myths and Legends Ancient Greece Outcome: Chn to write their own Greek myth	**Chronological reports** Ancient Greece Outcome: Chn to write their own chronological report about Ancient Greece	**Performance Poetry** Ancient Greece Outcome: Write and perform a poem about a Greek God

Book StimulusTake One BookFilm stimulus

	Year B		
	Fiction	**Non-Fiction**	**Poetry**
Autumn	**Modern classic fiction/Recounts** The Princess Blankets Outcomes: Chn to write a modern fairytale/recount/diary entry		**Choral or performance poems** Revolting Rhymes Outcome: Chn to re write a fairy tale as a poem
	Classic fiction Goodnight Mr Tom/Carries War Outcome: Narrative writing	**Instructions and Explanations** WW2 related recipes/rationing Outcome: WW2 Recipe booklet	**Free form poetry** WW2 Poetry Outcome: Chn write their own emotive free-form poem **Christmas Poetry** Outcome: Chn to write their own Christmas poems
Spring	**Narrative** Alma Outcome: Chn to write the story of Alma – using suspense and a cliffhanger	**Persuasive writing** Holes Outcome: Persuasive brochure and advert	**Debate poetry/poetry that tells a story** Tale of 3 Brothers (from Beedle & the Bard) Outcome: Write own section of poem
	Tales from other cultures Just So Stories Outcome: A Just So story about an animal of their choice in Kipling's style	**Non-chronological reports and journalistic writing** Tuesday Outcome: Newspaper report	**Classic poems** Tyger by William Blake Outcome: Performance
Summer	**Drama and Playscripts** Shakespeare Outcome: Chn to write their own playscript based on a Shakespeare play	**Non-chronological Reports** Coasts Outcome: NCR about coasts (topic linked)	**Poet study: Emily Dickinson** Outcome: A debate about fame and publication.
	Biographies and autobiographies Roald Dahl Outcome: Write a short autobiographical story	**Recounts** Titanic Passenger Outcome: To write a recount in the style of a Titanic Passenger	**Power of Imagery** Linked to Topic learning Outcome: Chn draft and write their own poem about the Titanic.

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

	Communication and Language	
	Listening, Attention & Understanding	**Speaking**
Reception	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. LA&U ELG 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; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	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. Speaking ELG Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; 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.

Reading Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	•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	*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	*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	*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	*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	*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	•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	*listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	*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	*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	*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	*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	*becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *recognising and joining in with predictable phrases	*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales *recognising simple recurring literary language in stories and poetry	*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	*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	*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	*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 & Performance	*learning to appreciate rhymes and poems, and to recite some by heart	*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	*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	*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	*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	*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, discussing their understanding and explaining the meaning of words in context *asking questions to improve their	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their	* 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,	* 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,

		*checking that the text makes sense to them as they read and correcting inaccurate reading	understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	identifying key details to support the main ideas	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 they listen to and those that they read for themselves	*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 they have read, including through formal presentations and debates, *provide reasoned justifications for their views	*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 have read, including through formal presentations and debates, *provide reasoned justifications for their views

Writing Progression	Year 1	Year 2
Phonic & Whole word spelling	• 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	• 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	• 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	• 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	• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Handwriting	• 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 practice these	• 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	• writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes	• writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes

Planning Writing	• saying out loud what they are going to write about • composing a sentence orally before writing it	• planning or saying out loud what they are going to write about
Drafting Writing	• sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense	• writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence
Editing Writing	• discuss what they have written with the teacher or other pupils	• 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	• read their writing aloud clearly enough to be heard by their peers and the teacher.	• read aloud what they have written with appropriate intonation to make the meaning clear
Vocabulary	• leaving spaces between words • joining words and joining clauses using "and"	• expanded noun phrases to describe and specify
Grammar	• 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')	• 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 co- ordination (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	• 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'	• 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

Writing Progression	Year 3	Year 4
Phonic & Whole word spelling	• spell further homophones • spell words that are often misspelt (Appendix 1)	• spell further homophones • spell words that are often misspelt (Appendix 1)
Other word building spelling	• 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	• 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	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	• 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	• 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	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	• 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	• 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	• 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	• 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)	• organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices

Editing Writing	• 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	• 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	• 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.	• 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	• 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)	• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
Grammar	•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)	• 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 • 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	• introduction to using and punctuating direct speech (i.e. Inverted commas)	• 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

	Year 5	Year 6
Phonic & Whole word spelling	• 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	• 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	• 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	• 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	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	• 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	• 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	• 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	• 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	• noting and developing initial ideas, drawing on reading and research where necessary	• noting and developing initial ideas, drawing on reading and research where necessary
Drafting Writing	• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader	• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader
Editing Writing	• 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	• 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

Performing Writing	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	• use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility	• use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility
Grammar	• 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 (i.e. omitted) relative pronoun • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number	• 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
Punctuation	• using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis	• 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
Grammatical Terminology	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Appendix 3 – Maths

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.
- 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 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 practise 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.
- 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.

Learning & Recording:	Assessment:
• Books – squared paper 10mm for KS1 and 7mm for KS2. SEN children may use larger squares. • Presentation – I 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.	• 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.

Key Priorities 2020 – 2021:

4. Ensure progression across year groups in a class.
5. Providing opportunities for challenge for higher achievers to increase the number of children working above expected.
6. Providing support to ensure SEN and lower ability children are able to access the curriculum as well as demonstrate good progress.
7. Set up Times Tables routines in classes and website to support this.

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

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.

Hintlesham & Chattisham C of E Primary School – Maths Long Term Plans

EYFS

	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	Getting to know you (Take this time to play and get to know the children!)			Just like me!			It's me 1, 2, 3!			Light and Dark		
Spring	Alive in 5!			Growing 6, 7, 8			Building 9 and 10			Consolidation		
Summer	To 20 and Beyond			First, then, now			Find My Pattern			On the Move		

Year 1/2

	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	Number: Place Value Y1 – Numbers to 20 Y2 – Numbers to 100			Number: Addition and Subtraction Year 1- Numbers within 20 (including recognising money) Year 2- Numbers within 100 (including money)						Number: Year 1: Place Value to 50 and Multiplication Year 2: Multiplication		
Spring	Number: Year 1: Division & consolidation Year 2: Division		Year 1: Place Value to 100 Year 2: Statistics		Measurement: Length and Height	Geometry: Year 1: Shape and Consolidation Year 2: Properties of Shape			Number: Year 1: Fractions and Consolidation Year 2: Fractions			Consolidation
Summer	Geometry: Position and Direction	Measurement: Time		Problem solving and efficient methods		Measurement: Year 1: Weight and Volume Year 2: Mass, Capacity and Temperature			Consolidation and Investigations			

Year 3/4

	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	Number: Place Value				Number: Addition and Subtraction				Number: Multiplication and Division			
Spring	Number: Multiplication and Division		Measurement: Length, Perimeter and Area		Number: Fractions				Y3: Measurement: Mass and Capacity Y4: Number: Decimals			Consolidation
Summer	Number: Decimals (including Money)			Measurement: Time		Statistics		Geometry: Properties of Shape (including Y4 Position and Direction)				Consolidation

Year 5/6

<table>
<tr><th></th><th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th><th>Week 7</th><th>Week 8</th><th>Week 9</th><th>Week 10</th><th>Week 11</th><th>Week 12</th></tr>
<tr><td>Autumn</td><td colspan="2">Number: Place Value</td><td colspan="5">Number: Four Operations</td><td colspan="5">Number: Fractions</td></tr>
<tr><td>Spring</td><td colspan="4">Number: Decimals and Percentages</td><td>Y5: Number: Decimals
Y6: Number: Algebra</td><td>Measurement: Converting Units</td><td colspan="2">Measurement: Perimeter, Area and Volume</td><td>Y5: Consolidation
Y6: Number: Ratio</td><td colspan="2">Statistics</td></tr>
<tr><td>Summer</td><td colspan="2">Geometry: Properties of Shape</td><td>Geometry: Position and Direction</td><td colspan="2">Y6: SATS</td><td colspan="6">Investigations and Consolidation</td></tr>
</table>

Maths Progression of Skills Hintlesham and Chattisham C of E Primary School

EYFS

Mathematics

Children in Reception	• 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.	
ELGs	**Number** • 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.	**Numerical Patterns** • 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	• 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 **Autumn 1 Autumn 4 Spring 2 Summer 4**	• count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward **Autumn 1**	• count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number **Autumn 1 Autumn 3**	• count in multiples of 6, 7, 9, 25 and 1000 • count backwards through zero to include negative numbers **Autumn1 Autumn 4**	• 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 **Autumn 1**	
Place Value: Represent	• 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. **Autumn 1 Autumn 4 Spring 2 Summer 4**	• 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 **Autumn 1**	• identify, represent and estimate numbers using different representations • read and write numbers up to 1000 in numerals and in words **Autumn 1**	• 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 **Autumn 1**	• 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. **Autumn 1**	• read, write, (order and compare) numbers up to 10 000 000 and determine the value of each digit **Autumn 1**

Primary Progression – Place Value

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Value : Use PV and Compare	• given a number, identify one more and one less Autumn 1 Autumn 4 Spring 2 Summer 4	• 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 Autumn 1	• recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000 Autumn 1	• 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 Autumn 1	• (read, write) order and compare numbers to at least 1 000 000 and determine the value of each digit Autumn 1	• (read, write), order and compare numbers up to 10 000 000 and determine the value of each digit Autumn 1
Place Value: Problems& Rounding		• use place value and number facts to solve problems. Autumn 1	• solve number problems and practical problems involving these ideas Autumn 1	• 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 Autumn 1	• 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 Autumn 1	• 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 Autumn 1

Primary Progression – Addition & Subtraction

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition & Subtraction: Recall, Represent, Use	• read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 Autumn 2 Spring 1	• 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 Autumn 2	• estimate the answer to a calculation and use inverse operations to check answers Autumn 2	• estimate and use inverse operations to check answers to a calculation Autumn 2	• use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy Autumn 2	

Primary Progression – Addition & Subtraction

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition & Subtraction: Calculations	• add and subtract one-digit and two-digit numbers to 20, including zero Autumn 2 Spring 1	• add and subtract numbers using concrete objects, pictorial representations, and mentally, including: ➢ a two-digit number and ones ➢ a two-digit number and tens ➢ two two-digit numbers ➢ adding three one-digit numbers Autumn 2	• add and subtract numbers mentally, including: ➢ 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 Autumn 2	• add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate Autumn 2	• 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 Autumn 2	• 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 Autumn 2

Primary Progression – Addition & Subtraction

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition & Subtraction: Solve Problems	• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9 **Autumn 2 Spring 1**	• solve problems with addition and subtraction: ➢ using concrete objects and pictorial representations, including those involving numbers, quantities and measures ➢ applying their increasing knowledge of mental and written methods **Autumn 2**	• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction **Autumn 2**	• solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why **Autumn 2**	• 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 **Autumn 2**	• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why **Autumn 2**

Primary Progression – Multiplication & Division

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiplication & Division: Recall, Represent, Use		• 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 **Autumn 4 Spring 1**	• recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables **Autumn 3**	• 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 **Autumn 4 Spring 1**	• 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}) **Autumn 4**	• 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. **Autumn 2**

Primary Progression – Multiplication & Division

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiplication & Division: Calculations		• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs Autumn 4 Spring 1	• 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 Autumn 3 Spring 1	• multiply two-digit and three-digit numbers by a one-digit number using formal written layout Spring 1	• 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 Autumn 4 Spring 1 Summer 1	• 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 Autumn 2

Primary Progression – Multiplication & Division

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiplication & Division: Solve Problems	• 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 Summer 1	• solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts Autumn 4 Spring 1	• 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 Spring 1	• 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 Spring 1	• 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 Autumn 4 Spring 1	• solve problems involving addition, subtraction, multiplication and division Autumn 2
Multiplication & Division: Combined Operations					• solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign Spring 1	• use their knowledge of the order of operations to carry out calculations involving the four operations Autumn 2

Primary Progression – Fractions, Decimals, Percentages

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fractions: Recognise and Write	• 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 **Summer 2**	• 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 **Spring 4**	• 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 **Spring 5**	• count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. **Spring 3**	• 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, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] **Spring 2**	
Fractions: Compare		• Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ **Spring 4**	• recognise and show, using diagrams, equivalent fractions with small denominators • compare and order unit fractions, and fractions with the same denominators **Summer 1**	• recognise and show, using diagrams, families of common equivalent fractions **Spring 3**	• compare and order fractions whose denominators are all multiples of the same number **Spring 2**	• use common factors to simplify fractions; use common multiples to express fractions in the same denomination • compare and order fractions, including fractions > 1 **Autumn 3**

Primary Progression – Fractions, Decimals, Percentages

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fractions: Calculations		• write simple fractions for example, $\frac{1}{2}$ of 6 = 3 **Spring 4**	• add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] **Summer 1**	• add and subtract fractions with the same denominator **Spring 3**	• 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 **Spring 3**	• 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, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] • divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] **Autumn 3**
Fractions: Solve Problems			• solve problems that involve all of the above **Spring 5** **Summer 1**	• 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 **Spring 3**		

Primary Progression – Fractions, Decimals, Percentages

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decimals: Recognise and Write				• recognise and write decimal equivalents of any number of tenths or hundredths • recognise and write decimal equivalents to $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$ **Spring 4 Summer 1**	• 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 **Spring 3**	• identify the value of each digit in numbers given to three decimal places **Spring 1**
Decimals: Compare				• 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 **Summer 1**	• 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 **Spring 3**	

Primary Progression – Fractions, Decimals, Percentages

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decimals: Calculations & Problems				• 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 **Spring 4**	• solve problems involving number up to three decimal places **Summer 1**	• 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 **Spring 1**

Primary Progression – Fractions, Decimals, Percentages

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fractions, Decimals and Percentages				• solve simple measure and money problems involving fractions and decimals to two decimal places **Spring 3** **Spring 4** **Summer 1**	• 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 **Spring 3**	• 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 **Spring 1** **Spring 2**

Primary Progression – Ratio and Proportion

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ratio and Proportion						• 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. **Spring 6**

Primary Progression – Algebra

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Algebra	• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9	• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	• solve problems, including missing number problems			• 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. **Spring 3**

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

Primary Progression – Measurement

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement: Using Measures	• compare, describe and solve practical problems for: ➢ 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: ➢ lengths and heights ➢ mass/weight ➢ capacity and volume ➢ time (hours, minutes, seconds) **Spring 3 Spring 4 Summer 6**	• 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 = **Spring 5 Summer 4**	• measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) **Spring 4 Summer 4**	• Convert between different units of measure [for example, kilometre to metre; hour to minute] • estimate, compare and calculate different measures **Autumn 3 Spring 2 Summer 3**	• 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 **Summer 1 Summer 4 Summer 5**	• 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 **Spring 4**

Primary Progression – Measurement

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement: Money	• recognise and know the value of different denominations of coins and notes **Summer 5**	• 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 **Autumn 3**	• add and subtract amounts of money to give change, using both £ and p in practical contexts **Spring 2**	• estimate, compare and calculate different measures, including money in pounds and pence **Summer 2**	• use all four operations to solve problems involving measure [for example, money] **Summer 1**	

Primary Progression – Measurement

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement: Time	• 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 **Summer 6**	• 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 **Summer 3**	• 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] **Summer 2**	• 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 **Summer 3**	• solve problems involving converting between units of time **Summer 4**	• 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 **Year 5 Summer 4**

Primary Progression – Measurement

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement: Perimeter, Area, Volume			• measure the perimeter of simple 2-D shapes **Spring 4**	• measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • find the area of rectilinear shapes by counting squares **Autumn 3** **Spring 2**	• 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] **Autumn 5** **Summer 5**	• 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 5**

Primary Progression – Geometry

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geometry: 2-D Shapes	• recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles] **Autumn 3**	• 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 **Spring 3**	• draw 2-D shapes **Summer 3**	• 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 **Summer 5**	• 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 **Summer 2**	• 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 **Summer 1**
Geometry: 3-D Shapes	• recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] **Autumn 3**	• 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 **Spring 3**	• make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them **Summer 3**		• identify 3-D shapes, including cubes and other cuboids, from 2-D representations **Summer 2**	• recognise, describe and build simple 3-D shapes, including making nets **Summer 1**

Primary Progression – Geometry

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geometry: Angles & Lines			• 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 **Summer 3**	• 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 **Summer 5**	• know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • draw given angles, and measure them in degrees • identify: ➢ 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° **Summer 2**	• 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 1**

Primary Progression – Geometry

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geometry: Position & Direction	• describe position, direction and movement, including whole, half, quarter and three-quarter turns **Summer 3**	• 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) **Spring 3** **Summer 1**		• 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 **Summer 6**	• 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 **Summer 3**	• 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 **Autumn 4**

Primary Progression – Statistics

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statistics: Present and Interpret		• interpret and construct simple pictograms, tally charts, block diagrams and simple tables **Spring 2**	• interpret and present data using bar charts, pictograms and tables **Spring 3**	• interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs **Summer 4**	• complete, read and interpret information in tables, including timetables **Autumn 3**	• interpret and construct pie charts and line graphs and use these to solve problems **Summer 3**
Statistics: Solve Problems		• ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • ask and answer questions about totalling and comparing categorical data **Spring 2**	• 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 **Spring 3**	• solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs **Summer 4**	• solve comparison, sum and difference problems using information presented in a line graph **Autumn 3**	• calculate and interpret the mean as an average **Summer 3**

Appendix 4 – Science

Science Subject On A Page

Name of Subject Leader: A Jary

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.

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 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
- Weekly quizzes in KS2
- Data drop- each term.
- Drop in observations –in SL file and HT.
- Book scrutiny by SL each term
- Whole school Marking and feedback policy followed.

Key Priorities 2020 – 2021:

8. Embed and monitor the implementation of the new curriculum. initially through the recovery curriculum, using the 'Big Ideas' as a base.
9. Implementation and consistent use of knowledge organisers to aid retention of information.
10. Opportunities for challenge for higher achievers and support for SEN and lower ability children.
11. Ensure investigations are planned for half termly. Write ups to include year group appropriate: investigation terminology, write up terminology and progression of skills

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: Science

Year B 2020- 2021	Autumn	Spring	Summer
Year R EYFS	All about me, my wishes and dreams - Changes since birth - What makes us unique? Eye, hair, skin colour, fingerprints. - Signs of Autumn Celebrations and Festivals - A World of Colour - Signs of Winter - Freezing	People Who Help Us - Similarities and differences between ourselves and others - 5 senses - Signs of Spring - Changes of state (making slime) - Friction/gravity (using ramps) Once Upon a Time, Spring and Easter - Observations of animals - Herbivores/carnivores - Freezing and melting	Growing, Lifecycles and In the Garden - Life cycles - Growing plants - Sorting and classifying insects - Caring for the environment Oh I Do Like to be Beside the Seaside! - Floating and sinking - Recycling
Year 1 & 2	Weather Patterns (Y1) - Seasonal weather and daily weather - Forecasts - World weather - Polar weather - Equatorial regions Plants (Y1) - Identify and name common wild and garden plants - Identify the basic structure of common flowering plants incl. trees	People and Pets (Y1) - Identify and name common animals incl. fish, amphibians, reptiles, birds and mammals - Identify common animals that are carnivores, herbivores and omnivores Living things (Y2) - Differences between living, dead and never been alive - Food chains - Classifying animals	Habitats and homes - Animals and habitats - How the habitat suits the animal - Types of habitat - Micro-habitat Properties of materials – seaside objects (Y1) (sorting and classifying) - Explore materials that seaside objects might be made from - Squash, bend, twist, stretch

Class 3 Year 3 & 4	Motions and Forces (Y3) - Surface friction - Forces - Magnets Electricity (Y4) - Generation of electricity - Complete/incomplete circuits - Conductors and insulators - Investigate switches	Light (Y3) - Light/dark - Reflection - Mirrors - Sun safety - shadows Sound (Y4) - Explain sound sources - Sound travel - Pitch - Absorbing sound - Musical instruments	Animals including humans: nutrition/skeletons & muscles (Y3) - Types of nutrition - Types of skeleton - Functions of a skeleton & muscles Plants - Pollination - Flowers - Bees - seeds
Class 4 Year 5 & 6	Animals including Humans (Y6) (Heart, blood & diet) - circulatory system - transporting water and nutrients - diet and exercise - impact of drugs and alcohol Light (Y6) (Behaviour of light & sight) - how we see - reflection - refraction - exploring prisms and colour	Electricity (Y6) - circuit symbols - effects of volts - investigations Evolution and inheritance (Y6) (Adaptation) - Inheritance - Adaptation - Evolution - Evidence for evolution - Darwin	Animals, including humans (Y5) (Changes from birth) - stages of human development - gestation periods - life expectancy Science of sport - combination of units

Whole School Plan: Science

Year A 2021 - 2022	Autumn	Spring	Summer
Class 1 Year R EYFS	All about me, my wishes and dreams - Changes since birth - What makes us unique? Eye, hair, skin colour, fingerprints. - Signs of Autumn Celebrations and Festivals - A World of Colour - Signs of Winter - Freezing	People Who Help Us - Similarities and differences between ourselves and others - 5 senses - Signs of Spring - Changes of state (making slime) - Friction/gravity (using ramps) Once Upon a Time, Spring and Easter - Observations of animals - Herbivores/carnivores - Freezing and melting	Growing, Lifecycles and In the Garden - Life cycles - Growing plants - Sorting and classifying insects - Caring for the environment Oh I Do Like to be Beside the Seaside! - Floating and sinking - Recycling
Class 2 Year 1 & 2	Amazing Me! - Investigating Senses - Changes over time Seasonal Changes (Y1) - Explore seasons and the weather associated - Investigate rainfall - Compare seasons - Animals in different seasons - Day length	Animals including humans (Y2) - Animals have offspring that grow into adults - Basic needs of animals for survival - Importance of exercise eating the right food and hygiene The Environment - Climate change - Recycling - Endangered animals	Plants (Y2) - What plants need to grow and thrive - Plant life cycles Uses of everyday materials (Y1 &Y2) (investigating and problem solving) - Properties of materials including wood, plastic, metal, glass, fabric and their uses - Investigate which materials are best for which problems

Year 3 & 4	**Rocks, soils and fossils (Y3)** - Types of rock - Properties of rock - Fossil formation - Mary Anning - Soil investigation **Teeth/digestive system/food chains (Y4)** - Investigate digestive system - Types and functions of teeth - Tooth decay investigation	**States of Matter (Y4)** - Investigate gas/liquid/solid - Water cycle **All Living Things (Y4)** - Grouping and classifying - Vertebrates - Invertebrates - Habitat survey	**Habitats** - Local and wider environment - Danger posed to living things by changes in the environment **Plants (Y3)** - Parts of plants - What a plant needs to grow/survive - Water transportation
Year 5 & 6	**Properties and changes of materials (Y5)** - thermal conductors and insulators - electrical conductors - dissolving - separating mixtures - irreversible changes **Forces (Y5)** - Identify forces acting on objects - Explore gravity - Air resistance - Water resistance - Friction - mechanisms	**Earth and Space (10 week unit) (Y5)** - Spherical bodies - Planets - Geocentric Versus Heliocentric - Night and day - Movement of the moon	**All living things (Y5) (Lifecycles)** - plant reproduction - life cycles of mammals - metamorphosis **All living things (Y6) (Classification)** - classifying animals - Linnaean system - Micro organisms

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:
	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. Create opportunities to discuss how we care for the natural world around us. Offer opportunities to sing songs and join in with rhymes and poems about the natural world. After close observation, draw pictures of the natural world, including animals and plants. 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.
Describe what they see, hear and feel whilst outside.	Encourage focused observation of the natural world. Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. 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. Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside.
Recognise some environments that are different to the one in which they live.	Teach children about a range of contrasting environments within both their local or national region. Model the vocabulary needed to name specific features of the natural world, both natural and man-made.

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

	KS1	LKS2	UKS2
Asking Questions and Carrying Out Fair and Comparative Tests	**KS1 Science National Curriculum** Asking simple questions and recognising that they can be answered in different ways. Performing simple tests. Children can: 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.	**Lower KS2 Science National Curriculum** Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Children can: 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.	**Upper KS2 Science National Curriculum** Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Using test results to make predictions to set up further comparative and fair tests. Children can: 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	**KS1 Science National Curriculum** Observing closely, using simple equipment. Children can: 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.	**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. Children can: 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.	**Upper KS2 Science National Curriculum** Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Children can: 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	**KS1 Science National Curriculum** Identifying and classifying. Gathering and recording data to help in answering questions. Children can: 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.	**Lower KS2 Science National Curriculum** Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Children can: 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.	**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. Children can: 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	**KS1 Science National Curriculum** Using their observations and ideas to suggest answers to questions. Children can: 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.	**Lower KS2 Science National Curriculum** Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Children can: 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.	**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. Children can: 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		**Lower KS2 Science National Curriculum** Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings. Children can: 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.	**Upper KS2 Science National Curriculum** Identifying scientific evidence that has been used to support or refute ideas or arguments. Children can: 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

Appendix 5 – RE

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.

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

Planning:

- **Long term plan-**Emmanuel Project
- **Medium term plan-i**ndividual 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 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

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.

- **Timetabling-**1 hour per week 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, completion of quizzes at the end of each unit (KS1/2), individual RE books in KS1/2, class scrapbook completed for each unit in EYFS, 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

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. The Reverend Jackson plays an active role in the pupil's broad and balanced religious education. 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.

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, Emmanuel Project-quick quizzes and suggestions in EVALUATE section of a unit.
- **Observations –** SL lesson dips, book scrutiny, review of scrapbooks
- **Marking and feedback –** Within the lesson at the time of working, feedback given. Following marking policy.

Key Priorities 2020 – 2021:

1. Ensure progression across year groups in a class.
2. Providing opportunities for challenge for higher achievers to increase the number of children working above expected.
3. Providing support to ensure SEN and lower ability children are able to access the curriculum as well as demonstrate good progress.
4. Faith council to plan and deliver an assembly once every half term.

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.

Hintlesham and Chattisham CEVCP School RE-Emmanuel Project LTP **YEAR A**

Christianity Judaism Islam Hinduism Buddhism Sikhism

Term	Ruby Class-EYFS-Reception	Emerald Class-Year 1/2	Sapphire Class-Year 3/4	Diamond Class-Year 5/6
Aut1	Why is the word God so important to Christians? Whispering Allah into Baby's ear: Muslim birth custom	Why is belonging to God and the church family important to Christians?	How do Christians show that reconciliation with God and other people is important?	Why is the gospel such good news for Christians?
Aut2	Why do Christians perform nativity plays at Christmas? The Muslim story of Muhammad caring for the Ants	Why is learning to do good deeds so important to Jewish people?	Is the cross a symbol of love, sacrifice or commitment for Christians?	**When Christians need real wisdom where do they look for it?**
Spr1	How can we help others when they need it? The Sikh story of Guru Har Gobind saving the 52 Princes	What did Jesus teach Christians about God in his parable?	**How does the story of Rama and Sita inspire Hindus to follow their dhama?**	What spiritual pathways to Moksha are written about in Hindu scriptures?
Spr2	Why do Christians put a cross in an Easter garden? The Buddhist story of the Monkey King	Why do Christians pray to God and worship him?	**Why are good **stewardship** and generous giving important for every Christian?**	**How does tawhid create a sense of belonging to the Muslim community?**
Sum1	What makes every single person unique and precious? A Hindu festival for brothers and sister: Raksha Bandhan	How does celebrating Pentecost remind Christians that God is with them always?	What do Christians mean when they talk about the Kingdom of God?	What is the great significance of the Eucharist for Christians?
Sum2	How can we care for our wonderful world? Tu B'shevat-the Jewish holiday for planting trees	How do Jewish families say so many prayers and blessings?	What symbols and stories help Jewish people remember their covenant with God?	How did Buddha teach his followers to find enlightenment?

Hintlesham and Chattisham CEVCP School RE-Emmanuel Project YEAR B

Christianity Judaism Islam Hinduism Buddhism Sikhism Humanism

Term	Ruby Class-EYFS-Reception	Emerald Class-Year 1/2	Sapphire Class-Year 3/4	Diamond Class-Year 5/6
Aut1	Why is the word God so important to Christians? Whispering Allah into Baby's ear: Muslim birth custom	Why do Jewish families talk about repentance at new year?	How does believing Jesus is their saviour inspire Christians to save and serve others?	How do Christians show their belief that Jesus is God incarnate?
Aut2	Why do Christians perform nativity plays at Christmas? The Muslim story of Muhammad caring for the Ants	Why was Jesus given the name 'saviour'?	Why do Muslim's call Muhammad the 'Seal of the Prophets'?	**How do Christians try to capture the mystery of God as Trinity?**
Spr1	How can we help others when they need it? The Sikh story of Guru Har Gobind saving the 52 Princes	Why do Muslims believe peace and obedience go together?	**What difference did Paul's conversion on the Damascus road make to Christians?**	How do questions about Brahman and Atman influence the way a Hindu lives?
Spr2	Why do Christians put a cross in an Easter garden? The Buddhist story of the Monkey King	What are the best symbols of Jesus' death and resurrection at Easter?	How does the teaching of the gurus move Sikhs from dark to light?	Should believing in the resurrection change how Christians view life and death?
Sum1	What makes every single person unique and precious? A Hindu festival for brothers and sister: Raksha Bandhan	Why do Christians trust Jesus and follow him?	Why do Christians believe they are people on a mission?	What is holiness for Jewish people: a place, a time, an object or something else?
Sum2	How can we care for our wonderful world? Tu B'shevat-the Jewish holiday for planting trees	Why is the Torah such a joy for the Jewish community?	**Why do Christians call themselves the 'body of Christ'?**	Why do Humanists say happiness is the goal of life?

Hintlesham and Chattisham CofE Primary School

RE-Progression of Knowledge-From the Emmanuel Project

End of Phase Christianity Core knowledge: What do we want pupils to know?

EYFS	KS1	LKS2	UKS2
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. 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.	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.	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.	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.

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

The additional units

	LKS2 Why do Christians call themselves the **'body of Christ'**	**LKS2** Why are good **stewardship** and generous giving important for every Christian?	**LKS2** What difference did Paul's **conversion** on the Damascus road make to Christians?	**UKS2** How do the **'Heroes of faith'** encourage Christians today?	**UKS2** When Christians need real **wisdom** where do they look for it?	**UKS2** Why do Christians think being a **pilgrim** is a good analogy for life itself?	**UKS2** How do Christians try to capture the mystery of God as **Trinity**?
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	Know that Jewish stories contain examples of Good deeds. Remember all, or parts of, the story of Ruth. Say at the end of the creation story God rested. Retell the story of Jonah and begin to talk about its possible meanings. 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. Recall some of the stories of Moses e.g. 10 commandments or his birth	Describe a part of the Exodus story Describe what Jewish people might learn from the stories of Noah or Abraham about a covenant with God. Explain what the burning bush story in Exodus teaches about holiness.
Community Practice	Know that Jewish people welcome babies into their community. Know that Jewish families have a day of rest every week. That at the start of Shabbat, a special meal, candles are lit and blessings said. Describe that for Jewish people new year is about saying sorry and making changes. Say that the Torah is kept in a synagogue or in a special ark. Know the Torah contains rules.	Describe some different customs and practices Jewish people have as part of their Pesach (Passover) celebrations. Explain in what way Shabbat is holy and how Jewish families mark its beginning and ending.
Living	Know that Jewish people care for their world. Describe what some Jewish people wear when they pray. Describe what happens in a synagogue at Yom Kippur. Remember that a mezuzah contains important words for Jewish people (the	Explain what happens at Shavuot. Give examples of what the Torah says about living a holy life.

	Shema). Demonstrate how a mezuzah is used by Jewish people.	

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	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. Understand that some Hindus read from the Gita every day for guidance, comfort and advice. Explain some key teachings Hindus hold about Brahman / Atman linking these to religious texts.
Community Practice	Explain that Hindus are encouraged to perform acts of selfless kindness. Describe some things Hindus do to celebrate Rama and Sita's commitment to duty and describe how Hindus celebrate Diwali. Attempt to explain why Hindu children are encouraged to 'Be as Rama' or 'as Sita.' Express the importance role of devotion or those who follow the Bhakti pathway. Explain the different ways Hindus explain their ideas of God.
Living	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. List how belief in Brahman affects a Hindu's diet and their attitude to animals. Give examples of how Hindus express beliefs and feelings about Krishna.

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

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

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.

Appendix 6 - History

Subject On A Page – History

Name of Subject Leader: Miss Jo Self

<table>
<tr><td colspan="2">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.</td></tr>
<tr><td>Planning:
Long term planning (Curriculum shared 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.</td><td>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'.
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.</td></tr>
<tr><td>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.</td><td>Assessment:
Years 1 - 6 complete ASCA sheets at the end of each unit taught.
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.</td></tr>
<tr><td colspan="2">Key Priorities 2021 – 2022:<ol start="5">
Ensure use of KO's and quizzes is embedded and consistent across the school.
Ensure progression across year groups in a class.
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.
Continue to ensure new curriculum objectives are covered and outcomes recorded appropriately.</td></tr>
</table>

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.
- 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 ASCA statements
- 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

Learners will leave with the historical skills necessary to develop a deeper level of knowledge at secondary school. The school will foster a curiosity for understanding historical events and their impact. Learners will leave with an understanding of how to order significant events chronologically.

Whole School Plan: Humanities

Year B	Autumn	Spring	Summer
Year R	Autumn 1: **All About Me, My Wishes and Dreams** Chronology, yesterday, today, tomorrow. Days of the week, months of the year, class birthdays. Looking at our school environment – what are the natural and human features. Autumn 2: **Celebrations and Festivals-A World of Colour** How long have different customs and celebrations taken place for? How have they changed over time? Christmas traditions. Where in the world do certain celebrations take place? Find on a globe or map. Find out how Christmas is celebrated around the world.	Spring 1: **Superheroes/People Who Help Us** Comparing and contrasting Hintlesham with other locations such as mountains, seaside and forests. Walk around the local area - introduce drawing and following maps. Find out about China. Seasonal walks Spring 2: **Once Upon a Time/Spring and Easter** Traditional tales, how long have they been around? Where in the world has the story come from? Dinosaurs. Space travel.	Summer 1: **Growing, Lifecycles and In the Garden** Map skills Compass directions What the ladybird heard Where do fruits grow? Explore hot countries. Seasonal walk Summer 2: **Oh I Do Like to be Beside the Seaside!** Introduction to how the seaside has changed over time. Treasure maps Geographical features of the seaside. Researching holiday destinations.
Year 1 & 2	Autumn 1: My world and me (Geog)	Spring 1: Castles (History)	Summer 1: Oceans and Seas incl. Grace Darling (Geog)
	Autumn 2: Gunpowder Plot & Guy Fawkes (History) Events beyond living memory: Remembrance	Spring 2: Let's go on Safari! (Geog)	Summer 2: Seaside holidays in the past (History)
Year 3 & 4	Autumn 1: Volcanoes and Earthquakes (Geog)	Spring 1: Ancient Egypt (History)	Summer 1: Local History Study: Weaving in Hadleigh (History)
	Autumn 2: Changes in Britain from the Stone Age to the Iron Age (History)	Spring 2: Climate and Weather (Geog)	Summer 2: Investigating our local area (Geog)

Year 5 & 6	Autumn 1: Our changing world (Geog)	Spring 1: Early Islamic civilisation Baghdad/ Persia AD 900 (impact on British culture) (History)	Summer 1: Titanic (History)
	Autumn 2: Battle of Britain WW2 (History)	Spring 2: North America (Geog)	Summer 2: Water World (Geog)

Whole School Plan: Humanities

Year A	Autumn	Spring	Summer
Year R	Autumn 1: **All About Me, My Wishes and Dreams** Chronology, yesterday, today, tomorrow. Days of the week, months of the year, class birthdays. Looking at our school environment – what are the natural and human features. Autumn 2: **Celebrations and Festivals-A World of Colour** How long have different customs and celebrations taken place for? How have they changed over time? Christmas traditions. Where in the world do certain celebrations take place? Find on a globe or map. Find out how Christmas is celebrated around the world.	Spring 1: **Superheroes/People Who Help Us** Comparing and contrasting Hintlesham with other locations such as mountains, seaside and forests. Walk around the local area - introduce drawing and following maps. Find out about China. Seasonal walks Spring 2: **Once Upon a Time/Spring and Easter** Traditional tales, how long have they been around? Where in the world has the story come from? Dinosaurs. Space travel.	Summer 1: **Growing, Lifecycles and In the Garden** Map skills Compass directions What the ladybird heard Where do fruits grow? Explore hot countries. Seasonal walk Summer 2: **Oh I Do Like to be Beside the Seaside!** Introduction to how the seaside has changed over time. Treasure maps Geographical features of the seaside. Researching holiday destinations.
Year 1 & 2	Autumn 1: Great Fire of London, significant person Samuel Pepys (History)	Spring 1: Hot and Cold planet (Geog)	Summer 1: Local area study (Geog)
	Autumn 2: London (Geog)	Spring 2: History of Transport (History)	Summer 2: Buildings and memories of Hintlesham, including the school. (History)

Year 3 & 4	Autumn 1: The Roman Empire and its impact on Britain (History)	Spring 1 : Rivers and The Water Cycle (Geog)	Summer 1: Exploring a European country (Geog)
	Autumn 2: All around the World (Geog)	Spring 2: British Clothing through the ages (History)	Summer 2: Mayans (History)
Year 5 & 6	Autumn 1: Marvellous Maps! (Geog)	Spring 1: Viking and Anglo-Saxon struggle for the Kingdom of England (History)	Summer 1: Mountains (Geog)
	Autumn 2: Childhood through the ages (History)	Spring 2: South America (Geog)	Summer 2: Ancient Greece (History)

Hintlesham and Chattisham Primary School

History Progression of skills:

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Big Idea: *Chronology*	Develop and understand concepts of past and present through direct personal experience and that of peers. Relate personal experience to historical events, figures and times. Use appropriate time related vocabulary	Sequence events or objects in chronological order. Start to use vocabulary such as when I was younger, a very long time ago, before I was born when my parents/ grandparents were young	Sequence artefacts closer together in time. Sequence events and photos.	Place the time studied on a timeline. Sequence events and artefacts. Use dates related to the passing of time.	Place events from period studied on a timeline. Use terms related to the period and begin to date events. Understand more complex terms e.g. BC/AD and how that can be represented on a timeline. Understand how some historical events/figures/ time periods existed concurrently in different locations e.g. Ancient Egyptians and Pre-historic Britain	Place current study on timeline in relation to other studies. Know and sequence key events of time studied within standard frames of reference e.g. BC/AD, BCE/CE Use relevant terms and period names to relate current studies to previous studies. Make comparisons between different times in history.	Place current study on timeline in relation to other studies. Use relevant dates and terms. Identify changes within and across time periods (e.g. social attitudes, religions etc). Sequence up to ten significant events on a timeline.
Big Idea: *Historical Enquiry*	Use pictures, artefacts and other sources to understand how the past is different to the now.	Sort artefacts “then” and “now” Use as wide a range of sources as possible. Speaking and listening (links to	Use a source – why, what, who, how, where to ask questions and find answers. Sequence a collection of	Use a wide range of sources to find out about a period observe small details – artefacts, pictures. Select and record	Use a wide range of evidence to build up a picture of a past event. Choose relevant material to present a picture	Begin to identify primary and secondary sources. Use evidence to build up a picture of life in time	Recognise primary and secondary sources. Use a range of sources to find out about an aspect of

		literacy) to ask and answer questions related to different sources and objects	artefacts. Use of timelines discuss the effectiveness of sources.	information relevant to the study. Begin to use the library, e learning for research ask and answer questions.	of one aspect of life in the past. Ask a variety of questions use the library, e learning for research.	studied. Select relevant sections of information confident use of library, e-learning, research.	time past. Suggest omissions and the means of finding out what this means. Bring knowledge gathering from several sources together in a fluent account.
Big Idea: *Connections and Contrasts*	Listen and respond to different views of a given time/event depending e.g. birthday, going to school	Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)	Compare pictures or photographs of people or events in the past. Identify different ways to represent the past	Identify and give reasons for different ways in which the past is represented. Distinguish between different sources and evaluate their usefulness. Look at representations of the period – museum, illustrated books from the time	Look at the evidence available Start to distinguish between primary and secondary sources of information. Begin to evaluate the usefulness of different sources Use of textbooks and historical knowledge	Compare accounts of events from different sources. fact or fiction Start to develop an understanding of bias within a source. 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 voew that can affect interpretation.	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Give reasons why there may be different accounts of history. Be aware that different evidence will lead to different conclusions. Confident use of the library etc. for research

Hintlesham and Chattisham Primary School

History Progression of vocabulary:

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Big Idea: *Chronology*	Old, New, First, Next.	Earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after. Yesterday, today, tomorrow.		Chronological, BC and AD, Ancient Civilisation.		Continuity	
Big Idea: *Historical Enquiry*		Historical terms, such as monarch, parliament, government, war, remembrance;		Ruled, reigned, empire, invasion, conquer, kingdoms;		Democracy, civilisation, social, political, economic, cultural, religious;	
Big Idea: *Connections and Contrasts*		Same, different, change.		Significant Power Development Compare Contrast Influence Innovation Legacy Conquer Consequence Invasion		Rise and Fall Exploration Hierarchy Bias Prejudice Oppression Empire Rebellion Retreat	

Appendix 7 – Geography

Subject On A Page - Geography

Name of Subject Leader: Miss Jo Self

Subject Intent:

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.

Planning:

- Long term planning (Curriculum shared 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.

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'.
- 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:

- 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.
- Chn will develop location knowledge and map skills as they progress through the school by accessing atlases and OS 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.

Assessment:

- Years 1 - 6 complete ASCA sheets at the end of each unit taught.
- 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 2020 – 2021:

9. Ensure use of KO's and quizzes is embedded and consistent across the school.
10. Ensure progression across year groups in a class.
11. 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.
12. Continue to ensure new curriculum objectives are covered and outcomes recorded appropriately.

Overview of teaching of learning of Geography

Intent

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.

The Big Ideas

Location knowledge

Mapping skills

Changes and Impact

Implementation

- Pupils will develop location knowledge and map skills as they progress through the school by accessing atlases and OS maps for study
- They will experience practical fieldwork in EYFS and UKS2 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 farmer with their tractor, a visit from a farmer discussing local produce. The whole school also contributes to competitions run by the Hadleigh Show and Recycling Suffolk which exhibit the pupils' work
- Pupils develop their understanding of their role in a global society e.g. 'First News' articles accessed by UKS2
- Subject specific vocabulary will be explicitly explored, revisited and extended in different contexts as pupils progress through the school
- In Early Years Foundation Stage, Geography 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. 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. 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.
- Planning is based around a Long-Term scheme which maps topics covered each term over a two year period
- 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
- 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, including homework activities such as a project about the Water Cycle in LKS2
- 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
- Progress will be assessed using ASCA statement sheets
- Subject Leaders will conduct lesson dips, learning walks and book scrutinies
- 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 map. 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. Students will have an understanding of the diversity of human and physical geography around the world.

Whole School Plan: Humanities

Year B	Autumn	Spring	Summer
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	Autumn 2: Changes in Britain from the Stone Age to the Iron Age (History)	Spring 2: Climate and Weather (Geog)	Summer 2: Investigating our local area (Geog)
Year 5 & 6	Autumn 1: Our changing world (Geog)	Spring 1: Early Islamic civilisation Baghdad/ Persia AD 900 (impact on British culture) (History)	Summer 1: Titanic (History)
	Autumn 2: Battle of Britain WW2 (History)	Spring 2: North America (Geog)	Summer 2: Water World (Geog)

Year A	Autumn	Spring	Summer
Year R	Autumn 1: **All About Me, My Wishes and Dreams** Chronology, yesterday, today, tomorrow. Days of the week, months of the year, class birthdays. Looking at our school environment – what are the natural and human features. Autumn 2: **Celebrations and Festivals-A World of Colour** How long have different customs and celebrations taken place for? How have they changed over time? Christmas traditions. Where in the world do certain celebrations take place? Find on a globe or map. Find out how Christmas is celebrated around the world.	Spring 1: **Superheroes/People Who Help Us** Comparing and contrasting Hintlesham with other locations such as mountains, seaside and forests. Walk around the local area - introduce drawing and following maps. Find out about China. Seasonal walks Spring 2: **Once Upon a Time/Spring and Easter** Traditional tales, how long have they been around? Where in the world has the story come from? Dinosaurs. Space travel.	Summer 1: **Growing, Lifecycles and In the Garden** Map skills Compass directions What the ladybird heard Where do fruits grow? Explore hot countries. Seasonal walk Summer 2: **Oh I Do Like to be Beside the Seaside!** Introduction to how the seaside has changed over time. Treasure maps Geographical features of the seaside. Researching holiday destinations.
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	Autumn 2: All around the World (Geog)	Spring 2: British Clothing through the ages (History)	Summer 2: Mayans (History)
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	Autumn 2: Childhood through the ages (History)	Spring 2: South America (Geog)	Summer 2: Ancient Greece (History)

Hintlesham and Chattisham Primary School

Geography Progression of skills:

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

						features. Know the location of: capital cities of countries in the British Isles and UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent.	understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
Big Idea: *Mapping Skills*	Locate places on simple maps. Draw simple maps of school grounds and local area and seaside.	Ask simple geographical questions e.g. What is it like to live in this place? Use simple observational skills to study the geography of the school and its grounds. Use simple maps of the local area e.g. large scale print,	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language e.g. near	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? Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial	Understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc. Measure straight line distances using the	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	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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

		pictorial etc. Use locational language (e.g. near and far, left and right) to describe the location of features and route. Make simple maps and plans e.g. pictorial place in a story	and far; left and right, to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	photos/pictures such as populations, temperatures etc. Recognise that different people hold different views about an issue and begin to understand some of the reasons why. Communicate findings in ways appropriate to the task or for the audience. Understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc. Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.	appropriate scale. Explore features on OS maps using 6 figure grid references. Draw accurate maps with more complex keys. Plan the steps and strategies for an enquiry		knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links etc. Use maps, charts etc. to support decision making about the location of places e.g. new bypass

				Make more detailed fieldwork sketches/diagrams Use fieldwork instruments e.g. camera, rain gauge. Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features. Use four figure grid references. Use the 8 points of a compass. Make plans and maps using symbols and keys			
Big Idea: *Changes and Impact*	Talk about places other than their locality. Compare their locality to other places they have visited e.g seaside, forest.	Describe seasonal weather changes. Link their homes with other places in their local community.	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	Identify physical and human features of the locality. Explain about weather conditions/patterns around the UK and parts of the Europe.	Describe human features of the UK regions, cities and/or counties Understand the effect of landscape features on the	Know about the physical features of coasts and begin to understand erosion and deposition. Understand how	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and

	Compare localities during seasonal walks.	Know about some present changes that are happening in the local environment e.g. at school Suggest ideas for improving the school environment	Poles. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Understand why there are similarities and differences between places. Develop an awareness of how places relate to each other. Understand why there are similarities and differences between places. Develop an awareness of how places relate to each other.	development of a locality. Describe how people have been affected by changes in the environment Explain about natural resources e.g. water in the locality. Explore weather patterns around parts of the world. Know about the wider context of places – region, country. Understand why there are similarities and differences between places	humans affect the environment over time. Know about changes to the world environments over time. Understand why people seek to manage and sustain their environment. Compare the physical and human features of a region of the UK and a region of North America, identifying similarities and differences.	the water cycle. 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. Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America.

Hintlesham and Chattisham Primary School

Geography Progression of vocabulary:

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Big Idea: *Location Knowledge*	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: *Mapping Skills*		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: *Changes and Impact*		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, tsunami, 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: Nick Kricka

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 HLTA in all classes with the use of a TA where necessary.

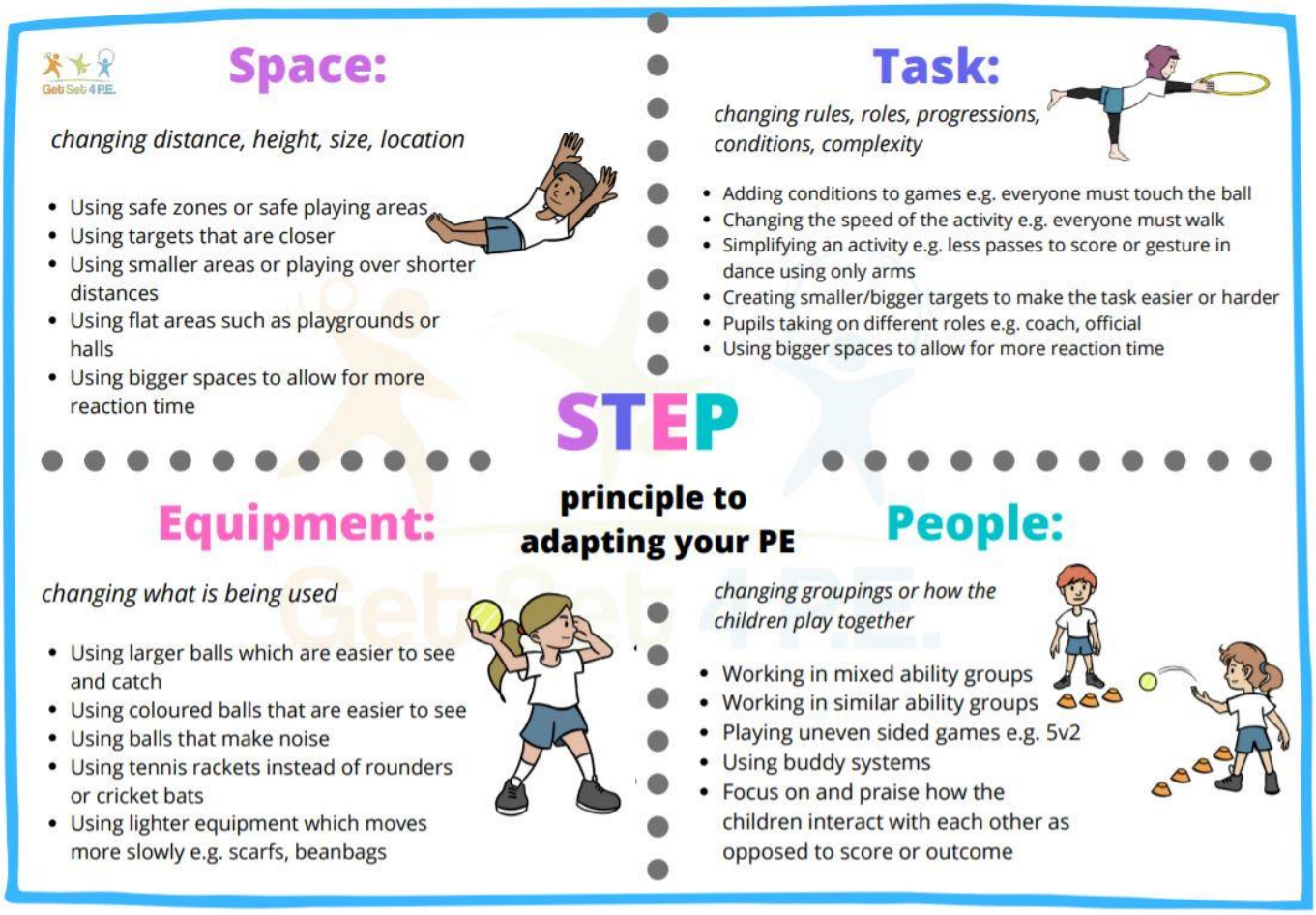
Teaching:

- P.E. is taught for 2 hours per week.
- Lessons must refer to the Big Ideas.
- The lessons follow the structure of; warm up activity, skill development, warm down and reflection.
- Social, emotional and thinking skills should be 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 should be 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:	Assessment:
• 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 must be saved in PE folder on the Google shared drive. • The school participates in interschool competitions organised by the School Games Coordinator.	• Assessment is recorded half termly using the ASCA sheets. • 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 the ASCA sheet half termly.

Key Priorities 2019 – 2020:

1.Ensure progression across year groups in a class.
2.Providing opportunities for challenge for higher achievers to increase the number of children working above expected.
3.Providing support to ensure SEN and lower ability children are able to access the curriculum as well as demonstrate good progress.



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 (Mixed)	Ball Skills (Y2) Dance (Y1)	Team Building (Y1) Gymnastics (Y2)	Physical Phonics Yoga (Mixed)	Net and Wall (Mixed) Target Games (Mixed)	Striking and Fielding (Mixed) Athletics (Y2)
Class 3 UNITS	Basketball Yoga	Dance Dodgeball	Handball Gymnastics	Fitness Tag Rugby	Athletics Cricket	Rounders Tennis
Class 4 UNITS	Basketball Swimming	Dance Swimming	Badminton Gymnastics	Yoga Tag Rugby	Athletics Cricket	Golf Tennis
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 (Mixed) Gymnastics (Y1)	Physical Phonics Yoga (Mixed)	Invasion Games (Mixed) Sending and Receiving (Mixed)	Striking and Fielding (Mixed) Athletics (Y1)
Class 3	Netball Fitness	Dance Ball Skills	Fundamentals Gymnastics	OAA Hockey	Athletics Football	Golf Tennis
Class 4	Netball Swimming	Dance Swimming	Handball Gymnastics	OAA Hockey	Athletics Volleyball	Rounders Handball

Progression Journey: Dance

Get Set 4 P.E.

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 mirroring and unison when completing actions with a partner.	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.	Show a character through actions, dynamics and expression.	Match dynamic and 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.	Use counts with help to stay in time with the music.	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

Get Set 4 P.E.

EYFS	1	2	3	4	5	6
Run and stop with some control.	Attempt to run at different speeds showing an awareness of technique.	Show balance and co ordination when running at different speeds.	Show balance, co-ordination and technique when running at different speeds, stopping with control.	Demonstrate how and when to speed up and slow down when running.	Run at the appropriate speed over longer distances or for longer periods of time.	Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.
Explore skipping as a travelling action.	Begin to link running and jumping movements with some control.	Link running and jumping movements with some control and balance.	Link running, hopping and jumping actions using different take offs and landing.	Link hopping and jumping actions with some control.	Show control at take-off and landing in more complex jumping activities.	Link running, jumping and hopping actions with greater control and co-ordination.
Jump and hop with bent knees.	Jump, leap and hop and choosing which allows them to jump the furthest.	Show hopping and jumping movements with some balance and control.	Jump for distance and height with an awareness of technique.	Jump for distance and height showing balance and control.	Perform a range of more complex jumps showing some technique.	Perform jumps for height and distance using good technique.
Throwing larger balls and beanbags into space.	Throw towards a target.	Change technique to throw for distance.	Throw a variety of objects, changing action for accuracy and distance.	Throw with some accuracy and power towards a target area.	Show accuracy and power when throwing for distance.	Show accuracy and good technique when throwing for distance.
Balance whilst stationary and on the move.	Show some control and balance when travelling at different speeds.	Show control and balance when travelling at different speeds.	Demonstrate balance when performing other fundamental skills.	Demonstrate good balance when performing other fundamental skills.	Demonstrate good balance and control when performing other fundamental skills.	Show fluency and control when travelling, landing, stopping and changing direction.
Change direction at a slow pace.	Begin to show balance and co-ordination when changing direction.	Demonstrates balance and co-ordination when changing direction.	Show balance when changing direction in combination with other skills.	Show balance when changing direction at speed in combination with other skills.	Demonstrate improved body posture and speed when changing direction.	Change direction with a fluent action and can transition smoothly between varying speeds.
Explore moving different body parts together.	Use co-ordination with and without equipment.	Perform actions with increased control when co-ordinating their body with and without equipment.	Can co-ordinate their bodies with increased consistency in a variety of activities.	Begin to co-ordinate their body at speed in response to a task.	Can co-ordinate a range of body parts at increased speed.	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.	Drop and catch a ball after one bounce on the move.	Dribble a ball with two hands on the move.	Dribble the ball with one hand with some control in game situations.	Link dribbling the ball with other actions with increasing control.	Use dribbling to change the direction of play with some control under pressure.	Use dribbling to change the direction of play with control under pressure.
Move a ball with feet.	Move a ball using different parts of the foot.	Dibble a ball with some success, stopping it when required.	Dribble a ball with feet with some control in game situations.	Change direction when dribbling with feet with some control in game situations.	Dribble with feet with some control under increasing pressure.	Use a variety of dribbling techniques to maintain possession under pressure.
Throw and roll a variety of beanbags and larger balls to space.	Throw and roll towards a target with some varying techniques.	Throw and roll towards a target using varying techniques with some success.	Use a variety of throwing techniques in game situations.	Use a variety of throwing techniques with increasing success in game situations.	Use a variety of throwing techniques with some control under increasing pressure.	Use a variety of throwing techniques including fake passes to outwit an opponent.
Kick larger balls to space.	Kick towards a stationary target.	Show balance when kicking towards a target.	Kick towards a partner in game situations.	Kick with increasing success in game situations.	Use a variety of kicking techniques with some control under increasing pressure.	Select and apply the appropriate kicking technique with control.
Stop a beanbag or large ball sent to them using hands.	Catch a beanbag and a medium-sized ball.	Catch an object passed to them, with and without a bounce.	Catch a ball passed to them using one and two hands with some success.	Catch a ball passed to them using one and two hands with increasing success.	Catch and intercept a ball using one and two hands with some success in game situations.	Catch and intercept a ball using one and two hands with increasing success in game situations.
Attempt to stop a large ball sent to them using feet.	Attempt to track balls and other equipment sent to them.	Move to track a ball and stop it using feet with limited success.	Receive a ball sent to them using different parts of the foot.	Receive a ball using different parts of the foot under pressure.	Receive a ball using different parts of the foot under pressure with increasing control.	Receive a ball with consideration to the next move.
Hit a ball with hands.	Strike a stationary ball using a racket.	Strike a ball using a racket.	Strike a ball with varying techniques.	Strike a ball using varying techniques with increasing accuracy.	Strike a ball using a wider range of skills. Apply these with some success under pressure.	Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.
Run and stop when instructed.	Run, stop and change direction with some balance and control.	Run, stop and change direction with balance and control.	Change direction with increasing speed in game situations.	Change direction to lose an opponent with some success.	Use a variety of techniques to change direction to lose an opponent.	Confidently change direction to successfully outwit an opponent.
Move around showing limited awareness of others.	Recognise space in relation to others.	Move to space to help score goals or limit others scoring.	Use space with some success in game situations.	Create and use space with some success in game situations.	Create and use space for self and others with some success.	Effectively create and use space for self and others to outwit an opponent.
Make simple decisions in response to a situation.	Begin to use simple tactics with guidance.	Use simple tactics.	Use simple tactics individually and within a team.	Use simple tactics to help their team score or gain possession.	Understand the need for tactics and can identify when to use them in different situations.	Work collaboratively to create tactics within their team and evaluate the effectiveness of these.

Progression Journey: Body Management

Get Set 4 PE

EYFS	1	2	3	4	5	6
Create shapes showing a basic level of stillness using different parts of their bodies.	Perform balances making their body tense, stretched and curled.	Perform balances on different body parts with some control and balance.	Complete balances with increasing stability, control and technique.	Use body tension to perform balances both individually and with a partner.	Show increasing control and balance when moving from one balance to another.	Combine and perform more complex balances with control, technique and fluency.
Begin to take weight on different body parts.	Take body weight on hands for short periods of time.	Take body weight on different body parts, with and without apparatus.	Demonstrate some strength and control when taking weight on different body parts for longer periods of time.	Demonstrate increasing strength, control and technique when taking own and others weight.	Use strength to improve the quality of an action and the range of actions available.	Demonstrate more complex actions with a good level of strength and technique.
Show shapes and actions that stretch their bodies.	Demonstrate poses and movements that challenge their flexibility.	Show increased awareness of extension and flexibility in actions.	Demonstrate increased flexibility and extension in their actions.	Demonstrate increased flexibility and extension in more challenging actions.	Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.	Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.
Copy and link simple actions together.	Remember, repeat and link simple actions together.	Copy, remember, repeat and plan linking simple actions with some control and technique.	Choose actions that flow well into one another both on and off apparatus.	Plan and perform sequences showing control and technique with and without a partner.	Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.	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	4	5	6
Follow simple instructions.	Follow instructions.	Follow instructions accurately.	Follow instructions from a peer and give simple instructions.	Accurately follow instructions given by a peer and give clear and usable instructions to a peer.	Use clear communication when working in a group and taking on different roles.	Communicate with others clearly and effectively when under pressure.
Share their ideas with others.	Begin to work with a partner and a small group.	Work co-operatively with a partner and a small group, taking turns and listening to each other.	Work collaboratively with a partner and a small group, listening to and accepting others' ideas.	Confidently communicate ideas and listen to others before deciding on the best approach.	Begin to lead others, providing clear instructions.	Confident to lead others and show consideration of including all within a group.
Explore activities making own decisions in response to a task.	Understand the rules of the game and suggest ideas to solve simple tasks.	Try different ideas to solve a task.	Plan and attempt to apply strategies to solve problems.	Plan and apply strategies to solve problems.	Plan and apply strategies with others to more complex challenges.	Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.
Make decisions about where to move in space. Follow a path.	Copy a simple diagram/map.	Follow and create a simple diagram/map.	Orientate and follow a diagram/map.	Identify key symbols on a map and use a key to help navigate around a grid.	Orientate a map confidently using it to navigate around a course.	Confidently and efficiently orientate a map, identifying key features to navigate around a course.
Begin to identify personal success.	Identify own and others' success.	Understand when a challenge is solved successfully and begin to suggest simple ways to improve.	Reflect on when and why challenges are solved successfully and use others' success to help them to improve.	Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.	Explain why a particular strategy worked and alter methods to improve.	Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.

Progression Journey: Swimming

Get Set 4 P.E.

Beginners	Developers	Intermediate
Submerge and regain feet in the water.	Confidently and consistently retrieve an object from the floor with the same breath.	Confidently combine skills to retrieve an object from greater depth.
Breathe in sync with an isolated kicking action from poolside.	Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.	Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.
Use arms and legs together to move effectively across a short distance in the water.	Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.	Confidently demonstrate good technique in a wider range of strokes over increased distances.
Glide on front and back over short distances.	Combine gliding and floating on front and back over an increased distance.	Combine gliding and transitioning into an appropriate stroke with good control.
Float on front and back for short periods of time.	Float on front and back using different shapes with increased control.	Confidently link a variety of floating actions together demonstrating good technique and control.
Confidently roll from front to back and then regain a standing position.	Comfortably demonstrate sculling head first, feet first and treading water.	Select and apply the appropriate survival technique to the situation.

Progression Journey: SET

Get Set 4 P.E.

	EYFS	1 2	3 4	5 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.

Appendix 9 – PSHE

Subject On A Page

Name of Subject Leader: Vicki Greenwood

<table>
<tr><td colspan="2">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.</td></tr>
<tr><td>Planning:

• Long term planning – PSHE Association Questions-based Model- On T Drive
• Medium term planning- On T Drive
• Short term planning – LCP, CWP (SRE folder), PSHE Association
• Planning follows a progression map to ensure coverage through the school and pupils reach attainment level by the end of year 6.</td><td>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.</td></tr>
<tr><td>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. As class displays.
• Practical element- role play, puppets, discussions.
• What does high quality learning look like – engaged, show understanding by contributing to discussions/debates and responding to others.
• Differentiation- mixed ages within classes. Mixed ability groups/ages for discussions. Provide opportunities for</td><td>Assessment:

• Which assessment?- Self/peer/teacher at the end of each unit.
• ASCA
• Observations – PSHE coordinator lesson dips and book looks/displays.</td></tr>
</table>

most able to take responsibility/leadership and think creatively. • 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	

Key Priorities 2020 – 2021:

13. Ensure progression across year groups in a class.
14. Providing opportunities for challenge for higher achievers to increase the number of children working above expected.
15. Providing support to ensure SEN and lower ability children are able to access the curriculum as well as demonstrate good progress.
16. Ensure PSHE curriculum within school matches the needs of the new 2020 curriculum.
17. Ensure LT and MT plans cover the skills progression for PSHE.

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, police officers and PCSOs, One Life, Bikeability, Yellow Lorry Project, Crucial Crew.

ASCA sheets will be used to track curriculum breadth and the progress of pupils and the teaching and assessment of PSHE will be monitored by the Lead teacher for PSHE.

Impact

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

- Children will demonstrate a healthy outlook towards school.
- 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 Long Term Plan

YrA	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
Ruby	Starting school- building relationships, belonging and school/class rules. Appreciate what makes us unique.	Managing feelings, recognising others have feelings and understanding the feelings of others.	Self-confidence, sharing ideas and trying new activities. Caring for others and the environment.	Expressing interests and opinions. Perseverance and resilience. Independence.	Showing sensitivity. Awareness of behaviour and its consequences. Understanding the importance of healthy food choices.	Knowing myself (likes/dislikes) Feeling proud and setting goals. Negotiation skills and cooperation within a group.
Emerald	What makes a good friend?	Who is special to us?	How do we recognise our feelings?	What helps us to stay safe?	What helps us grow and stay healthy?	What jobs do people do?
Sapphire	How can we be a good friend?	What makes a community?	Why should we keep active and sleep well?	How can we manage our feelings?	How will we grow and what keeps us safe?	What are families like?
Diamond	What makes up a person's identity?	What decisions can people make with money?	How can the media influence people?		What will change as we become more independent? How can drugs common to everyday life affect health?	
					What will change as we become more independent? How do friendships change as we grow?	

YrB	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
Ruby	Starting school- building relationships, belonging and school/class rules. Appreciate what makes us unique.	Managing feelings, recognising others have feelings and understanding the feelings of others.	Self-confidence, sharing ideas and trying new activities. Caring for others and the environment.	Expressing interests and opinions. Perseverance and resilience. Independence.	Showing sensitivity. Awareness of behaviour and its consequences. Understanding the importance of healthy food choices.	Knowing myself (likes/dislikes) Feeling proud and setting goals. Negotiation skills and cooperation within a group.
Emerald	How can we look after each other and the world?	What helps us stay healthy?	Who helps keep us safe?	What is bullying?	What is the same and different about us?	What can we do with money?
Sapphire	How do we treat each other with respect?	Why should we eat well and look after our teeth?	What strengths, skills and interests do we have?	How can we manage risk in different places?	How will we grow and change?	How can our choices make a difference to others and the environment?
Diamond	How can we keep healthy as we grow?		How can we help in an accident or emergency?	What jobs would we like?	What will change as we become more independent? How can drugs common to everyday life affect health?	
					What will change as we become more independent? How do friendships change as we grow?	

PSHE Progression of Skills	EYFS	KS1		LKS2		UKS2	
	Children share their opinions and experiences	**Year 1** Children share and explain their opinions	**Year 2** Children share their opinions and ask questions	**Year 3** Children share their opinions, ask questions and identify who might be able to answer their questions	**Year 4** Children explain their ideas and verbalise how issues may affect people in different ways.	**Year 5** Children verbalise how issues may affect people in different ways and explore issues with opposing views	**Year 6** Children discuss and debate topical and controversial issues, listening respectfully to others.
Relationships Families and close positive relationships Friendships Managing hurtful behaviour and bullying Safe relationships Respecting self and others	Work and play cooperatively. Take turns with others. Form positive attachments to adults and friendships with peers. Show understanding that their actions can affect others and how they feel. Show sensitivity to their own and to others' needs. Give focused attention to what the teacher says and respond appropriately Show an ability to follow instructions involving several ideas or actions.	Say 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 are, 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. Know there are different types of families. Understand to tell someone if something about their family makes them unhappy or worried.		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 Know how to 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 Know 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		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. **Year 6:** Explain 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.	

Health and Wellbeing Healthy Lifestyles Mental Health Ourselves, growing and changing Keeping Safe Drugs, alcohol and tobacco	Manage own basic hygiene and personal needs, including dressing and going to the toilet. Understand the importance of healthy food choices. Show an understanding of their own feelings and those of others and being to regulate their behaviour accordingly.	Describe ways to keep healthy and explain why it is important. Recognise and name different feelings and describe what to do if they or others have not-so-good feelings. Suggest ways to help themselves and others feel good, or feel better if not feeling good, such as sleep, regular exercise and balancing time on and offline. Say what makes them special and unique, what they are good at or proud of and how these help them feel good about themselves. Suggest ways to manage when finding something difficult. Suggest rules that keep us safe and decide if a choice is safe or unsafe for our health. Describe how to follow simple hygiene and dental health routines. 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. Say how to get help in emergency situations and follow instructions to keep safe. **Year 1:** Know that babies need care and support and that older children can do more by themselves. **Year 2:** Identify differences between male and female babies and animals Know physical differences between male and female and name different body parts Understand that some people have fixed ideas about what boys and girls can do.	Suggest ways of reducing and managing risk at home, online, on the road and elsewhere. Describe ways to help keep their body protected and safe Explain how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) Demonstrate and give reasons for hygiene routines and explain the importance of following them regularly Describe how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns Explain how lack of sleep can affect the body and mood and simple routines that support good quality sleep Recognise personal qualities and individuality and develop self-worth by identifying positive things about themselves and their achievements Set goals for themselves and understand how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking Understand how everyday things can affect feelings and how feelings change over time and can be experienced at different levels of intensity Explain the importance of expressing feelings and how they can be expressed in different ways **Year 3:** Know and respect the body differences between self and others. Name males and female body parts **Year 4:** That puberty in an important stage in the human lifecycle Know some changes that happen during puberty Identify the physical and emotional changes that happen in puberty Understand that children change into adults to be able to reproduce if they choose to	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. Have a wide vocabulary to describe different emotions in self and others, and can explain how feelings change and ways to manage difficult feelings. Recognise the link between physical and mental health Describe strategies that promote mental health for self and others. Describe ways to prepare for and manage transitions positively between important stages in life or school. Assess how safe or unsafe different choices for health and wellbeing are. Explain how different substances can affect health positively and negatively; identify a range of associated risks and influences, and suggest ways to manage these. Identify a range of sources of support (people who help children stay safe and healthy) and suggest who to ask in different situations. Explain and demonstrate how to respond in emergency situations, including basic first aid skills. **Year 5:** Explain main physical and emotional changed that happen during puberty Ask questions about puberty with confidence Understand how puberty affects the reproductive organs Know what happens during menstruation and sperm production Explain how to keep clean during puberty **Year 6:** Describe how and why the body changes during puberty in preparation for reproduction Discuss puberty and reproduction with confidence Explain basic facts about conception and pregnancy

Living in the Wider World Shared responsibilities Communities Media literacy and digital resilience Economic wellbeing: Money Economic wellbeing: Aspirations, work and career	Explain the reasons for rules, know right from wrong and try to behave accordingly. Set and work towards simple goals. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	Give examples of rules in school or at home and say why they are important. Identify some ways to care for the plants, animals and people around us and why this is important. Identify some similarities and differences between people in school and the community. Give examples of groups they and others belong to and the roles and responsibilities in these different groups. State some rules for using the internet and devices safely, and recognise that not everything online is always true. Describe how wanting something is different to needing something. Say what money is, where it comes from and how it can be looked after, saved or spent. Recognise that people have different strengths, identify some different jobs that people do and some skills needed for these jobs.	Explain what is meant by a diverse community and discuss groups they belong to. Explain how the community helps everyone to feel included and values the different contributions that people make Understand how to be respectful towards people who may live differently to them Explain our shared responsibility and ways we can care for each other and the environment and how everyday choices impact the environment. Understand what people choose to buy or spend money on can affect others or the environment Use skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues Discuss how to show care and concern for others (people and animals) Understand how to carry out personal responsibilities in a caring and compassionate way	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. Recognise how financial decisions can impact people's emotions. Identify strengths, skills and achievements, how these might help chose a job and use to set goals. Describe some of the pathways into a range of jobs, and recognise that peoples' jobs can change over their lifetime. Recognise factors that limit or support careers choices. 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.

Appendix 10 – Computing

Subject On A Page

Name of Subject Leader: Lauren Beckett De Banks

Subject Intent:

Our computing curriculum is designed to equip pupils with skills to use computational thinking and creativity to understand and change the world. With deep 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, be able to express themselves and develop their ideas through information and communication technology.

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
- Medium term plan – On T Drive
- Short term planning – Adapted from Knowsley Scheme 2018 with some additional units from other sources.
- Planning follows a progression map to ensure coverage through the school and pupils reach attainment level by the end of year 6.

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.
- 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, Airserver on teacher laptops, IWB, green screen, Beebots, Micro:Bits, 3 iPad
  Mini's and digital cameras for EYFS free flow activities, plus additional resources that may be required throughout.
- Differentiation – 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 assess activities. Save work to Seesaw/Google Classroom/Google Drive for evidence. Present and share work with peers. Review and improve after input from peers/adults.
- Books – 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 and end of each topic.
- Presentation – Clear with an understanding of aesthetics for presentation.

Assessment:

- Which assessment – Self/Peer/teacher at the end of each module
- ASCA
- Observations – SL lesson dips and review of Seesaw/Google Classroom/Google Drive/apps online, also SL folder.
- Marking and feedback – Within the lesson at the time of working, feedback given. Also, within presentations. Following marking policy.

• 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. • Differentiation – 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. •	

<u>Key Priorities 2020 – 2021:</u>

18. Ensure progression across year groups in a class.
19. Providing opportunities for challenge for higher achievers to increase the number of children working above expected.
20. Providing support to ensure SEN and lower ability children are able to access the curriculum as well as demonstrate good progress.
21. 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 to use computational thinking and creativity to understand and change the world. With deep 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, be able to express themselves and develop their ideas through information and communication technology.

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
- 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 vocabulary and this is built on as the children progress through the school
- Digital leaders are in place from year 2 upwards 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 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
- Deep cross curricular links are made through computing lessons and also by the use of technology in other subjects including English and Maths
- Year 6 are given the opportunity to practice skills within a weekly lunchtime club

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 LTP	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	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
Area of work	**Using technology around us**	**Using technology around us**	**Introducing Computer Programming**	**Using technology around us**	**Online Safety**	**Using technology around us**

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

Sapphire	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Work	My Online Life (Y3)	Hour of Code (Y4)	Be Digitally Awesome (Y3)	Wizard School (Y4)	Micro:Bit: Nature Art	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	Digital Skills	Creating an E-book	Programming external hardware	Green Screen
Cross-curricular area	English, PSHE	English, Maths	English, Maths	English, Art/DT	English, Science, Art	English, Science, DT

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)	AR Games (Y5)
Area of Curriculum – Big Ideas	Digital Literacy	Computer Science	Information Technology	Information Technology	Information Technology	Information Technology, Computer Science
Targets Covered	-Use technology safely, respectfully and responsibly -Recognise	-Design, write and debug programs that accomplish specific goals -Select, use and	-Use search technologies effectively -Select, use and combine a variety	-Select, use and combine a variety of software (including internet services)	-Select, use and combine a variety of software (including internet services)	-Design, write and debug programs that accomplish specific goals -Select, use and

	acceptable/ unacceptable behaviour -Identify a range of ways to report concerns about content and contact	combine a variety of software -Use technology safely, respectfully and responsibly	of software -Use technology safely, respectfully and responsibly	on a range of digital devices to design and create a range of programs, systems and content that accomplish specific goals	on a range of digital devices to design and create a range of programs, systems and content that accomplish specific goals	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

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	

Computing LTP Year B

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

Sapphire	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Work	My Online Life (Y4)	Micro:Bit - Volcanoes	NEWSWISE – The Guardian	Dancing Robot (Y3)	T Shirt Designers (Y3)	Rainforests (Y3)
Area of curriculum –	Digital Literacy	Computer Science	Information Technology/ Digital Literacy	Computer Science	Information Technology	Information Technology

Big Ideas						
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 -Use technology safely, respectfully and responsibly -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 using external hardware	Research/Fake News	Programming	Design	Virtual Reality
Cross-curricular area	PSHE	English, Art, Geography	English, PSHE	English, Maths	English, Art/DT	English, Maths, Art/DT, PSHE

Diamond	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Work	My Online Life (Y6)	News Reporter/ Podcaster (Y5)	Micro: Bit – Getting Active	Web Designer (Y5)	VR Worlds (Y6)	Quiz Show Host (Y6)
Area of Curriculum – Big Ideas	Digital Literacy	Information Technology	Computer Science	Information Technology/ Computer Science	Information Technology	Information Technology
Targets Covered	-Use technology safely, respectfully and responsibly, keeping personal	-Use search technologies effectively -Select, use and combine a variety	-Design, write and debug programs that accomplish specific goals -Select, use and	-Select, use and combine a variety of software -Use search technologies	-Use search technologies effectively -Select, use and combine a variety	-Use technology safely, respectfully and responsibly -Use search

	information private -Identify where to go for help and support when they have concerns about content or contact on the internet	of software -Use technology safely, respectfully and responsibly	combine a variety of software -Use technology safely, respectfully and responsibly	effectively -Be discerning in evaluating digital content -Design, write and debug programs that accomplish specific goals	of software -Use technology safely, respectfully and responsibly	technologies effectively -Select, use and combine a variety of software
Area of Work	E-Safety/ Internet Safety	Podcasts	Programming external hardware	Websites	Virtual Reality	Augmented Reality
Cross-curricular Areas	English, PSHE	English, PSHE	English, PSHE, PE	English, Geography, History	English, Art/DT, History, Geography	English, Art/DT, History, PSHE

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	

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
The children learn: about types of technology both in and outside of school. how to use classroom technology safely and responsibly, including the basic use of a camera and going online.	The children learn: to explore and experiment with technology in order to build familiarity with classroom apps and devices. basic photographic and video techniques to document their own learning.	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.	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. about different media and file types.	The children learn: about physical input and output slots on a device. E.g. USB, HDMI, etc. about how to save their work in a range of locations. the best way to save their files. E.g. as an image (jpeg) to share online.	The children learn: how to create a QR Code. about uploading work to a cloud or blog. advanced techniques to tell a story using technology/ multiple apps. about advanced film making elements such as sound and lighting.	The children learn: about collaboration and sharing documents with other children in order to create digital content. advanced features of common office/ classroom apps.

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

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

(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
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 category e.g. images, book, videos.	The children learn: the basic skills of searching and navigating the results in a search engine to answer questions.	The children learn: that the top search results can be manipulated and are based on things like most popular, recently updated. about filtering results by adding more detail or using advanced tools. to use search engines to collect information.	The children learn: to search for and use information from a range of sources. about making notes from information found on websites to present their findings. that not all sources of information including websites are accurate and can check information using a different site.	The children learn: to use complex searches and advanced tools to find, select and use information. check the reliability of information on the internet.	The children learn: to use complex searches, filters and advanced tools to find, select and use information

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

Teaching Key Computing Vocabulary

Knowsley CLCs

Primary Computing Scheme of Work

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, griefing, 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.

Music 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 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.
- KS2 are awaiting confirmation for additional planned sessions from music providers post-covid.
- 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. This is one full Charanga unit a term. This is recommended to be taught by a class teacher, music specialist or HLTA.
- KS2 to have 30 minutes a week of teaching from the County Music Service or similar where a music specialist delivers instrumental lessons. This should be supplemented by the class teacher with three Charanga units across the year (awaiting post covid)
- 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.
- Differentiation: Questioning used appropriately to assess and provide differentiation for children. HA encouraged to be more independent and given specific differentiated music parts where possible. LA given 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.

Learning & Recording:

- Expectations: Children are expected to take part in the lessons by actively joining in with performance, composition and listening. Learning involves the 'Big Ideas' – Learning is regular and

Assessment:

- The children will be assessed using ASCA sheets and given to the subject leader half-termly.
- Observations and drop-in sessions will be in the subject leader folder.

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. • 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. • Differentiation 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.	• Where possible, performances and compositions will be recorded and uploaded onto the school T-drive. 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.

<u>Key Priorities 2020 – 2021:</u>

22. Ensure progression across year groups in a class.
23. Providing challenge opportunities for higher achievers to increase the number of children working above expected and evidence of this.
24. Providing support to ensure SEN and lower ability children are able to access the curriculum as well as demonstrate good progress and evidence provided.

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. They will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.

The Big Ideas:

Appraising

Performance

Experimentation

Implementation:

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. Our pupils experience this in the ICT curriculum.

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.

Visitors and trips have enriched our music curriculum: Snape (Benjamin Britten), Rock School, County Music Service teachers for KS2, Rock and Roll pantomime.

ASCA sheets 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	Rhythm in the way we walk – Pulse, rhythm & Pitch.	Nativity	Your Imagination – using your imagination			I Wanna play in a band – playing together
Year 3 + 4	Blackbird.	Stop!	The Dragon song.	Three Little Birds.	Mamma Mia.	Summer performance
Year 5 + 6	Livin' on a prayer.	Classroom Jazz 2.	The Fresh Prince.		You've got a friend.	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	In the groove.	Nativity.	Hands feet and heart.			Friendship song.
Year 3 + 4	Let your spirit fly.	Glockenspiel 1.	Lean on Me.	Glockenspiel 2.	Bringing us together.	Summer performance.
Year 5 + 6	Happy.	Classroom Jazz 1.	Dancing in the street.		Make you feel my love.	Summer performance.

Music Progression of Skills

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	• Listen with concentration and understanding to a range of high-quality live and recorded music **Year 1:** *Knowledge:* • 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. *Skills:* • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. **Year 2:** *Knowledge:* • 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. *Skills:* • 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.	• 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 *Knowledge:* • 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) *Skills:* • 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.	• 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. *Knowledge:* • 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). *Skills:* • 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	*Knowledge:* • 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. *Skills:* 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: • Game 1 – Have Fun Finding The 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', whist 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'.	*Knowledge:* • 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 *Skills:* 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: 1. Find the Pulse 2. Rhythm Copy Back: a) Bronze: Clap and say back rhythms b) Silver: Create your own simple rhythm patterns c) Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes a) Bronze: Copy back – 'Listen and sing back' (no notation) b) Silver: Copy back with instruments, without then with notation c) Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups	*Knowledge:* Know and be able to talk about: • 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. *Skills:* 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: Bronze Challenge • 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 Silver Challenge • 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 Gold Challenge • 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	• Use their voices expressively by singing songs and speaking chants and rhymes. *Knowledge:* • 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). *Skills:* • 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 rap or say words in rhythm. • Learn to start and stop singing when following a leader. • **YR 2** Learn to find a comfortable singing position.	• Use their voices expressively by singing songs and speaking chants and rhymes. *Knowledge:* To know and be able to talk about: • 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 *Skills:* • 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.	•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. *Knowledge:* • 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 *Skills:* • 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	• Play tuned and un-tuned instruments musically. *Knowledge:* • 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) *Skills:* • 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.	• Play tuned and un-tuned instruments musically. *Knowledge:* • 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 *Skills:* • 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.	•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. *Knowledge:* • 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 *Skills:* • 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	• Experiment with, create, select and combine sounds using the inter-related dimensions of music. *Knowledge:* • 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) *Skills:* Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.	• Experiment with, create, select and combine sounds using the inter-related dimensions of music. *Knowledge:* • 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 *Skills:* 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. Bronze Challenge: a) Copy Back – Listen and sing back melodic patterns b) Play and Improvise – Using instruments, listen and play your own answer using one note. c) Improvise! – Take it in turns to improvise using one note. Silver Challenge: a) Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. b) Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. c) Improvise! – Take it in turns to improvise using one or two notes. Gold Challenge: a) Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. b) Play and Improvise – Using your instruments, listen and play your own answer using two different notes. c) Improvise! – Take it in turns to improvise using three different notes.	• Improvise and compose music for a range of purposes using the interrelated dimensions of music. •Use and understand staff and other musical notations. *Knowledge:* • 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 *Skills:* 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. 1. Play and Copy Back a) Bronze – Copy back using instruments. Use one note. b) Silver – Copy back using instruments. Use the two notes. c) Gold – Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: a) Bronze – Question and Answer using instruments. Use one note in your answer. b) Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. c) Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: a) Bronze – Improvise using one note. b) Silver – Improvise using two notes. c) Gold – Improvise using three notes. 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)

	KS1	LKS2	UKS2
Composition	• Experiment with, create, select and combine sounds using the inter-related dimensions of music. *Knowledge:* • Composing is like writing a story with music. Everyone can compose. *Skills:* • 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.	• Experiment with, create, select and combine sounds using the inter-related dimensions of music. *Knowledge:* • 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.) *Skills:* • 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).	• Improvise and compose music for a range of purposes using the interrelated dimensions of music. •Use and understand staff and other musical notations. *Knowledge:* • 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 *Skills:* • 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	• Play tuned and un-tuned instruments musically. • Use their voices expressively by singing songs and speaking chants and rhymes. *Knowledge:* • 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. *Skills:* • 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.	• Use their voices expressively by singing songs and speaking chants and rhymes. • Play tuned and un-tuned instruments musically. *Knowledge:* To know and be able to talk about: • 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 *Skills:* • 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.	• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. *Knowledge:* To know and be able to talk about: • 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 *Skills:* • 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...?"

Appendix 12 – Art

Art 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.
- The long-term plans can be found on the website and skills progressions are on the school's T-drive.
- 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.

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 art area outside KS1.
- 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.
- Differentiation: Questioning used appropriately for assessment, support and challenge. HA encouraged to be more independent with application of skills and more depth with evaluation. LA - additional support given from a teacher, TA or

<table>
<tr><td></td><td>peer. Work broken down into more manageable steps with visual prompts where appropriate.
• Teachers should refer to knowledge organisers and children should complete a quiz per session.</td></tr>
<tr><td><u>Learning & Recording:</u>
• 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 or onto 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 learning outside the classroom: There is an arts and crafts club and an art specialist that supports the children with their art work.
• Opportunities for enrichment: The children enter an art competition yearly in the community. Sharing opportunities with children, teachers and parents.
• Differentiation: evident through questioning, outcome and support received in sessions. Task may need to be adapted.</td><td><u>Assessment:</u>
• Art is assessed on ASCA sheets given to the subject leader half termly.
• 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 evident to monitor children’s progress.</td></tr>
<tr><td colspan="2"><u>Key Priorities 2020 – 2021:</u>
25. Ensure progression across year groups in a class.
26. Providing opportunities for challenge for higher achievers to increase the number of children working above expected.
27. Providing support to ensure SEN and lower ability children are able to access the curriculum as well as demonstrate good progress.
28. Knowledge organisers and quizzes to be used consistently across the school.</td></tr>
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Overview of teaching and learning of Art and Design

Intent

Children at Hintlesham and Chattisham C of E Primary will experience a high – quality art and design education. They will be engaged, inspired and challenged to invent and create their own works of art, craft and design. Pupils will develop the ability to think critically and have a rigorous understanding of art and design. They will know 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

Experimentation

Expression

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.eg Discovery Centre, puppet workshop, support from a local artist.

ASCA sheets 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.

Art LTP

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	**Drawing-**self portraits **Painting-**colour mixing	**Painting-** Fireworks Holi **Textiles-**sewing (Christmas cards)	**Textiles** - weaving **Printing-**Chinese dragon **3D** – Superhero vehicles **Painting-**people who help us	**Drawing** - daffodils **3D** – Rockets and castles **Painting-** characters.	**Printing –** fruit and vegetables **Collage –** in the style of Eric Care. Henri Matisse-The Snail.	**Drawing** – shells **Painting-** Sunflowers (Van Gogh) **Collage**-Andy Goldsworthy
Class 2		**Printmaking (Year 1)** Printing with primary colours, stencils, clay slab block and collograph.		**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, collograph 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. Huntertwasser 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 1	**Drawing** self-portraits	**Painting** Fireworks Holi	**Textiles** - weaving of the scenes **3D** – Superhero vehicle. Painting people who help us	**Drawing** - daffodils **3D** – Rockets and castles Painting characters.	**Printing –** vegetables **Collage – Mattis the snail.**	**Drawing** – shells Painting Goldsworthy Sunflowers Henry Mattis
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)** Matise – '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	• 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	• 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*	• 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	• *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	• 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*	• 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 Ofili • 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	• 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 collograph 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*	• Ink 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*	• 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-Roy • *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	• 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*	• 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*	• 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	• 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*	• 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 collographs, 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*	• 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	• 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*	• 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*	• 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:	• Respond to ideas and starting points • Explore ideas and collect visual information • Explore different methods and materials as ideas develop	• 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	• 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	• Describe the work of notable artists, artisans and designers • Use some of the ideas of artists studied to create pieces of work.	• Replicate some of the techniques used by notable artists, artisans and designers • Create original pieces that are influenced by studies of others	• 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

Appendix 13 – DT

DT 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 and is adapted to suit the class. The planning can be found on the T Drive in the DT folder.
- The long-term plan is on the website under DT and medium-term plans and the skills progression document on the T Drive.
- 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.
-

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.
- Differentiation: Questioning used appropriately for assessment, support and challenge. HA encouraged to be more independent with application of skills and more depth with evaluation. LA - 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.
- Teachers should refer to knowledge organisers and children should complete a quiz per session.

Learning & Recording:

- 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

Assessment:

- The children will be assessed using ASCA sheets and given to the subject leader half-termly.
- Observations and drop-in sessions will be recorded

'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 topic 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. • 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. • Differentiation: 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.	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 evident to monitor children's progress.

<u>Key Priorities 2020 – 2021:</u>

29. Ensure progression across year groups in a class.
30. Providing opportunities for challenge for higher achievers to increase the number of children working above expected.
31. Providing support to ensure SEN and lower ability children are able to access the curriculum as well as demonstrate good progress.
32. Knowledge organisers and quizzes used consistently across the school.

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, 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.
ASCA sheets 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: *Fabric Faces*** *Explore and join fabrics to make an appealing product.*		**Cooking and nutrition: *Dips and Dippers*** *Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from and evaluate existing products.*		**Levers, sliders, wheels and axels: *Moving Pictures, Traditional Tales.*** *Evaluate previous products and use this to design and make products using wheel mechanisms, levers and sliders.*	
Class 3		**Design, make and evaluate a product: *Electric Personalities: Battery operated light unit.*** *Develop knowledge of electric systems in products to design and create a light within a product using carefully chosen tools and materials.*		**Design, make and evaluate a product: *Let's go fly a kite.*** *Look at existing products and how individuals helped shape the world to design and create a kite.*	**Cooking and nutrition: *Edible garden (Science link)*** *Look at ingredients, diet and seasonality to grow and cook food.*	
Class 4		**Design, make and evaluate a product (Textiles): *Felt Phone Cases*** *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.*		**Design, make and evaluate a product (Cams, Systems and Joins): *Automata Animals*** *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.*		**Cooking and nutrition: *Global Food – Greek Link*** Use seasonality, knowledge of ingredients and diet to cook predominantly savoury dishes using a range of cooking techniques.

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.*** *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.*		**Textiles: *Fabric Bunting. (Easter or Castle)*** *Evaluate existing products to help design and create a product. Select tools and materials to join fabrics (Sewing).*			**Designing and creating a product: *A Pirate's Packed Lunch.*** *Explore materials and existing products to design and create a lunchbox using tools and equipment.*
Class 3	**Textiles: *Juggling Balls*** *Use existing products to design a juggling ball. Use a range of equipment and techniques to tie dye, fill and join the fabric.*		**Cooking and nutrition**: ***The Great Bread Bake off – Egyptian bread*** *Look at existing products and key events/individuals to design, make and evaluate bread using tools and equipment.*		**Design, make and evaluate a product (mechanical systems – levers and linkages): *Mechanical posters*** *Use existing products to design a mechanical system that uses levers and linkages.*	
Class 4	**Design, create and program: *Programming Adventure*** *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.*			**Create and evaluate (Cutting, shaping and joining): *Marbulous Structures*** *Look at existing products (free-standing structures) and build skills of cutting, shaping and joining, to design, create and evaluate a marble run.*		**Cooking and nutrition: *Super Seasonal Cooking*** *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.*

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	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]. • 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. ***Children can:*** a) use their knowledge of existing products and their own experience to help generate their ideas; b) design products that have a purpose and are aimed at an intended user; c) explain how their products will look and work through talking and simple annotated drawings; d) design models using simple computing software; e) plan and test ideas using templates and mock-ups; f) understand and follow simple design criteria; g) work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment.	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]. • 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. ***Children can:*** a) identify the design features of their products that will appeal to intended customers; b) use their knowledge of a broad range of existing products to help generate their ideas; c) design innovative and appealing products that have a clear purpose and are aimed at a specific user; d) explain how particular parts of their products work; e) use annotated sketches and cross-sectional drawings to develop and communicate their ideas; f) when designing, explore different initial ideas before coming up with a final design; g) when planning, start to explain their choice of materials and components including function and aesthetics; h) test ideas out through using prototypes; i) use computer-aided design to develop and communicate their ideas (see note on p. 1); j) develop and follow simple design criteria; k) work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment.	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]. • 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. ***Children can:*** a) 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; b) use their knowledge of a broad range of existing products to help generate their ideas; c) design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user; d) explain how particular parts of their products work; e) use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas; f) generate a range of design ideas and clearly communicate final designs; g) consider the availability and costings of resources when planning out designs; h) 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	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. • 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. ***Children can:*** **Planning** a) with support, follow a simple plan or recipe; b) begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer; c) select from a range of materials, textiles and components according to their characteristics; **Practical skills and techniques** d) learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures; e) use a range of materials and components, including textiles and food ingredients; f) with help, measure and mark out; g) cut, shape and score materials with some accuracy; h) assemble, join and combine materials, components or ingredients; i) demonstrate how to cut, shape and join fabric to make a simple product; j) manipulate fabrics in simple ways to create the desired effect; k) use a basic running stich; l) 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.	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. • 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. ***Children can:*** **Planning** a) with growing confidence, carefully select from a range of tools and equipment, explaining their choices; b) select from a range of materials and components according to their functional properties and aesthetic qualities; c) place the main stages of making in a systematic order; **Practical skills and techniques** d) learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures; e) use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components; f) with growing independence, measure and mark out to the nearest cm and millimetre; g) cut, shape and score materials with some degree of accuracy; h) assemble, join and combine material and components with some degree of accuracy; i) demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product; j) join textiles with an appropriate sewing technique; k) 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.	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. • 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. ***Children can:*** **Planning** a) independently plan by suggesting what to do next; b) with growing confidence, select from a wide range of tools and equipment, explaining their choices; c) select from a range of materials and components according to their functional properties and aesthetic qualities; d) create step-by-step plans as a guide to making; **Practical skills and techniques** e) learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures; f) independently take exact measurements and mark out, to within 1 millimetre; g) use a full range of materials and components, including construction materials and kits, textiles, and mechanical components; h) cut a range of materials with precision and accuracy; i) shape and score materials with precision and accuracy; j) assemble, join and combine materials and components with accuracy; k) demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join fabric with precision to make a more complex product; l) join textiles using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch; m) 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	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. • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria. ***Children can:*** a) explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations; b) explain positives and things to improve for existing products; c) explore what materials products are made from; d) talk about their design ideas and what they are making; e) as they work, start to identify strengths and possible changes they might make to refine their existing design; f) evaluate their products and ideas against their simple design criteria; g) start to understand that the iterative process sometimes involves repeating different stages of the process.	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. • 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. ***Children can:*** a) explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose; b) explore what materials/ingredients products are made from and suggest reasons for this; c) 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; d) evaluate their product against their original design criteria; e) evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world.	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. • 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. ***Children can:*** a) complete detailed competitor analysis of other products on the market; b) critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make; c) evaluate their ideas and products against the original design criteria, making changes as needed.

	KS1	LKS2	UKS2
Technical Knowledge	• 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. ***Children can:*** a) build simple structures, exploring how they can be made stronger, stiffer and more stable; b) talk about and start to understand the simple working characteristics of materials and components; c) explore and create products using mechanisms, such as levers, sliders and wheels.	• 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. ***Children can:*** a) understand that materials have both functional properties and aesthetic qualities; b) apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products; c) understand and demonstrate how mechanical and electrical systems have an input and output process; d) 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.	• 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. ***Children can:*** a) apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products; b) understand and demonstrate that mechanical and electrical systems have an input, process and output; c) explain how mechanical systems, such as cams, create movement and use mechanical systems in their products; d) apply their understanding of computing to program, monitor and control a product.

	KS1	LKS2	UKS2
Cooking and nutrition	• Use the basic principles of a healthy and varied diet to prepare dishes. • Understand where food comes from. ***Children can:*** a) explain where in the world different foods originate from; b) understand that all food comes from plants or animals; c) understand that food has to be farmed, grown elsewhere (e.g. home) or caught; d) name and sort foods into the five groups in the Eatwell Guide; e) understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why; f) use what they know about the Eatwell Guide to design and prepare dishes.	• 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. ***Children can:*** a) start to know when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world; b) understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically; c) with support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven; d) use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking; e) 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; f) understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body; g) prepare ingredients using appropriate cooking utensils; h) measure and weigh ingredients to the nearest gram and millilitre; i) start to independently follow a recipe; j start to understand seasonality.	• 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. ***Children can:*** a) 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; b) understand about seasonality, how this may affect the food availability and plan recipes according to seasonality; c) understand that food is processed into ingredients that can be eaten or used in cooking; d) demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source; e) demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying and boiling; f) 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; g) adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma; h) alter methods, cooking times and/or temperatures; i) measure accurately and calculate ratios of ingredients to scale up or down from a recipe; j) independently follow a recipe.

Appendix 14 – MfL

MFL Subject On A Page

Name of Subject Leader: ____A Jary_____

<table>
<tr><td colspan="2">Subject Intent:</td></tr>
<tr><td>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</td><td>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</td></tr>
<tr><td>Learning & Recording:
Books – topic books are to be used for the recording of written wok 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. This could include Kyara (school cook) who is a native speaker. Christmas around the world on the Curriculum Enhancement programme.</td><td>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.</td></tr>
<tr><td colspan="2">Key Priorities 2020-2021:<ol start="33">
Work towards Linguamarque Bronze award assessment
Website to include MFL page including useful links for parents
Whole school event day ‘Around the World’ with focus on Francophone countries for Year A, countries around the world including France for Year B</td></tr>
</table>

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

Fluency and Confidence

Understanding of language

Curiosity and understanding of different culture

Implementation

- Planning is based around a Long-Term scheme and supported by resources, 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 and native speakers
- Sapphire and Diamond Class elect a French ambassador to help with daily tasks e.g. changing date and weather in French
- Pupils develop their listening skills and engaging 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
- Links with a primary school in France are being developed and correspondence is going to begin
- Visits/visitors
- Involving parents
- Whole school events e.g. French themed lunch
- 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.
- French Club is offered at KS1 for those keen to start learning before timetabled lessons begin
- Working towards Linguamarque award (see Action plan)
- Website to include useful links for pupils and parents (see Action plan)
- Whole school event day ‘Around the World’ with focus on Francophone countries for Year A, countries around the world including France for Year B (see Action plan)

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		**Des animaux au zoo**	**Ici et là**	**Un monstre aimable**	**Au camp d'aventure**	**Greetings**
	Focus	• Au zoo il y a + indefinite article + animals • adjectives	• definite article + places • likes/dislikes + opinion adjectives	• Le monstre a + indefinite article + body parts • colour adjectives	• definite article + leisure nouns • likes/dislikes + opinion adjectives	**Colours** **Numbers** **Age**
Unit 2		**Le pique-nique**	**Dans ma valise**	**Une famille de super héros**	**Au Parc d'attractions**	**Days and dates** **Weather**
	Focus	• definite article + foods/drinks • likes/dislikes + opinion adjectives	• Je porte + indefinite article + clothes • colour adjectives	• Dans la famille il y a + definite article + family nouns • likes/dislikes + proper nouns	• Il y a + indefinite article + rides/facilities • c'est + opinion adjective	**Classroom language** **Dictionary skills**
Unit 3		**Moi et mes animaux**	**Voyager à l'étranger**	**Je suis super héros/superhéroine**	**Je suis sportif/sportive**	**Stories and songs** **Festivals and culture**
	Focus	• Personal information • J'ai + indefinite article + pets	• Personal information • Dans mon sac j'ai + indefinite article + nouns eg. phone, book	• Personal information • Je suis + attribute adjective	• Personal information • Je suis + noun (eg. footballeur) + *agreement*	

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 French Scheme of work (Units of work in the process of being designed)

Ongoing skills

Greetings	
Stage 1-2	bonjour (L/S/R) au revoir (L/S/R) Madame/Monsieur (L/S) ça va? (L/S) ça va bien (L/S) ça va mal (L/S) joyeux anniversaire! (L/S) tu t'appelles comment ? (L/S) je m'appelle..... (L/S)
Plus for Stage 2-3	**R of all Stage 1-2** tu t'appelles comment ? (W) je m'appelle..... (W) salut! (S/L) ça va très bien merci (L/S) et toi? (L/S) non, ça ne va pas (L/S)
Plus for Stage 3-4	**R/W of all Stage 1-2 and 2-3** pas mal merci (L/S) à tout à l'heure *(see you later)* (L/S) à demain *(see you tomorrow)* (L/S) bon weekend! (L/S) mon nom est (S/L/R/W)

Colours		
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 *(gris)* noir *(black)* violet *(purple)*
Plus for Stage 2-3	**W of all Stage 1-2** *multi-colore*	
Plus for Stage 3-4	bleu clair *(light blue)* bleu foncé *(dark blue)* etc.	

Numbers		
Stage 1-2	(L/S) un deux trois quatre cinq six sept huit neuf dix onze douze	
Plus for Stage 2-3	**R/W of all Stage 1-2**	
	(L/S/R/W) treize quatorze quinze seize dix-sept dix-huit dix-neuf vingt	(L/S) vingt et un vingt-deux vingt-trois vingt-quatre vingt-cinq vingt-six vingt-sept vingt-huit vingt-neuf plus/moins égal/fait
Plus for Stage 3-4	**R/W of all Stage 2-3**	
	(L/S/R/W) trente trente et un trente-deux quarante quarante et un quarante-deux cinquante cinquante et un cinquante-deux soixante soixante et un soixante-deux	(L/S) fois divisé par

Age	
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	**R/W of Stage 2-3** (L/S/R/W) Quel âge as-tu ?

Days and Dates		
Stage 1-2	(L/S/R) lundi mardi mercredi jeudi vendredi samedi dimanche	
Plus for Stage 2-3	**R/W of all Stage 1-2**	
	(L/S/R/W) janvier février mars avril mai juin juillet août	septembre octobre novembre décembre vendredi 8 mai (written date)
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	

Weather	
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	**L/S/R of all Stage 1-2**
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)*

Classroom Language		
Stage 1-2	(L only) un cahier un crayon un stylo un livre une règle une gomme un carnet un sac levez-vous asseyez-vous écoutez entrez montrez-moi	(L/S) merci s'il vous plaît *(polite)* pardon *(sorry)*
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) un taille-crayon un feutre un bâton de colle des ciseaux un crayon (de couleur) prête- moi *(familiar)* s'il te plaît *(familiar)* je peux aller aux toilettes? comment ? *(pardon?)*	
Plus for Stage 3-4	(L/S/R) mon cahier de français etc. passe-moi ... as-tu/avez-vous? de rien *(don't mention it)* je suis désolé(e) *(I'm sorry)* je ne comprends pas	

Time (Stage 3-4 only)	
Stage 3-4	(L/S/R/) 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 Skills	Activities and Resources
Stage 1-2	Use of picture dictionaries and words lists
Plus for Stage 2-3	Guided dictionary work : use of bi-lingual dictionary ; indicators of parts of speech ; nouns (including gender indicators) and adjectives
Plus for Stage 3-4	**Independent dictionary work for all of Stage 2-3** Guided dictionary work for infinitives of verbs

Unit 1 Des animaux au zoo

	Listening	Speaking	Reading	Writing
Stage 1	Pick out some animal nouns and/or adjectives when heard in short spoken sentences.	Independently recall and say some animal nouns and/or adjectives. Pronunciation should be easily understood.	Pick out some animal nouns and/or adjectives when seen in short written sentences.	Independently recall and write a few animal nouns and/or adjectives. Spellings should be easily understood.
Stage 2	Pick out animals and adjectives when heard in singular and plural spoken sentences including some longer ones.	Independently produce a few spoken phrases and short sentences using animals and adjectives. Pronunciation should be easily understood. Sentences may be prepared and practised but not written down and learned.	Pick out animals and adjectives when seen in singular and plural written sentences including some longer ones.	Independently produce a few written phrases and short sentences using animals and adjectives. Spellings should be easily understood. Pupils can follow a model and may require the support of some reference materials.
Stage 3	Pick out the main points and a few minor details from a series of spoken sentences about animals, including some longer, complex ones.	Independently speak about animals using a number of sentences of a variety of lengths with some evidence of grammatical understanding. Sentences may be prepared and practised but should not be written down and learned. However, pupils may be supported by visual and/or word cues.	Pick out the main points and a few minor details from a series of written sentences about animals, including some longer, complex ones.	Independently write about animals using a number of sentences of a variety of lengths with some evidence of grammatical understanding. Pupils can follow a model and may require the support of some reference materials, however should work partly from memory.
Stage 4	Pick out the main points and a number of minor details from a short spoken passage about animals, made up of sentences of a variety of lengths and complexity and including some unknown language.	Independently speak about animals using sentences of varying lengths and complexity and demonstrating a range of grammatical understanding. Sentences may be prepared and practised but should not be written down and learned. However, pupils may be supported by visual and/or word cues.	Pick out the main points and a number of minor details from a short written passage about animals, made up of sentences of a variety of lengths and complexity and including some unknown language.	Independently write a short paragraph of connected sentences about animals. Sentences should be of varying lengths and complexity and demonstrate a range of grammatical understanding. Pupils may require the support of some some reference materials with more complex language but should work mostly from memory.

Unit 2 Le Pique-nique

	Listening	Speaking	Reading	Writing
Stage 1	Pick out some food and drink nouns, simple opinion phrases and/or adjectives when heard in short spoken sentences.	Independently recall and say some food and drink nouns, simple opinion phrases and/or adjectives. Pronunciation should be easily understood.	Pick out some food and drink nouns, simple opinion phrases and/or adjectives when seen in short written sentences.	Independently recall and write a few food and drink nouns, simple opinion phrases and/or adjectives. Spellings should be easily understood.
Stage 2	Pick out food and drink nouns, opinion phrases and adjectives when heard in singular and plural spoken sentences, including some longer ones.	Independently ask and answer a few questions using foods and drinks, opinion phrases and adjectives. Pronunciation should be easily understood. Sentences may be prepared and practised but not written down and learned.	Pick out food and drink nouns, opinion phrases and adjectives when seen in singular and plural written sentences including some longer ones.	Independently produce a few written phrases and short sentences using food and drink nouns, opinion phrases and adjectives. Spellings should be easily understood. Pupils can follow a model and may require the support of some reference materials.
Stage 3	Pick out the main points and a few minor details from a series of spoken sentences about food and drink likes and dislikes, including some longer, complex ones.	Independently ask and answer a number of questions about food and drink likes and dislikes using sentences of a variety of lengths with some evidence of grammatical understanding. Sentences may be prepared and practised but should not be written down and learned. However, pupils may be supported by visual and/or word cues.	Pick out the main points and a few minor details from a series of written sentences about food and drink likes and dislikes, including some longer, complex ones.	Independently write about food and drink likes and dislikes using a number of sentences of a variety of lengths with some evidence of grammatical understanding. Pupils can follow a model and may require the support of some reference materials, however should work partly from memory.
Stage 4	Pick out the main points and a number of minor details from a short spoken passage about food and drink likes and dislikes, made up of sentences of a variety of lengths and complexity and including some unknown language.	Independently ask and answer a variety of questions about food and drink likes and dislikes using sentences of varying lengths and complexity and demonstrating a range of grammatical understanding. Sentences may be prepared and practised but should not be written down and learned. However, pupils may be supported by visual and/or word cues.	Pick out the main points and a number of minor details from a short written passage about food and drink likes and dislikes, made up of sentences of a variety of lengths and complexity and including some unknown language.	Independently write a short paragraph of connected sentences about food and drink likes and dislikes. Sentences should be of varying lengths and complexity and demonstrate a range of grammatical understanding. Pupils may require the support of some reference materials with more complex language but should work mostly from memory.

Outdoor Learning-Subject On A Page

Name of Subject Leader: Lisa Death

Subject Intent:
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 every child to develop a knowledge and passion for their local habitat and how to look after and nurture it – the flora and fauna as well as embracing the physical and personal challenges that working outside can present.

The Big Ideas:
Throughout the Outdoor Learning curriculum **passion, knowledge and challenge** will be the common themes of learning and teaching enabling children to embrace, be passionate about and celebrate the natural environment and their local habitat, gain an extensive outdoor knowledge and skill-set and rise to the personal challenges of learning outside.

Planning:

- **Long term planning** – Progression of skills across all year groups
- **Medium term planning** – Planned skills focus activity
- **Short term planning** – Informed by child-led activities And free choice.

Teaching:

- **Timetabling** – One afternoon per week for Ruby Class
- Other year groups to experience Outdoor Learning sessions each term.
- **Can be taught by**-Qualified teacher required – high ratio of adults to learners
- **Differentiation** – task and support depending on age, ability and experience

Learning & Recording:

- **Expectations of children-** Engaging in outdoor opportunities Learning focused skills Experience risk-benefit process
- **Best practise-** Reflective practise Collaborative work
- **What does high quality learning look like? - 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

Assessment:

- **Observations-** Recorded and recorded on Tapestry/website To include areas of Holistic Development (Social, Physical, Intellectual, Communication & Language, Emotional and Spiritual).

Key Priorities 2020 – 2021:

36. Ensure progression across year groups in a class.
37. Providing opportunities for challenge for higher achievers to increase the number of children working above expected.
38. Providing support to ensure SEN and lower ability children are able to access the curriculum as well as demonstrate good progress.

Hintlesham and Chattisham CofE Primary School

Outdoor Learning

Intent

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 every child to develop a knowledge and passion for their local habitat and how to look after and nurture it – the flora and fauna as well as embracing the physical and personal challenges that working outside can present.

Through Outdoor Learning we aim to support this philosophy by:

- Fostering the enjoyment of the great outdoors;
- Embracing the physical challenges that working outside can bring;
- Developing both fine and gross motor skills;
- Developing personal and social skills by working in pairs and teams to complete tasks;
- Developing a range of bespoke Outdoor Learning skills such as knot tying, frapping, lashing and whittling;
- Developing a knowledge of local common flora and fauna;
- Fostering an awareness of seasonal change;
- Encouraging children to take risks in a supported environment;
- Developing problem solving and resilience through practical tasks such as den building;
- Ensuring children develop an understanding of keeping safe;
- Encouraging children to be active and have a healthy lifestyle.
- Encouraging pupils' personal involvement with practical tasks enabling them to improve their attention span, persistence and commitment.
- Ensuring that the learning is matched to the differing needs of all the children as well as specific groups, such as SEND, pupil premium etc. Extra support and additional/ adapted resources to be provided to those children where it is required.
- Using our wonderful onsite local wood to contextualise learning across the whole curriculum eg-using our instructional texts we have written / minibeast hunts in science/bringing stories to life with parents and other stakeholders.

Big Ideas

- Passion
- Knowledge
- Challenge

Implementation

Ruby Class will participate in outdoor learning activities on a Friday afternoon each week. During the school year, the other classes will experience outdoor learning sessions. 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. Outdoor learning 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. Outdoor learning sessions are planned to involve a mixture of both adult-led and child-initiated activities. Adult led tasks may involve the teaching and application of outdoor learning skills such as plant identification, sawing, using loppers 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.

Impact

By the end of their schooling at Hintlesham and Chattisham C of E Primary School, pupils will have been given the opportunity to experience and learn through outdoor learning. They will have acquired a range of outdoor 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 which celebrates their local, natural environment, and developed knowledge and respect for their local habitat. Alongside this, they will have embraced the physical and personal challenges that learning outside presents.

Outdoor Learning Long Term Plan

Year A and B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Year 2	EYFS	Year 1	Year 4	Year 3	Year 5, 6
Skills						
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

Outdoor Learning Progression of Skills

ACTIVITY	RUBY CLASS	EMERALD CLASS	SAPPHIRE CLASS	DIAMOND CLASS
TREE CLIMBING	1: 1 guidance. jumping out with support No climbing above 1m.	1: 1 guidance. jumping out with support No climbing above 1m.	1: 1 guidance available. Adult supervision at all times. No climbing above 2m. Jumping out from no higher than 1 m.	Climb independently. Adult supervision at all times. Jumping out from no higher than 2 m.
TOOLS	Use a Bow Saw to make a tree cookie. Peelers. Fire steels. Mallet. Hammer	Use Secateurs for shelter building and thinning of woodland. Use veg. peelers for developing pre-whittling skills. Hand saw. Palm drills. Hammer.	Use Loppers and pruning saw for thinning etc. Use Hand/Palm drills. Hammer.	Use Fixed Blade Knives for whittling – adult support Hammer.
ORIENTEERING	Tracking Walking Boundaries	Know North, South, East and West. Make a plan of the site using natural objects.	Use a compass. Complete an orienteering course. ID animal tracks.	Design their own orienteering course. Mapping: OS Maps, drawing their own and use grid references.
RISK ASSESSMENT	Know the signals to return to base: whistle for emergency, call any other time. Hand washing before eating. Know the boundary of the site. Know where the ditch is and that at times it can fill with water. Know how to use a range of tools safely. Know how to drag large logs.	Know what risks there are in each layer of the Woodland Set boundaries of site. Find hazards themselves and identify them to the class. Know how to use a range of tools safely. Know which plant species are poisonous.	Know how to build structures safely. Understand risks linked to cooking. Understand risks when tree climbing. Know basic first aid. Practice and role play emergency procedure.	Consolidate all prior knowledge.

WOODLAND MANAGEMENT	Know the different layers of the woodland: Canopy, Shrub, Field, and Ground. Identify woodland animals: Deer, Squirrel Identify Plants: Holly, Bracken, Bramble/Nettles, Oak Tree, Bluebells	Identify Birds: Pheasant, Buzzard, and Woodpecker Identify trees: Ash, Beech, Silver Birch	Use secateurs and pruning saws to thin woodland Plant trees Identify fungi	Coppice Chestnut and Hazel Identify orchids, primroses etc (see handbook for species)
FIRE LIGHTING	Collect correct wood: tinder, kindling, bigger sticks, branches, logs. Practise using Sparkers Make a fire pit Know how to extinguish a fire. Fire safety awareness/play fire safety games.	Know the 3 elements that keep a fire lit: oxygen, fuel, spark Learn different shapes of fires.	Make a miniature fire in a Scallop shell and keep it going. Help with main fire Introduce cooking	Make larger fires independently. Cook a range of foods
DENS	Make mini dens for animals, or elves and ensure it is waterproof. Make class den by rolling heavy wood using co-operation.	Make group dens using a 'Lean to' style. Make Tipi style dens.	Independent building of previous types. Use tarpaulins to build dens.	Benders
KNOTS	Larks foot	Timber hitch	Use a Reef Knot, Granny knot, Overhand knot and Timber Hitch knot.	Use a Clove Hitch knot Use Square lashing and ask to learn other knots independently.
COOKING	Toasting marshmallows	Bread – flat and dampers Chocolate/ marshmallow s'mores	Ash cakes Wild food fritters Brownie Stuffed Oranges	Hazel macaroons Tortilla pancakes Popcorn

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 100Greatest Black Britons	ESafety Number Day	Science week Tractor visit	Music Workshop Spirited Arts Week	Sports/Wellbeing week Road Safety
	Year B	National Poetry Day7/10 Macmillan Coffee Morning Cooking	100Greatest Black Britons MFL Day	ESafety Number Day	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 Farm	

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	Go and see a live panto		Science workshop-sound.		Summer Production
	Year 5 & 6	Kingswood Residential	Go and see a live panto Bebras UK – Computational thinking competition		Visit West Stow		Summer Production

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

Year B	Year 1 & 2	Sensory Salads Experience	Watch a panto in school Take part in the Nativity	Pizza Express History off the page-Medieval Castle/Host own castle day in school.	RE reflective story-visitors in school	Water Safety - RNLI	Seaside trip with year 5/6
	Year 3 & 4	Stone Age Workshop	Watch a panto in school	Visit Ipswich Museum	Visit Anglian Water	Visit schools Farm Fair Hadleigh Weavers	Summer Production

	Year 5 & 6	WW2 – Gerald Main War Memorial talk	Watch a panto in school 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

Appendix 17 – Pyramid More Able Offer

Hadleigh Pyramid Enrichment Event Time Table Spring 20-Summer 20						
School	**Spring 20**	**Summer 20**	**Autumn 20**	**Spring 21**	**Summer 21**	**Autumn 21**
St Mary's				R.E		
Kersey					Maths	Orienteering
Elmsett	Reading 10th March 9.15-10.30 Yrs. 1-2		Cookery Yrs.4 and 5 First Aid Yrs. 5 and 6			
Whatfield	Dance KS2 25th 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 29th 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

(This is a working document of opportunities that we are either including or working towards including as part of our curriculum offer**)**

Residential visit	**Cook a meal**
Working with older people	**Read a story to a younger child**
Visit to the local Church	**Take part in a Nativity celebration**
Visit to Cathedral	**Visit an art gallery or museum**
Do some voluntary work	**Visit a local habitat eg beach or forest**
Go and see a live performance eg music or pantomine	**Use local transport eg go on a train or bus**
Take part in a new sport	**Contribute to the local community eg litter pick**
Plant seeds and bulbs and see them grow	**Stay away from home at least for one night**
Work in a vertical age group	**Visit another place of worship**
Visit a contrasting locality eg a city	**Take part in a Eucharist service**
Read a map and give directions	**Grow your own food and eat it**
Take part in an enterprise project	**Develop a leadership role**
Take part in a performance	**Have the opportunity to learn a musical instrument**
Take part in an event on the Christian calendar eg pancake race, Christmas dinner or Christingle service	**Celebrate a non-Christian festival**
Build a den	**Learn about the world of work**
Link with a local business	**Dress up for at least one day**
Find out about government	**Go for a walk in the local area**
Raise money for charity	**Engage with wildlife/ecology**
Represent your school in some way eg in a sporting competition	**Take part in an event with pupils from another MAT school**
Have the opportunity to take part in out of school club eg bikeability	**Visit a school which is different from yours**
Visit a farm and understand the importance of agriculture	**Visit a key place in your local community eg waterworks**
Share an activity in school with a parent	**Be aware of mental health and ways to support own wellbeing**
Learn basic first aid	**Lead worship in school**
Visit a site of Historic interest	**Sing as part of a large group**
Enjoy the weather eg play in the snow or jump in puddles	**Enjoy nature eg forest schools, star gaze**