Boulevard Primary Partnership

Knowledge and Skills Curriculum

September 2023

Contents

English - Writing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling **phonics and whole word**	• spell words containing each of the 40+ phonemes taught • segment spoken words into phonemes and represent these by graphemes, spelling many correctly • make phonetically-plausible attempts at words • spell some common exception words • spell the days of the week • name the letters of the alphabet in order • use letter names to distinguish between alternative spellings of the same sound	• segment spoken words into phonemes and represent these by graphemes, spelling many correctly • make phonetically-plausible attempts at words • 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 • spell most common exception words • distinguish between homophones and near-homophones	• spell further homophones and near-homophones • use the correct form of 'a' or 'an' • word families based on common words (solve, solution, dissolve, insoluble) • spell words that are often misspelt (NC - English - Appendix 1) • spell ***some*** words from the Year 3/4 list	• spell further homophones and near-homophones • spell words that are often misspelt (NC - English - Appendix 1) • spell ***most*** words from the Year 3/4 list	• spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of letters and sounds in spelling and understand that the spelling of some words needs to be learnt specifically (NC - English - Appendix 1) • spell ***some*** words from the Year 5/6 list	• spell some words with 'silent' letters • distinguish between homophones and other words • use knowledge of letters and sounds in spelling and understand that the spelling of some words needs to be learnt specifically (NC - English - Appendix 1) • spell ***most*** words from the Year 5/6 list
Spelling **other word building**	• 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 (NC - English)	• use the possessive apostrophe (singular) • spell words with contracted forms • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidelines from Appendix 1 (NC - English)	• 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	• 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	• 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 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	• 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	• 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 • leave spaces between words • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' and to practise 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	• increase the legibility, consistency and quality of 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 fluency, consistency and quality of 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	• write legibly, fluently and with increasing speed • choose which shape of a letter to use when given choices and decide whether or not to join specific letters • choose the writing implement that is best suited for a task	• write legibly, fluently and with increasing speed • choose which shape of a letter to use when given choices and decide whether or not to join specific letters • choose the writing implement that is best suited for a task
Context for Writing	• write simple sentences about real events	• write narratives about personal experiences and those of others (real and fictional) • write about real events • write poetry • write for different purposes	• discuss 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	• identify the audience for and purpose of the writing select the appropriate form use other similar writing as models for their own • when writing narratives, consider how authors have developed characters and settings in texts pupils have read, listened to or seen performed	• identify the audience for and purpose of the writing select the appropriate form use other similar writing as models for their own • when writing narratives, consider how authors have developed characters and settings in texts pupils have read, listened to or seen performed
Planning	• say out loud what they are going to write about	• plan or say out loud what they are going to write about	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar		• note and develop initial ideas, drawing on reading and research where necessary	

Writing	• compose a sentence orally before writing it					
Drafting Writing	• sequence sentences to form short narratives • re-read what they have written to check that it makes sense	• write down ideas and/or key words, including new vocabulary • encapsulate what they want to say, sentence by sentence	• organise paragraphs around a theme • in narratives, create settings, characters and plot • in non-narrative material, use simple organisational devices (headings and subheadings)	• organise paragraphs around a theme • in narratives, create settings, characters and plot • in non-narrative material, use simple organisational devices (headings and subheadings)	• select appropriate grammar and vocabulary, understand how such choices can change and enhance meaning • in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action • use a range of devices to build cohesion within and across paragraphs • use organisational and presentational devices to structure text and to guide the reader	• select appropriate grammar and vocabulary, understand how such choices can change and enhance meaning • in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action • précise longer passages • use a wide range of devices to build cohesion within and across paragraphs • use further organisational and presentational devices to structure text and to guide the reader
Editing / Evaluating Writing	• discuss what they have written with the teacher or other pupils	• evaluate their writing with the teacher and other pupils • re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently • proofread to check for errors in spelling, grammar and punctuation	• assess the effectiveness of their own and others' writing • suggest improvements • propose changes to grammar and vocabulary to improve consistency • proofread for spelling and punctuation errors	• assess the effectiveness of their own and others' writing • suggest improvements • propose changes to grammar and vocabulary to improve consistency • proofread for spelling and punctuation errors	• assess the effectiveness of their own and others' writing • propose changes to vocabulary, grammar and punctuation to enhance effects and meaning • ensure the consistent and correct use of tense throughout a piece of writing • ensure correct subject and verb agreement when using singular and plural nouns • distinguish between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors	• assess the effectiveness of their own and others' writing • propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensure the consistent and correct use of tense throughout a piece of writing • ensure correct subject and verb agreement when using singular and plural nouns • distinguish between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors
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	• 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	• 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 expanded noun phrases to describe • join words and join clauses using "and"	• use expanded noun phrases to describe and specify • use coordinating conjunctions (or, and, or but) • use subordinating conjunctions (when, if, that, or because)	• extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • start to use conjunctions, adverbs and prepositions to express time and cause (and place)	• extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • start to use conjunctions, adverbs and prepositions to express time and cause (and place)	• use a thesaurus • use expanded noun phrases to convey complicated information concisely • use modal verbs or adverbs to indicate degrees of possibility	• use a thesaurus • use expanded noun phrases to convey complicated information concisely • use modal verbs or adverbs to indicate degrees of possibility
Punctuation	CL . ? !	CL . ? ! , '	CL . ? ! , ' “”	CL . ? ! , ' “”	CL . ? ! , ' “” ( ) -	CL . ? ! , ' “” ( ) - : ; …

Punctuation detail	• begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	• 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)	• use and punctuate direct speech (inverted commas)	• use commas after fronted adverbials • indicate possession by using the possessive apostrophe with singular and plural nouns • use and punctuate direct speech (include punctuation within and surrounding inverted commas)	• use commas to clarify meaning or avoid ambiguity in writing • use brackets, dashes or commas to indicate parenthesis	• use hyphens to avoid ambiguity • use semicolons, colons or dashes to mark boundaries between independent clauses • use a colon to introduce a list punctuating bullet points consistently
Grammar	• use the present and past tenses mostly correctly • write simple sentences	• use the present and past tenses correctly and consistently including the progressive form • write different sentences: statement, question, exclamation, command • write simple and compound sentences • use some features of written Standard English	• using the present perfect form of verbs in contrast to the past tense • write simple, compound and some complex sentences • know the difference between plural and possessive –s • appropriate choice of pronoun or noun to create cohesion	• use verb tenses increasingly consistently and correctly • write simple, compound and complex sentences • use fronted adverbials • know the difference between plural and possessive -s • use Standard English verb inflections (I did vs I done) • use conjunctions, adverbs, prepositions to express time and cause • appropriate choice of pronoun or noun to create cohesion	• use verb tenses increasingly more reliably • use the perfect form of verbs to mark relationships of time and cause • use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • convert nouns or adjectives into verbs • use verb prefixes • include devices to build cohesion, including adverbials of time, place and number	• use verb tenses consistently and correctly in a whole piece of writing • recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • use passive verbs to affect the presentation of information in a sentence • use the perfect form of verbs to mark relationships of time and cause • appreciate the differences in informal and formal language • understand synonyms and antonyms • use further cohesive devices such as grammatical connections and adverbials • use ellipsis
WRITING FOR A PURPOSE **Writing to entertain**	**Key Stage 1** Stories (including retellings) Description Poetry - nursery rhymes, pattern and rhyme, senses Possible Outcomes / Ideas / Terms		**Lower Key Stage 2** Stories Description - character / setting Playscripts Poetry - free verse, language play, simile poems, shape poems/calligrams Possible Outcomes / Ideas / Terms		**Upper Key Stage 2** Narrative (including myths, sagas) Description - character / setting Poetry - narrative poetry, Kennings (Viking link), poems with personification/onomatopoeia/metaphor, ballads, sonnets Possible Outcomes / Ideas / Terms Year 5 Autumn 2 - Viking Sagas Summer 2 - Greek Myths	
WRITING FOR A PURPOSE **Writing to inform**	**Key Stage 1** Signs / Labels / Captions / Lists Information text / Explanation text Recount Letter Instructions Biography Possible Outcomes / Ideas / Terms		**Lower Key Stage 2** Information / Explanation text Recount Letter Biography Newspaper Possible Outcomes / Ideas / Terms		**Upper Key Stage 2** Report (non-chronological) Explanation text Recount Biography Newspaper Possible Outcomes / Ideas / Terms	
WRITING FOR A PURPOSE **Writing to persuade**			**Lower Key Stage 2** Advertising Letter Speech Poster Possible Outcomes / Ideas / Terms		**Upper Key Stage 2** Advertising Letter Speech Campaign Possible Outcomes / Ideas / Terms	
WRITING FOR A PURPOSE **Writing to discuss**					**Upper Key Stage 2** Balanced Argument Newspaper article Reviews Possible Outcomes / Ideas / Terms	

English - Reading

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
READING FOR PLEASURE	Extensively listen to and discuss a wide range of high quality poems, stories & non-fiction at a level beyond that at which they can read independently, taking turns and listening to what others say Become very familiar with key stories, fairy stories & traditional tales, re-telling them & considering their particular characteristics Recognise & join in with predictable phrases Appreciate rhymes and poems and recite some by heart Link what they read, or what is read to them, to their own experiences Explain clearly their understanding of what is read to them. Be introduced to books and authors that they may not choose for themselves. Begin to learn how to exercise choice in selecting books and have regular opportunities to do so.	Extensively listen to, discuss and express views about a wide range of high quality contemporary and classic poetry, stories & non-fiction, including whole books, that they can read for themselves and those at a level beyond that at which they can read independently, taking turns and listening to what others say Become increasingly familiar with & retell a wider range of stories, fairy stories and traditional tales Recognise simple recurring literary language in stories and poetry Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. Be introduced to books and authors that they may not choose for themselves. Learn how to exercise choice in selecting books and have regular opportunities to do so.	• Frequently listen to, read and discuss a wide range of high quality fiction, poetry, plays, non-fiction and reference books or textbooks, including whole books, that they can read for themselves and those that are read to them, taking turns and listening to what others say • Read books that are structured in different ways • Read for a range of purposes, eg, reading for pleasure or to find out information • Begin to develop the skill of reading silently • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally • Recognise some different forms of poetry [eg, free verse, narrative poetry], learning some poems by heart. • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Be introduced to books and authors that they may not choose for themselves. • Learn how to exercise choice in selecting books and have regular opportunities to do so.	• Frequently listen to, read and discuss a wide range of high quality fiction, poetry, plays, non-fiction and reference books or textbooks, including whole books, that they can read for themselves and those that are read to them, taking turns and listening to what others say • Read books that are structured in different ways • Read for a range of purposes, eg, reading for pleasure or to find out information • Begin to develop the skill of reading silently • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally • Recognise some different forms of poetry [eg, free verse, narrative poetry], identifying some of their features and learning some poems by heart. • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Be introduced to books and authors that they may not choose for themselves. • Learn how to exercise choice in selecting books and have regular opportunities to do so.	• Frequently listen to, read and discuss an increasingly wide range of high quality fiction, poetry, plays, non-fiction and reference books or textbooks, including whole books, that they can read for themselves and those that are read to them, building on their own and others' ideas and challenging these courteously. • Read books that are structured in different ways. • Read for a range of purposes, eg, for pleasure or to find out information. • Read silently with understanding. • Increase their familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions, retelling some of those with which they are more familiar in their own words. • Learn a wider range of poetry by heart. • Prepare poems and play scripts to read aloud and to perform to an audience, showing understanding through intonation, tone, volume and action • Be introduced to books and authors that they may not choose for themselves and identify similarities and differences between them. • Regularly exercise choice in selecting books to read for pleasure. • Recommend books that they have read to peers, giving reasons for their choices.	• Frequently listen to, read and discuss an increasingly wide range of high quality fiction, poetry, plays, non-fiction and reference books or textbooks, including whole books, that they can read for themselves and those that are read to them, building on their own and others' ideas and challenging these courteously. • Read books that are structured in different ways. • Read for a range of purposes, eg, for pleasure or to find out info. • Read silently with understanding. • Increase their familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage & books from other cultures & traditions, retelling some of those with which they are more familiar in their own words. • Learn a wider range of poetry by heart. • Prepare poems and play scripts to read aloud and to perform to an audience, showing understanding through intonation, tone, volume and action • Be introduced to books and authors that they may not choose for themselves and identify similarities and differences between them. • Regularly exercise choice in selecting books to read for pleasure. • Recommend books that they have read to peers, giving reasons for their choices.
CONTENT DOMAINS (VIPERS)						
WORD READING **(including Phonics, decoding, Common Exception Words and fluency)**	• Read phonetically decodable words containing all 40+ GPCs • Read words of two or more syllables containing taught GPCs • Read words containing taught GPCs and the suffixes: -s, -es, -ed, -ing, -er, -est • Read words with contractions • Read most Yr 1 CEWs • Accurately read aloud books that are consistent with their developing phonic knowledge and do not require other strategies to work out words • In a book that they can already read fluently & accurately, check that it makes sense to them as they read and correct inaccurate reading • Re-read books to build fluency and confidence	• Continue to apply phonic knowledge & skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Identify syllable boundaries to read accurately words of two or more syllables containing the graphemes taught so far, especially recognising alternative sounds for graphemes (links to TAF EXS1) Read words containing common suffixes (links to TAF EXS2)	• Secure their early reading Phonics skills from KS1 with urgency if they are reading below Turquoise. • Using their early reading skills, sound out unfamiliar words without undue hesitation, testing out different pronunciations of new words, matching what they decode to words that they may have already heard but not necessarily seen in print. • Read **some** Yr 3 & 4 CEWs, identifying unusual correspondences between spelling and sound • In a book that they can read independently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	• Secure their early reading Phonics skills from KS1 with urgency if they are reading below Turquoise. • Using their early reading skills, sound out unfamiliar words without undue hesitation, testing out different pronunciations of new words, matching what they decode to words that they may have already heard but not necessarily seen in print. • Read Yr 3 & 4 CEWs, identifying unusual correspondences between spelling and sound • In a book that they can read independently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context, often explaining how the same word can have different meanings in different contexts	• Secure their early reading Phonics skills with the utmost urgency if they are reading below Turquoise. • Read most words effortlessly, decoding and pronouncing unfamiliar written words with increasing automaticity. • Read **some** Yr 5 & 6 CEWs, identifying unusual correspondences between spelling and sound. • In a book that they can read independently, check that the text makes sense to them, discussing their understanding and exploring the meaning of words in context. ***Subject vocabulary***	• Secure their early reading Phonics skills with the utmost urgency if they are reading below Turquoise. • Read most words effortlessly, decoding and pronouncing unfamiliar written words with increasing automaticity. • Read Yr 5 & 6 CEWs, identifying unusual correspondences between spelling and sound. • In a book that they can read independently, check that the text makes sense to them, discussing their understanding and exploring the meaning of words in context. ***Subject vocabulary***

	● Say the letter names for **many** of the 26 letters of the alphabet ***Subject vocabulary*** *alphabet, decode, phonemes (sounds), graphemes (letter representations), letters, digraphs, trigraphs, blend, segment, automatically, fluently, syllables, suffixes, Common Exception Words, contractions, prosody, expression*	Read Yr 1 and 2 CEWs, identifying unusual correspondences between spelling and sound (links to TAF EXS3) Read most frequently encountered words quickly and accurately, without overt sounding and blending (links to TAF EXS5) Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation (links to TAF EXS4) In a book that they can already read fluently & accurately, check that it makes sense to them as they read and correct inaccurate reading (links to TAF EXS6) Re-read books to build fluency and confidence Say the letter names for **most** of the 26 letters of the alphabet. ***Subject vocabulary*** *alphabet, decode, phonemes (sounds), graphemes (letter representations), letters, digraphs, trigraphs, blend, segment, automatically, fluently, syllables, suffixes, Common Exception Words, contractions, prosody, expression, unfamiliar*	***Subject vocabulary*** *decode, phonemes (sounds), graphemes (letter representations), letters, digraphs, trigraphs, blend, segment, automatically, fluently, syllables, suffixes, Common Exception Words, contractions, expression, alphabet, unfamiliar, pronunciation, intonation, tone*	***Subject vocabulary*** *decode, phonemes (sounds), graphemes (letter representations), letters, digraphs, trigraphs, blend, segment, automatically, fluently, syllables, suffixes, Common Exception Words, contractions, expression, alphabet, unfamiliar, pronunciation, intonation, tone, homonyms*	*decode, phonemes (sounds), graphemes (letter representations), letters, digraphs, trigraphs, blend, segment, automaticity, fluency, syllables, suffixes, Common Exception Words, contractions, expression, alphabet, unfamiliar, pronunciation, intonation, tone, homonyms*	*decode, phonemes (sounds), graphemes (letter representations), letters, digraphs, trigraphs, blend, segment, automaticity, fluency, syllables, suffixes, Common Exception Words, contractions, expression, alphabet, unfamiliar, pronunciation, intonation, tone, homonyms*
COMPREHENSION	*In an appropriately matched GPC book **(by end of year, LW Ph 5 Set 5 or Turquoise)**, which they can already read accurately and fluently, and in books that are read to them:*	*In an age appropriately matched book **(by end of year, White)**, which they can already read accurately and fluently, and in books that are read to them:*	*In an age appropriately matched book **(by end of year, Topaz)**, which they can read independently, accurately and fluently, and in books that are read to them:*	*In an age appropriately matched book **(by end of year, Ruby)**, which they can read independently, accurately and fluently, and in books that are read to them:*	*In an age appropriately matched book **(by end of year, Diamond)**, which they can read independently, accurately, fluently and with expression, and in books that are read to them:*	*In an age appropriately matched book **(by end of year, Pearl)**, which they can read independently, accurately, fluently and with expression, and in books that are read to them:*
VOCABULARY 1a Draw on knowledge of vocabulary to understand texts 2a Give / explain the meaning of words in context 2g Identify / explain how meaning is enhanced through choice of words and phrases	● Discuss word meanings and link new meanings to those already known ***Subject vocabulary*** *vocabulary, meaning, text, repeating*	● Discuss and clarify the meanings of words, linking new meanings to known vocabulary ● Use morphology (eg,prefixes) to help to understand new vocabulary ● Discuss their favourite words and phrases ● Recognise simple recurring literary language in stories and poetry ● Continue to develop an understanding of the difference between spoken and written language. ***Subject vocabulary*** *vocabulary, meaning, text, repeating, prefixes, suffixes, phrases, recurring, spoken language, written language*	● Discuss words and phrases that capture the reader's interest and imagination. ● Explain how meaning is enhanced through the author's intentional choice of words and phrases. ● Apply their knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto-, to decode and understand the meaning of new words ● Apply their growing knowledge of root words and suffixes, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and –cian, to decode and understand the meaning of new words ● With prompting, use a dictionary to check the meaning of new words that they read. ***Subject vocabulary*** *vocabulary, meaning, definition, text, repeating, prefixes, suffixes, phrases, recurring, spoken language, written language, enhance, intentional, root words*	● Discuss words and phrases that capture the reader's interest and imagination. ● Explain how meaning is enhanced through the author's intentional choice of words and phrases, giving alternative suggestions of words/phrases themselves ● Apply their knowledge of root words, prefixes (including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto-), and suffixes (including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and –cian) to decode and make sense of new words across a wide range of texts across the curriculum ● Routinely and efficiently use a dictionary to check the meaning of new words that they read. ***Subject vocabulary*** *vocabulary, meaning, definition, text, repeating, prefixes, suffixes, phrases, recurring, spoken language, written language, enhance, intentional, root words*	● Explain how the author's intentional choice of words and phrases, including figurative language, impacts on the reader. ● Apply their growing knowledge of root words and prefixes, including when a hyphen is used to separate the root word and prefix, and when a root word ends in 'fer' (eg, prefer, transfer) to decode and make sense of new words across a wide range of texts across the curriculum. ● Apply their growing knowledge of root words and suffixes, including -sion, -tion, -cial, -tial, -cious, -tious, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to decode and make sense of new words across a wide range of texts across the curriculum. ● Use a dictionary to clarify the meaning of new words that they read. ***Subject vocabulary*** *vocabulary, meaning, definition, text, repeating, prefixes, suffixes, phrases, recurring, spoken language, written language, enhance, intention, root words, figurative language, hyphen*	● Explain and evaluate how the author's intentional choice of words and phrases, including figurative language, impacts on the reader, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. ● Read with full knowledge of all root words, prefixes and suffixes, recognising their meaning through contextual cues. ● Use a dictionary to clarify the meaning of new words that they read. ***Subject vocabulary*** *vocabulary, meaning, definition, text, repeating, prefixes, suffixes, phrases, recurring, spoken language, written language, enhance, intention, root words, figurative language, hyphen, evaluate, metaphor, simile, analogy, imagery, style, effect*

INFERENCE 1d/2d Make inferences from the text / explain and justify inferences with evidence from the text	Answer questions and make inferences based on what is said and done. ***Subject vocabulary*** *Inference, detective*	• Answer questions and make inferences based on what is said and done (links to TAF EXS7) ***Subject vocabulary*** *Inference, detective, evidence*	• Answer questions and make inferences based on characters' feelings, thoughts and motives, beginning to justify their inferences with evidence from the text. ***Subject vocabulary*** *Inference, detective, evidence, motives, justify, imply*	• Answer questions and make inferences based on characters' feelings, thoughts and motives, justifying their inferences with evidence from the text. ***Subject vocabulary*** *Inference, detective, evidence, motives, justify, imply*	• Answer questions and make inferences based on characters' feelings, thoughts and motives, justifying their inferences with detailed evidence from the text. ***Subject vocabulary*** *Inference, detective, evidence, motives, justify, imply, show not tell, read between the lines*	• Answer questions and make inferences based on characters' feelings, thoughts and motives, justifying their inferences with detailed evidence from the text. ***Subject vocabulary*** *Inference, detective, evidence, motives, justify, imply, show not tell, read between the lines*
PREDICTION 1e/2e Predict what might happen from details stated and implied in what has been read so far	Predict what might happen, on the basis of what has been read so far. ***Subject vocabulary*** *predict, prediction*	• Predict what might happen, on the basis of what has been read so far ***Subject vocabulary*** *predict, prediction, realistic*	• Make plausible predictions about what might happen from details stated and implied in the text. ***Subject vocabulary*** *predict, prediction, realistic, imply, state, plausible*	• Make plausible predictions about what might happen, justifying predictions with reference to what is stated and implied in the text. ***Subject vocabulary*** *predict, prediction, realistic, imply, state, plausible, justify, reference*	• Make plausible predictions about what might happen, justifying predictions with detailed reference to what is stated and implied in the text. ***Subject vocabulary*** *predict, prediction, realistic, imply, state, plausible, justify, reference*	• Make plausible predictions about what might happen, justifying predictions with detailed reference to what is stated and implied in the text. ***Subject vocabulary*** *predict, prediction, realistic, impl, state, plausible, justify, reference*
EXPLAIN 1b Identify / explain key aspects of fiction & non fiction texts, such as characters, events, titles & information 2f Identify / explain how information / narrative content is related and contributes to meaning as a whole 2h Make comparisons within the text	• Explain clearly what has happened so far in what they have read. • Explain how to find information in a non-fiction text. Discuss the significance of titles and events. Draw on what they already know, or on background information and vocabulary provided by the teacher, to understand a book they can already read accurately and fluently & those that they listen to. Experiment with role play to explore and identify with characters and to use new vocabulary learnt ***Subject vocabulary*** *explain, contents, index, glossary, non-fiction, information, title, fiction, event, role play, act, characters*	• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves (links to TAF EXS8) • Answer and ask questions, including recording some responses in writing from LW Phase 4 Set 4. • Be introduced to non-fiction books that are structured in different ways. • Draw on what they already know, or on background information and vocabulary provided by the teacher, to understand a book they can already read accurately and fluently & those that they listen to. Make links between the text they are reading and other texts they have read (in texts that they can read independently). • Learn about cause and effect in both narrative and non-fiction (eg, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). • Experiment with role play & other drama techniques to explore and identify with characters and to use new vocabulary learnt. ***Subject vocabulary*** *explain, contents, index, glossary, non-fiction, information, title, fiction, event, role play, act, characters, identify, discuss, response, structure, link, cause, effect, narrator, drama*	• Ask questions to improve their understanding of a text. • Identify and discuss themes and conventions in a wide range of age-appropriate books, eg, the triumph of good over evil or the use of magical devices in fairy stories and folk tales. • Identify how language, structure, and presentation contribute to meaning eg, greetings in letters, diaries written in the first person and the use of presentational devices such as numbering and headings. • Use drama approaches to perform poems and plays. • With support, explain which parts of a text they felt were most/least exciting/interesting, how characters may have changed throughout a book etc ***Subject vocabulary*** *explain, contents, index, glossary, non-fiction, information, title, event, role play, act, characters, identify, discuss, response, structure, link, cause, effect, narrator, drama, theme, convention, presentation, language*	• Ask questions to improve their understanding of a text. • Identify and discuss themes and conventions in a wide range of age-appropriate books, eg, the triumph of good over evil or the use of magical devices in fairy stories and folk tales, using appropriate terminology. • Identify how language, structure, and presentation contribute to meaning eg, greetings in letters, diaries written in the first person and the use of presentational devices such as numbering and headings. • Use drama approaches to perform poems and plays. • Explain and justify with evidence which parts of a text they felt were most/least exciting/interesting, how characters may have changed throughout a book etc ***Subject vocabulary*** *explain, contents, index, glossary, non-fiction, information, title, event, role play, act, characters, identify, discuss, response, structure, link, cause, effect, narrator, drama, theme, convention, presentation, language, justify*	• Ask questions to improve their understanding of a text. • Identify and discuss themes and conventions in a wide range of age-appropriate books, eg, loss or heroism, using appropriate terminology. • Make comparisons within and across books. • Compare characters, consider different accounts of the same event and discuss viewpoints of both authors and fictional characters, within a text and across more than one text. • Compare settings and themes in texts. • Identify how language, structure and presentation contribute to meaning. • Distinguish between statements of fact and opinion. • Explain and discuss their understanding of what they have read, including through beginning to use formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • With support, provide reasoned justifications for their views. ***Subject vocabulary*** *explain, contents, index, glossary, non-fiction, information, title, event, role play, act, characters, identify, discuss, response, structure, link, cause, effect, narrator, drama, theme, convention, presentation, language, justify, compare, settings, accounts, viewpoints, fact, opinion, debate, reasoned justification*	• Ask questions to improve their understanding of a text. • Identify and discuss themes and conventions in a wide range of age-appropriate books, eg, loss or heroism, using appropriate terminology. • Make comparisons within and across books. • Compare characters, consider different accounts of the same event and discuss viewpoints of both authors and fictional characters, within a text and across more than one text. • Compare settings, themes and other aspects of what they read. • Identify how language, structure and presentation contribute to meaning. • Distinguish between statements of fact and opinion. • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • Provide reasoned justifications for their views. ***Subject vocabulary*** *explain, contents, index, glossary, non-fiction, information, title, event, role play, act, characters, identify, discuss, response, structure, link, cause, effect, narrator, drama, theme, convention, presentation, language, justify, compare, settings, accounts, viewpoints, fact, opinion, debate, reasoned justification*
RETRIEVE 2b Retrieve and record information / identify key details from fiction and non-fiction	Retrieve information from a text to respond verbally to questions, developing to recording some responses in writing from LW Phase 4 Set 4. ***Subject vocabulary*** *find, locate, text, record*	• Retrieve information from a text to respond verbally to questions, developing to recording some responses in writing from LW Phase 4 Set 4. ***Subject vocabulary*** *find, locate, text, record*	• Retrieve information from non-fiction texts, knowing what information to look for before they begin. • Begin to use the contents pages and indexes to locate information. • Use skim reading to quickly gain a general overview of a text. • Use scanning a text to locate a specific word or piece of information within a text. • Record responses to questions about a text in a variety of ways, eg, in a table,	• Retrieve information from non-fiction texts, knowing what information to look for before they begin. • Begin to use the contents pages and indexes to locate information. • Use skim reading to quickly gain a general overview of a text. • Use scanning a text to locate a specific word or piece of information within a text. • Record responses to questions about a text in a variety of ways, eg, in a table,	• Retrieve information from non-fiction texts, understanding the task and knowing what information to look for before they begin. • Independently use the contents pages and indexes to locate information. • Use skimming and scanning techniques. • Use information retrieval skills in a range of real life situations, eg, when using text books or when reading leaflets prior to a visit to a place of interest.	• Retrieve information from non-fiction texts, understanding the task and knowing what information to look for before they begin. • Independently use the contents pages and indexes to locate information. • Use information retrieval skills in a range of real life situations, eg, when using text books or when reading leaflets prior to a visit to a place of interest.

			finding and copying quotes, providing longer explanations, matching true and false statements etc. ***Subject vocabulary*** *find, locate, text, record, retrieve, contents, index, record, responses, quote, explain, statements, skimming, scanning*	finding and copying quotes, providing longer explanations, matching true and false statements etc. ***Subject vocabulary*** *find, locate, text, record, retrieve, contents, index, record, responses, quote, explain, statements, skimming, scanning*	• Record and present information from non-fiction in a variety of ways, eg, in a table, a spidergram, a KWL grid, finding and copying quotes, providing longer explanations, matching true and false statements etc. ***Subject vocabulary*** *find, locate, text, record, retrieve, contents, index, record, responses, quote, explain, statements, skimming, scanning, present*	• Record and present information from non-fiction in a variety of ways, eg, in a table, a spidergram, a KWL grid, finding and copying quotes, providing longer explanations, matching true and false statements etc. ***Subject vocabulary*** *find, locate, text, record, retrieve, contents, index, record, responses, quote, explain, statements, skimming, scanning, present*
SEQUENCE 1c Identify and explain the sequence of events in texts	Retell familiar stories in increasing detail. ***Subject vocabulary*** *retell, detail, order*	• Discuss the sequence of events in books and how items of information are related. • Re-tell, a wide range of stories, fairy stories and traditional tales. ***Subject vocabulary*** *retell, detail, order, sequence, events*	• Order sequences of events in books.	• Order sequences of events in books.		
SUMMARISE 2c Summarise main ideas from more than one paragraph			• Identify the main ideas drawn from more than one paragraph and summarise these. ***Subject vocabulary*** *paragraph, summary, summarise, main idea*	• Identify the main ideas drawn from more than one paragraph and summarise these using key vocab from the text. ***Subject vocabulary*** *paragraph, summary, summarise, main idea, key vocabulary*	• Identify the main ideas drawn from more than one paragraph and summarise these using key vocab from the text, identifying key details that support the main idea. ***Subject vocabulary*** *paragraph, summary, summarise, main idea, key vocabulary, key details*	• Identify the main ideas drawn from more than one paragraph and summarise these using key vocab from the text, identifying key details that support the main idea. ***Subject vocabulary*** *paragraph, summary, summarise, main idea, key vocabulary, key details*

READING – Literature Spine

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AUTHORS OF THE TERM	**Autumn –** Anthony Browne **Spring –** Jez Alborough **Summer –** Julia Jarman	**Autumn –** Oliver Jeffers **Spring –** Martin Waddell **Summer –** Enid Blyton	**Autumn –** Sarah Roberts, Jon Scieska. **Spring –** Helen Cresswell, Jill Tomlinson **Summer** – Anthony Browne, Betty G Birney	**Autumn –** Michael Morpurgo **Spring –** M.G.Leonard, Roald Dahl **Summer –** Christina Balit, Priscilla Mante	**Autumn –** Lynne Cherry **Spring –** J.K.Rowling **Summer –** Lucy Hawking	**Autumn –** Polly Ho Yen **Spring –** Louis Sachar **Summer –** Malorie Blackman
FAIRY STORIES/ TRADITIONAL TALES/ MYTHS & LEGENDS **National Storytelling Week 30.01.23**	**Autumn –** The country mouse & the city mouse, Lakshmi and the washerwoman **Spring –** The Little Red Hen, Jack & the beanstalk, The enormous turnip, the Anansi stories **Summer** - Chicken Licken?	**Autumn –** Rumpelstiltskin, Lakshmi and the washer woman **Spring –** Baba Yaga, the Anansi stories **Summer –** Rudyard Kipling Just So stories	**Autumn -** The Emperor's New Clothes' or 'The Little Match Girl' (Hans Christian Anderson)			
CLASSIC FICTION		**Summer –** The Magic Faraway Tree or The Wishing Chair (Enid Blyton)	**Autumn** - 'Stig of the dump' (Clive King) **Summer -** 'There Was a Young Lady' and/or 'There Was an Old Man' (Edward Lear poems)	**Autumn –** 'The Lion, the Witch and the Wardrobe' (C.S. Lewis) **Spring –** Five children and It (Edith Nesbit) **Summer -** 'The Velveteen Rabbit' (Margery Williams)	**Autumn –** Charlotte's Web (E.B.White), Itch (Simon Mayo), A Christmas Carol (abridged) (Charles Dickens) **Spring –** **Summer –** Greek myths	**Autumn –** Oliver Twist (abridged) (Charles Dickens) **Spring –** The Highwayman (Alfred Noyes) and/or Swallows and Amazons (Arthur Ransome) **Summer -** Ballet Shoes (Noel Streatfield) link/compare to No Ballet shoes in Syria (Catherine Bruton)
MODERN FICTION **World Book Day 02.03.23**	**Autumn** – Cleversticks (Bernard Ashley), Silly Billy (Anthony Browne) **Spring** – Albie's space rocket (Andy Cutbill), Thomas the tank engine (Rev. W. Awdry), What the ladybird heard (Julia Donaldson) **Summer** – Grandma's seaside bloomers (Julia Jarman & Roger Fereday), The Lighthouse Keeper stories (Ronda & David Armitage)	**Autumn –** The way back home (Oliver Jeffers), Up and Down (Oliver Jeffers), How to catch a star (Oliver Jeffers), Imaginary Fred (Oliver Jeffers), A child of books (Oliver Jeffers), Little Red Reading Hood (Lucy Rowland), Poles Apart (Jeanne Willis & Jarvis), Grumpy Frog (Ed Vere), Greta and the giants (Zoe Tucker), Dear Greenpeace (Simon James), The Queen's hat (Steve Anthony), Stardust (Jeanne Willis), This is how we do it (Matt Lamothe), Giraffes can't dance (Giles Andreae), Sharing a shell (Julia Donaldson), The world came to my place today (Jo Readman), My camel wants to be a unicorn (Julia Inserro), Coming to England & My two grannies (Floella Benjamin), Last stop on Market Street (Matt de la Pena), Mama Miti (Donna Jo Napoli) **Spring –** Vlad & The Great Fire of London (Kate Cunningham), My Mum (Anthony Browne) **Summer** -	**Autumn –** Somebody swallowed Stanley (Sarah Roberts), Michael Recycle (Ellie Bethel), Dinosaurs and All That Rubbish (Michael Foreman), Stone Age Boy (Satoshi Kitamura), Ug (Raymond Briggs) **Spring -** 'Flat Stanley' (Jeff Brown) 'The Firework Maker's Daughter' (Phillip Pullman), The Incredible Book eating boy (Oliver Jeffers), 'The Egyptian Cinderella' (Shirley Klimo) **Summer -** The secret of Black Rock (Joe Todd-Stanton)	**Autumn –** 'The Wild Robot' (Peter Brown), 'The Iron Man' (Ted Hughes), 'The Lion and the Unicorn' (Shirley Hughes) **Spring –** 'Charlie and the chocolate factory' (Roald Dahl), 'Beetle Boy' (M.G.Leonard) **Summer -** 'Escape from Pompeii' (Christina Balit) **2022/23 –** follow Year 3 spine	**Autumn –** The tear thief (Carol Ann Duffy), The Great Kapok tree & The Shaman's Apprentice (Lynne Cherry), Where the forest meets the sea (Jeannie Baker), The Explorer (Katherine Rundell), The Saga of Erik the Viking (Terry Jones), The wolves in the walls (Neil Gaiman) **Spring –** Kaspar - Prince of Cats (Michael Morpurgo), Harry Potter (J.K.Rowling), The tin snail (Cameron McAllister) **Summer –** George's secret key to the universe (Lucy & Stephen Hawking), Cosmic (Frank Cottrell Boyce) or Phoenix (S.F.Said), The Boy at the Back of the Class (Onjali Q Raúf), The lost thing (Shaun Tan),	**Autumn –** The boy in the tower (Polly Ho-Yen), Brighstorm (Vashti Hardy) **Spring –** One smart fish (Christopher Wormell), Holes (Louis Sachar) **Summer –** Kensuke's Kingdom (Michael Morpurgo), Pig-heart boy (Malorie Blackman)
PLAYS			**Summer –** Can't you sleep, little bear? (Martin Waddell)			
POETRY **Nursery Rhyme Week 14.11.22** **Poetry Day 21.03.22**	**Autumn –** Who is it? (Theresa Heine), England, Ireland, Scotland, Wales, At Bimla's house last night (Irene Yates) **Classic poem to learn by heart –** Remember, remember, the 5th of November (verse 1) **Spring –** Row, row, row your boat, The Night Train, transport poems, The tractor (Julie Holder), Sunflower, sunflower, standing straight and tall, At the zoo (William Makepeace Thackeray), Pancake Day (John Foster), I am (Tony Mitton) **Summer** – Eid-Mubarak (Marian Swinger),I'd like to be a lighthouse (Rachel Lyman Field), Seaside poems (Julia Bennet) Old Mother Hubbard? Mary Mary quite contrary?	**Autumn –** Someone different, An online safety rhyme, By myself (Eloise Greenfield), I can sing a rainbow, What is pink? (Christina Rossetti), Mixing colours (Eric Finney), We must protect the countryside (John Foster), Stop (John Foster), In Flanders Fields (John McCare), I can be kind, Christmas Eve (Judith Nicholls) **Classic poem to learn by heart –** 1st verses of 'Remember, remember the 5th of November', and 'Twas the night before Christmas **Spring –** Chinese New Year (Wendy Larmont), Pretending (John Foster), Plasticine (Julie Holder), The Great Fire of London (Paul Perro), The pancake maker (Michael Rosen), I love me mudder (Benjamin Zephaniah), New life at Easter, **Classic poem to learn by heart -** London's burning Wee Willy Winky? Simple Simon? Hey diddle diddle? **Summer –** Eid Mubarak (Brenda Williams), Walk with me Daddy, Growing up (A.A. Milne), There was an old lady who swallowed a fly, The sound collector (Roger McGough), Please Mrs Butler (Allan Ahlberg), A little seed	**Autumn – Classic poem to learn by heart –** Wind on the hill (A.A.Milne) **Spring – Performance Poetry –** Don't (Michael Rosen), Mummy (Twinkl) **Summer –** Talking Turkeys (Benjamin Zephaniah)	**Autumn – Classic poem to learn –** Leisure (W.H.Davies) **Spring – Performance Poetry –** When the colours spoke (or other) (Grace Nichols), Mummy (Twinkl) **Summer –** Chocolate (Michael Rosen)	**Autumn – Classic poem to learn -** The Tyger (William Blake) **Spring – Performance Poetry** - Song of the Witches – Double, double, toil and trouble (William Shakespeare), or *I wandered lonely as a cloud* by William Wordsworth **Topic poem to learn -** Heroes of the 'Titanic' by Henry Van Dyke **Summer –** Overheard in a tower block (Collection by Joseph Coelho)	**Autumn – Classic poem to learn by heart –** If (Rudyard Kipling) **Spring – Performance Poetry –** The Highwayman (Alfred Noyes), Moth (Isabel Thomas) **Summer –** Caged Bird (Maya Angelou)

English - Speaking and Listening *(language / suggestions / advice in blue)*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	**Begins to listen and respond appropriately to familiar adults and their peers.** *Looks at the person speaking.* *Answers questions: 'Yes, that's my favourite too.' May need encouraging to expand on their answers, for example after nodding or replying with a single word response.*	**Begins to listen and respond appropriately to a wider range of adults and their peers.** *Looks at the person speaking.* *Understands how to answer questions in full sentences. 'Yes, I like that character too.'*	**Frequently listens and responds appropriately to adults and their peers.** *Maintains eye contact stopping anything else they may have been doing.* *Responds politely to questions and offers examples to questions, such as qualifying with because: 'Yes, I like that character because…'*	**Frequently listens and responds appropriately to adults and their peers.** *Maintains eye contact stopping anything else they may have been doing.* *Responds politely to questions and offers examples to questions: 'Yes, I like that character too. Mainly because of…'*	**Can listen and respond appropriately to adults and their peers.** *Listens actively maintaining eye contact.* *Responds to affirm: 'I think that too' and to deepen understanding: 'That's interesting, is it also the case that…'*	**Can listen and respond appropriately to adults and their peers.** *Listens actively maintaining eye contact.* *Responds to affirm: 'I think that too' and to deepen understanding: 'That's interesting, is it also the case that…'* *Uses gesture and body language (e.g. nodding) to show their engagement.*
Asking questions	**Begins to ask relevant questions to extend their understanding and knowledge.** *'I don't understand x, can you help me?'*	**Begins to ask relevant questions to extend their understanding and knowledge.** *'I don't understand x, can you help me?' 'I've finished, what should I do now?' 'Is this right?*	**Frequently asks relevant questions to extend their understanding and knowledge.** *Such as seeking to clarify knowledge: 'Is this an example of a traditional tale?'*	**Frequently asks relevant questions to extend their understanding and knowledge.** *Such as seeking to clarify knowledge: 'Is this an example of a traditional tale?'*	**Can ask relevant questions to extend their understanding and knowledge.** *Such as making links across a subject area or drawing several strands of information together 'Is that the same as x?' 'Do you think this is similar to when we found out about…?'*	**Can ask relevant questions to extend their understanding and knowledge.** *Such as making links across a subject area or drawing several strands of information together 'Is that the same as x?' 'Do you think this is similar to when we found out about…?'*
Vocabulary	**Begins to use relevant strategies to build their vocabulary.** *Uses classroom and personal word banks.* *Begins to apply what has been learned, for example when a word begins with un- its meaning is the opposite of the root word; words that end in -ed are likely to be verbs.*	**Begins to use relevant strategies to build their vocabulary.** *Uses classroom and personal word banks, and dictionaries.* *Begins to apply what has been learned, for example knowing that the suffixes -er and -est build comparative adjectives.*	**Frequently uses relevant strategies to build their vocabulary.** *Uses word banks, dictionaries and thesauruses.* *Makes links to morphological spelling work to identify word families such as teach, teacher, teaching, teaches, headteacher.*	**Frequently uses relevant strategies to build their vocabulary.** *Uses word banks, dictionaries and thesauruses with growing confidence.* *Makes links to morphological spelling work to identify word families such as teach, teacher, teaching, teaches, headteacher.*	**Can use relevant strategies to build their vocabulary.** *Uses dictionaries and thesauruses with increasing effectiveness.* *Uses relevant strategies such as their knowledge of prefixes to work out the meaning of words.*	**Can use relevant strategies to build their vocabulary.** *Uses dictionaries and thesauruses effectively.* *Makes links between words using morphological and etymological knowledge e.g. 'I know chrono comes from Greek and it means time. I can assume chronologically means in time order'.*
Answering questions	**Begins to articulate and justify answers, arguments and opinions.** *Begins to use 'because' to make simple justifications drawing on personal experiences.' I like dogs because my Nan has one'.* *Begins to disagree politely. E.g. maintains a polite tone of voice.*	**Begins to articulate and justify answers, arguments and opinions.** *Uses 'because' to make simple justifications.* *Draws on personal experiences and opinions. 'I like this book [about zoos] because I like animals'.* *Uses sentence stems to support polite disagreement e.g. That's interesting but I think…*	**Frequently articulates and justifies answers, arguments and opinions.** *Uses 'because' and the immediate evidence to support answers, arguments and opinions. e..g. 'I think zoos are cruel because in this book it says…'* *Begins to offer opinions that aren't their own. This could be through role play.*	**Frequently articulates and justifies answers, arguments and opinions.** *Uses 'because' and immediate evidence to support answers, arguments and opinions e.g. I think zoos are cruel because in this book it says…* *s able to present an opinion that is not their own after planning work and discussion with their peers/ the teacher.*	**Can articulate and justify answers, arguments and opinions.** *Uses generalised evidence to support their point of view rather than a wholly personal response. E.g. Some people would argue that… It's my opinion and that of several others that…*	**Can articulate and justify answers, arguments and opinions.** *Uses evidence from a range of sources e.g. (generalised knowledge and personal opinion) to justify their answers.* *This may take the form of several points E.g. 'Some people would argue that… In this book it says… Furthermore, this video shows that… Therefore, I think…'*
Describe and explain including expressing feelings	**Begins to give well- structured descriptions, explanations and narratives for different purposes, including for expressing feelings.** *Use story maps to recall events.* *Use simple adverbials of time to order events (e.g. first, next, after that).* *Express their own feelings using some simple emotional language.*	**Begins to give well- structured descriptions, explanations and narratives for different purposes, including for expressing feelings.** *Use graphic organisers to support talk for different purposes (e.g. timelines to retell chronological events).* *Use simple conjunctions to support descriptions, explanations and narratives (e.g. and, but, so, because, if).* *Use an increasing range of emotional language to describe their own and others' feelings (synonyms for simple emotional language).*	**Frequently gives well- structured descriptions, explanations and narratives for different purposes, including for expressing feelings.** *Organises related information using graphic organisers such as spider diagrams and mindmaps to help.* *Begins to summarise the main points.*	**Frequently gives well- structured descriptions, explanations and narratives for different purposes, including for expressing feelings.** *Organises related information and links it logically, e.g. with adverbials of where, when, how and how many.* *Summarises the main points.*	**Can give well- structured descriptions, explanations and narratives for different purposes, including for expressing feelings.** *Uses personal notes to help them recall and describe key events and descriptions.* *Thinks carefully about how ideas are linked together to create cohesion across and within sections.* *May use planning templates to help them do this.*	**Can give well- structured descriptions, explanations and narratives for different purposes, including for expressing feelings.** *Can share a complex narrative for example, multiple characters, several events or a non- chronological structure.* *Can talk in detail about topics. For example, including many points that are linked cohesively.*

Group discussion and collaboration	**Begins to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.** *Responds to questions and comments when prompted.* *Takes turns as directed in group or whole class discussions.*	**Begins to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.** *Understands the need to take turns. Uses signals such as a raised hand to show their intention to contribute in a class discussion.* *May need to use sentence starters or other classroom prompts to help with their responses.*	**Frequently maintains attention and participates actively in collaborative conversations, staying on topic and initiating and responding to comments.** *Appreciates the need to take turns.* *Uses prompts and sentence starters to encourage other children to participate.*	**Frequently maintains attention and participates actively in collaborative conversations, staying on topic and initiating and responding to comments.** *Participates in group and whole class discussions.* *Ask questions of other children.*	**Can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.** *Understands how to encourage conversation in others.* *Participates enthusiastically.* *Begins to take different doles in group discussions (e.g. chairperson, scribe, summariser).*	**Can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.** *Can take different roles in group discussions (e.g. chairperson, scribe, summariser).* *Builds on the contributions of others.*
Speculate, hypothesise, explore	**Begins to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.** *Takes a personal approach: 'I think…'* *Uses role play including classroom areas such as the home corner, to imagine and explore ideas.*	**Begins to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.** *Takes a personal approach: 'I think…' or after group work: 'We think…'* *Uses props such as small world figures and puppets to explore and imagine ideas.*	**Frequently uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.** *Conditional clauses may be used to support speculation, e.g. 'If x happens…'*	**Frequently uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.** *Begins to make generalised speculations as well as personal ones: 'Some people think…'* *Conditional clauses may be used to support speculation 'If x happens…'*	**Can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.** *Uses generalisers: 'some people think…' or 'it could be possible to…'* *Employs modals and adverbs of possibility to speculate 'it may be… perhaps it could…' alongside a range of conditional clauses to support abstract thinking.*	**Can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.** *Uses generalisers: 'some people think…' 'it could be possible to…'* *Employs modals and adverbs of possibility to speculate 'it may be… perhaps it could…' alongside a range of conditional clauses to support abstract thinking.*
Speaking	**Begins to speak audibly and fluently with an increasing command of Standard English.** *Uses a louder voice when addressing the class. There may be limited control, e.g. shouting. Speaks more quietly in 1:1 and group settings.* *Makes eye contact with the other children in the group.* *Speaks in full sentences rather than fragments or phrases.*	**Begins to speak audibly and fluently with an increasing command of Standard English.** *Uses a louder voice when addressing the class or in a whole school assembly. There may be limited control, e.g. shouting.* *Speaks more quietly in 1:1 and group settings.* *Makes eye contact with the other children in the group.* *Speaks in grammatically sound sentences (e.g. 'We went to town'. Rather than 'We went town').*	**Frequently speaks audibly and fluently with an increasing command of Standard English.** *Can control their volume to meet the level required for the interaction.* *Speaks at a measured pace.* *Chooses the correct determiner depending on the starting letter of the following word (an apple; a bat).*	**Frequently speaks audibly and fluently with an increasing command of Standard English.** *Can control their volume to meet the level required for the interaction.* *Most subject and verb choices agree. (e.g. was/were; did/done).*	**Can speak audibly and fluently with an increasing command of Standard English.** *Enunciates clearly.* *Varies pace for effect (E.g. Speaking faster to shows excitement or action; slowing their pace to deliver complex information).* *Uses Standard English routinely when addressing an audience.*	**Can speak audibly and fluently with an increasing command of Standard English.** *Enunciates clearly.* *Uses Standard English routinely when addressing an audience. This includes using formal features of Standard English such as the subjunctive form for highly formal interactions.*
Discuss, present, perform	**Begins to participate in discussions, presentations, performances, role play, improvisations and debates.** *Use the learning environment and equipment to role play and improvise. E.g the home corner and small world figures. Joins in with discussions led by an adult.*	**Begins to participate in discussions, presentations, performances, role play, improvisations and debates.** *Present their work to the rest of the class.* *Participate in short plays and performances.* *Creates improvisations, for example to explore how a character was feeling in a story.*	**Frequently participates in discussions, presentations, performances, role play, improvisations and debates.** *Memorise and deliver lines in a performance or play.*	**Frequently participates in discussions, presentations, performances, role play, improvisations and debates.** *Structure their ideas so that they can debate their point of view clearly and coherently.* *Deliver lines in a performance or play effectively.*	**Can participate in discussions, presentations, performances, role play, improvisations and debates.** *Prepare for debates by thinking about the opposing views as well as their own arguments.*	**Can participate in discussions, presentations, performances, role play, improvisations and debates.** *Understands the different purposes of these activities and can adapt their spoken language use to suit each outcome. E.g which tasks require formal/informal language structures.*
Presenting	**Begins to gain, maintain and monitor the interest of the listener(s).** *Prepares for addressing a listener by rehearsing what they say. More often when speaking to a small group.*	**Begins to gain, maintain and monitor the interest of the listener(s).** *Uses artefacts and objects to support their talk. For example, bringing a special item to share before describing it in Show and Tell activities.*	**Frequently gains, maintains and monitors the interest of the listener(s).** *Speaks directly to their audience. Begins to choose words for effect (e.g. alliteration, rhythm and rhyme).*	**Frequently gains, maintains and monitors the interest of the listener(s).** *Thinks about how to gain the listener's attention. E.g. starting with a joke or anecdote.* *Uses prosodic skills such as pausing after sentences or raising the tone of their voice to show excitement or a point of high tension in narration.*	**Can gain, maintain and monitor the interest of the listener(s).** *Can use rhetorical devices such as the pattern of three or comparing and contrasting.* *Stresses important words for effect or to draw attention to important information. Uses gesticulation and facial expressions to support meaning.*	**Can gain, maintain and monitor the interest of the listener(s).** *Sometimes uses figurative language techniques (e.g. idioms, hyperbole & humour) to engage their audience.* *Changes their tone of voice to maintain interest.* *Repeats important information if they feel their listener has not heard or understood.*

Debating	**Begins to consider and evaluate different viewpoints, attending to and building on the contributions of others.** *Agrees and disagrees simply: 'I like what x said'; 'I think that too'; 'I don't agree…'*	**Begins to consider and evaluate different viewpoints, attending to and building on the contributions of others.** *Agrees and disagrees simply, beginning to justify their point of view: 'I like what x said, I think that too because…'*	**Frequently considers and evaluates different viewpoints, attending to and building on the contributions of others.** *Is able to disagree agreeably.*	**Frequently considers and evaluates different viewpoints, attending to and building on the contributions of others.** *Uses sentence stems and classroom models to practise encouraging other children to contribute.* *Is able to organise contributions into categories (e.g. for/ against).*	**Can consider and evaluate different viewpoints, attending to and building on the contributions of others.** *Encourages other participants to engage in discussion.* *Can summarise the main points of a conversation.* *Is able to balance opposing views.*	**Can consider and evaluate different viewpoints, attending to and building on the contributions of others.** *Notices who has and hasn't contributed, managing who they draw into discussions.* *Uses adverbials such as however, furthermore, on the other hand etc. to link ideas logically and cohesively.*
Audience and Register	**Begins to select and use appropriate registers for effective communication.** *Shows awareness of appropriate vocabulary choices for different situations. E.g.at school it is most appropriate to ask: May I go to the toilet? Rather than, Can I go to the loo?*	**Begins to select and use appropriate registers for effective communication.** *Begins to choose words that reflect the required register for an interaction. E.g. Saying 'Hi, how are you?' when greeting a friend compared to 'Hello Sir, how can I help you with those books?' when greeting a teacher.*	**Frequently selects and uses appropriate registers for effective communication.** *Chooses full versions of words rather than contractions when speaking more formally.*	**Frequently selects and uses appropriate registers for effective communication.** *Increasingly aware of the need to adapt language choices to suit the purpose and audience they are speaking to. For example, choosing to use formal vocabulary when addressing the local councillor or MP at a presentation compared to improvising a play based on a funny class novel.*	**Can select and use appropriate registers for effective communication.** *Understands that slang and contracted forms are suitable for dialogue, in role play and personal conversations but that formal language structures should be used in the classroom and when talking to visitors to the school.* *Considers their audience when selecting vocabulary and sentence structure, e.g when addressing younger children compared to adults.*	**Can select and use appropriate registers for effective communication.** *Knows when different registers are appropriate (e.g. when role playing a conversation with a friend compared to undertaking a formal debate).* *Can draw on their vocabulary knowledge of more formal language when required.* *Can use Standard English structures such as the subjunctive mood to hypothesise or sound highly formal.*

Maths

Concept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Endeavour to cover in the term highlighted	**Autumn**	**Spring**		**Summer**		
Place value	**Place value within 10** - Autumn **Place value within 20 –** End of Autumn - beginning of Spring **Place value within 50 -** Spring I know the correct formation of numbers 0-9. I know numbers up to 100 I know that forwards means the numbers are getting bigger and backwards means the numbers are getting smaller I know that my phonics will help me write the numerals in words I know that to count in 2s, 1 number is being missed out each time. I know that the two times table will always end in even numbers. I know that the five times tables will always end in 0 or 5. I know that the ten times tables always end in a 0. I know what the words more and less mean and that when asked to find one more, the number will be bigger and when asked to find one less, it will be smaller I can count to and across 100, forwards and backwards, from 0, 1 or any given number I can read and write numbers from 1 to 20 in numerals and words I can count in multiples of 2, 5 and 10 I can count, read and write numbers to 100 in numerals I can identify one more and one less than a given number I can identify and represent numbers using concrete equipment and pictorial representations I can use language of: equal to, more than, less than (fewer), most, least	I know the correct formation of numbers 0-9. I know that the two times table will always end in even numbers. I know that the five times tables will always end in 0 or 5. I know that counting in 3s means that I am missing out the 2 in between numbers each time I know that the ten times tables always end in a 0. I know that forwards means the numbers are getting bigger and backwards means the numbers are getting smaller I know that all numbers have a value of ones, tens or hundreds. I know the names of mathematical concrete resources in my classroom I know that greater value is where a number is bigger than the other number I know that the lesser value is where a number is smaller than the other number I know that numbers have a correct order I can count in steps of 2's, 3's and 5's from 0 and in 10's from any number – forwards and backwards I can recognise the value of each digit in two-digit numbers I can identify, represent and estimate numbers using different concrete and pictorial representations I can compare and order numbers from 0 to 100; using equality symbols I can read and write numbers to at least 100 in numerals and words I can solve problems including place value and number facts	I know the correct formation of numbers 0-9. I know what the word double means. I know the names of the place value columns and what they mean I know the value of numbers 1-1000. I know that the 8 times tables is double the 4 times tables. I know that the 4 times tables is double the 2 times tables. I know that when I find 10 more or less, only the tens column will be different. I know that when I find 100 more or less, only the hundreds column will be different. I know that estimate means 'guess' and I use my maths knowledge to inform my guess. I know what more and less mean. I know the relationship between 50 and 100 (double/half) I know that when I count in 50s and 100s from zero, the numbers will always end in 0 I know that RUCSAC is a supporting method when solving word problems I know that Roman Numerals are a way of telling the time and that they use 7 letters to represent numbers I know that letters can be repeated only thrice in succession I can count in multiples of 4, 8, 50 and 100 from 0. I can find 10 or 100 more or less than a given number I can recognise the place value of each digit in a three-digit number I can identify, represent and estimate numbers using different representations (concrete and pictorial) I can read and write numbers up to 1,000 in numerals and words I can solve problems including place value I can begin to partition numbers with up to three-digits I can read roman numerals from I to XII (In preparation for reading the time)	I know the correct formation of numbers 0-9. I know the names of the place value columns and what they mean I know the values of 6, 7, 9, 25 and 1000. I know that the six times tables is double the three times tables I know that the 6, 7, 9 times tables are increasing by 6, 7 and 9 each time. I know that when counting in 25s from 0, the numbers will always end in a 0 or 5. I know that counting in 1000s from 0, the numbers will always end in 0 I know that counting backwards means the numbers' values are decreasing and getting smaller each time and that forwards they are increasing and getting bigger each time I know what more and less mean and I know their corresponding symbols I know that negative numbers are below zero and that the closer to zero, the greater the value I know that when rounding to the nearest ten, you look at the ones column and if it's 5 or more you round up, 4 or below you round down. If it's rounding to the nearest hundred, you look at the tens column and use the same knowledge. Same for thousands (look at the hundreds column) I know that 'equals to' means the 'same as' I can count in multiples of 6, 7, 9, 25 and 1,000 I can find 1,000 more or less than a given number I can count backwards through zero; including negative numbers I can recognise the value of each digit in a four-digit number I can order and compare numbers beyond 1,000 using equality symbols and language of greater than, less than and equal to I can identify, represent and estimate numbers using different representations I can round any given number to the nearest 10, 100 or 1,000 I can solve number and practical problems including increasingly large, positive numbers	I know the correct formation of numbers 0-9. I know numbers to 1,000,000 I know you use a correct mathematical sequence to order numbers - using knowledge of place value I know the meaning of greater than and less than and their corresponding mathematical symbols I know the values in each of the columns up to millions I know that tens numbers will always end in a 0 I know that counting backwards means the numbers' values are decreasing and getting smaller each time and that forwards they are increasing and getting bigger each time I know that negative numbers are below zero and that the closer to zero, the greater the value I know that RUCSAC can help me to solve word problems. I know that in word problems, there may be more than one step and therefore more than one calculation and/or operation I know that when rounding to the nearest ten, you look at the ones column and if it's 5 or more you round up, 4 or below you round down. If it's rounding to the nearest hundred, you look at the tens column and use the same knowledge. Same concept for thousands (look at the hundreds column) and millions I know what a number sequence is - a pattern I know what fractions are and that they are parts of a whole I know that the larger the denominator, the smaller the number value I can read and write numbers up to at least 1,000,000 I can order and compare numbers to 1,000,000, using language of comparison and the equality symbols I can identify the value of each digit in numbers up to 1,000,000 I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000 I can interpret negative numbers in context	I know how to use my reading knowledge to read numbers as words. I know the correct formation of numbers 0-9. I know what the word compare means. I know how to look at the value of digits to compare numbers. I know how to use my knowledge of place value to order numbers - I know that ascending means smallest to largest value and descending means largest to smallest value. I know that greater than and less than have a representing symbol and that the equals sign can show values the same as each other. I know that when rounding to the nearest ten, you look at the ones column and if it's 5 or more you round up, 4 or below you round down. To round to the nearest h, th, tth up to m; use the same concept with the place value column to the right of it. I know that negative numbers are below zero and that the closer to zero, the greater the value I know that in word problems, there may be more than one step and therefore more than one calculation and/or operation I can read and write numbers up to 10,000,000 I can order and compare numbers up to 10,000,000 using language of comparison and the equality symbols I can identify the value of each digit in numbers up to 10,000,000 I can round any whole number to a required degree of accuracy I can use negative numbers in contexts and calculate intervals across zero I can solve multi-step problems including place value Pupils use the whole number system, including saying, reading and writing numbers accurately

				I can read Roman Numerals to 100 (I-C) and understand that the numeral system changed over time to include zero I can count in tens and hundreds from any given number I can recognise that the number system extends to decimals and fractions that children have worked with so far	I can count forwards and backwards with positive and negative numbers, including through zero I can round any number up to 1,000,000 to the nearest, 10, 100, 1,000, 10,000 and 100,000 I can solve multi-step problems including place value I can read Roman Numerals up to 1,000 (M) and recognise years written in Roman Numerals I can recognise and describe linear number sequences including those involving fractions. I can find the term-to-term rule for linear number sequences	
Addition and subtraction	**Addition and subtraction within 10** - Autumn **Addition and subtraction within 20** - Spring Represent and use number bonds and related subtraction facts within 20 Add and subtract one digit and two-digit numbers up to 20, including 0. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Mental Calculation Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = -	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Using concrete equipment and pictorial representations, add and subtract numbers including: A two-digit number and ones A two-digit number and tens Add two two-digit numbers Add three one-digit numbers Begin to practise strategies for the development of mental calculation (particularly of number bonds) Recognise and apply the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems To use concrete and pictorial representations to solve problems including addition and subtraction; quantities and measures. Children will be moving towards a written method.	Mentally add and subtract numbers including: A three-digit number and ones A three-digit number and tens A three-digit number and hundreds Use the formal written method of column addition and subtraction to add and subtract numbers with up to three-digits. Children will begin to exchange ones for tens and tens for hundreds using this method. Estimate the answer to a calculation and use inverse operations to check answers Select efficient strategies to solve problems, including missing number problems (i.e.: using number facts, place value, and more complex addition and subtraction)	Choose efficient strategies to calculate increasingly large numbers with more accuracy Use the formal written method of column addition and subtraction to add and subtract numbers with up to four-digits. Estimate the answers to calculations and apply the inverse operation to check. Solve two-step addition and subtraction problems in context; selecting an appropriate method.	Add and subtract numbers mentally with increasingly large numbers Add and subtract whole numbers with more than 4 digits, including using the column method Use rounding to estimate and check answers to calculations and determine, in the context of a problem, levels of accuracy Solve multi-step addition and subtraction problems in contexts, selecting appropriate methods. Articulate clearly the choice of method in accordance to the type of problem.	Mentally calculate with a range of given numbers including with mixed operations and large numbers Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy Solve multi-step addition and subtraction problems in contexts, selecting efficient methods. Articulate clearly the choice of method in accordance to the type of problem. 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 Identify common factors, common multiples and prime numbers Use their knowledge of the order of operations to carry out calculations involving the four operations Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
Multiplication and division	Count in multiples of 2's, 5's and 10's – identifying patterns	Recall multiplication and division facts for the 2,5 and 10 multiplication tables Recall and recognise odd and even numbers – linking them to the multiplication tables	Recall and apply multiplication facts for the 3, 4 and 8 multiplication tables Solve problems including missing number problems, involving multiplication and division Develop efficient methods using commutativity and associativity to derive related facts Solve problems including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	Recall and apply multiplication and division facts for up to 12x12 Use place value, known and derived facts to multiply and divide mentally (partitioning), including; multiplying by 0 and 1; dividing by 1; multiplying together 3 one-digit numbers Recognise and use factor pairs and commutativity in mental calculations	Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers Understand and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers Establish whether a number up to 100 is prime and recall prime numbers up to 19 Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 Recognise and use square numbers and cube numbers, and the notation for squared and cubed Solve problems (including multi-step problems) involving multiplication and division including using their knowledge of factors and multiples, squares and cubes Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	

	Understand language of 'grouping' and 'sharing' Begin to double and halve quantities with support Use concrete equipment and pictorial representations (including arrays) to solve one-step problems involving multiplication and division.	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs Understand/ show that the multiplication of two numbers is commutative and that division by another is not Solve problems including multiplication and division using a range of concrete and pictorial representations. For example, arrays, repeated addition, mental strategies and known multiplication and division facts Apply the 5 times table to supporting the reading of time Use the inverse to calculate missing number problems	Write and calculate mathematical statements for both multiplication and division using the known multiplication tables, including for two-digit numbers and one-digit numbers. Use and apply mental methods for multiplication and division, moving towards formal written methods (beginning with expanded method)	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout Solve problems (including two-step 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 Become fluent in the formal written method of short multiplication and short division with exact answers Write statements about the equality of expressions (for example, use the distributive law 39 × 7 = 30 × 7 + 9 × 7 and associative law (2 × 3) × 4 = 2 × (3 × 4)).	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 Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates Interpret non-integer answers to division by expressing results in different ways according to the context, including with remainders, as fractions, as decimals or by rounding Distributivity can be expressed as a(b + c) = ab + ac	
Fractions	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 being one of four equal parts of an object, shape or quantity Combine halves and quarters as parts of a whole Write 1/2, ¼ and some ¾ as fractions.	Recognise, find, name and write fractions - 1/3, ¼, 2/4 (½) and ¾ and apply to lengths, shapes, objects or quantities Write simple fractions. For example; ½ of 6 = 3. Recognise the equivalence of 2/4 and ½ Apply the language of grouping and sharing when finding fractions of amounts Count in fractions up to 10 starting from any number and counting in halves.	Count up and down in tenths; recognising that tenths arise from diving an object into 10 equal parts. Divide one-digit numbers or quantities by 10 Recognise, find and write fractions as a discrete set of objects: unit fractions and non-unit fractions with small denominators Recognise and use fractions as numbers, including where they sit on a number line	Recognise and show, using diagrams, families of common equivalent fractions Count up and down in hundredths; recognising that hundredths arise when dividing an object by one hundred and dividing tenths by ten. 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 Add and subtract fractions with the same denominator Recognise and write decimal equivalents to ¼, ½ and ¾ 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	Compare and order fractions whose denominators are all multiples of the same number 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 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 Read and write decimal numbers as fractions- for example, 0.71 = 100 71 Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents Round decimals with two decimal places to the nearest whole number and to one decimal place Read, write, order and compare numbers with up to three decimal places Solve problems involving number up to three decimal places Practise adding and subtracting decimals, including a mix of whole numbers and decimals, decimals with different numbers of decimal places, and complements of 1	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination Compare and order fractions, including fractions > 1 Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions Multiply simple pairs of proper fractions, writing the answer in its simplest form Divide proper fractions by whole numbers
			Recognise and show, using diagrams, equivalent fractions with small denominators Add and subtract fractions with the same denominator within one whole	Recognise and write decimal equivalents of any number of tenths or hundredths 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	Make connections between percentages, fractions and decimals 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	Associate a fraction with division and calculate decimal fraction equivalents; for a simple fraction Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places

			Compare and order unit fractions and fractions with the same denominator Solve two-step problems including problems where the inverse operation can be applied	Solve simple measure and money problems involving fractions and decimals to two decimal places Connect hundredths to tenths and place value and decimal measure. T Extend the use of the number line to connect fractions, numbers and measures. Understand the relation between non-unit fractions and multiplication and division of quantities, with particular emphasis on tenths and hundredths Compare and order decimal amounts and quantities that are expressed to the same number of decimal places. Represent numbers with one or two decimal places in several ways, such as on number lines	Solve problems which require knowing percentage and decimal equivalents of 1/2 1/4 1/5 2/5 and 4/5 and those fractions with a denominator of a multiple of 10 or 25	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 multi-step problems which require answers to be rounded to specified degrees of accuracy Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts Use the relationship between unit fractions and division to work backwards by multiplying a quantity that represents a unit fraction to find the whole quantity Explore and make conjectures about converting a simple fraction to a decimal fraction Round and estimate as a means of predicting and checking the order of magnitude of their answers to decimal calculations
Measurement	Measure and begin to record lengths/height, mass/weight, capacity/volume, time (seconds, minutes and hours) Compare, describe and solve practical problems (including using the correct vocabulary) for: **Length/height** (*long/short, taller/shorter, double/half*)	Recognise and use the symbols for pounds (£) and pence (p) Combine pounds and pence to make a given value Recognise and find combinations of coins that equal the same amount of money Solve problems in practical contexts involving the addition and subtraction of money of the same unit, including giving change	Add and subtract amounts of money to give change; using both pounds and pence, in practical contexts. Children must use the correct units (£) (p)	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres express perimeter algebraically as 2(a + b) where a and b are the dimensions in the same unit	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 (cm2) and square metres (m2) Estimate the area of irregular shapes Estimate volume (using 1cm3 blocks to build cuboids (including cubes) and capacity (using water) Use all four operations to solve problems involving measure (length, mass, volume, money) using decimal notation, including scaling Calculate the area from scale drawings using given measurements Missing measures questions such as these can be expressed algebraically, for example 4 + 2b = 20 for a rectangle of sides 2 cm and b cm and perimeter of 20cm	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 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 (cm3) and cubic metres (m3), and extending to other units (addition of square and cube measurements) Add and subtract positive and negative integers for measures such as temperature Relate the area of rectangles to parallelograms and triangles, for example, by dissection, and calculate their areas, understanding and using the formulae (in words or symbols) to do this
	Mass/weight (*heavy/light, heavier, lighter*) **Capacity/volume:** (*full/empty, more than, less than, half full, quarter*)	Compare and order lengths, mass, volume/capacity and record the results using equality symbols	Measure the perimeter of a 2-D shapes; writing out an appropriate calculation	Find the area of rectilinear shapes by counting squares		
	Recognise and know the value of different denominations of coins and notes	Compare and sequence intervals of time Read and write the time to 5-minute intervals including quarter past/to the hour Recall the number of minutes in an hour and the number of hours in a day	Read and write the time from an analogue display; including reading Roman Numerals from I to XII (from Place Value) Estimate and read time with increasing accuracy to the nearest minute Record and compare times in seconds, minutes and hours Use vocabulary such as o'clock, a.m., p.m., morning, afternoon, noon and midnight Recall the number of seconds in a minute and days in each month, year and leap year Compare durations of events Use both 12- hour analogue and digital clocks to read the time	stimate, compare and calculate different measures, including money in pounds and pence – recording the correct units of £ and p	Convert between different units of metric measure (kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) – using the correct units Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints Solve multi-step problems involving converting between units of time	
	Sequence events in chronological order using language of *before and after, next, first, today,*	Choose and use an appropriate standard unit to estimate and measure length/height in any direction (cm/m); mass (g/kg);	Measure, compare, add and subtract measurements: lengths, mass, volume/capacity, including the use	Convert between different units of measure (kilometre to metre; hour to minute)		

	yesterday, tomorrow, morning, afternoon and evening. Recognise and use language relating to dates (days of the week, weeks, months and years) Read and draw the time to the hour and half past the hour **Time:** (*quicker, slower, earlier, later).*	temperature(c); capacity (ml/l) to the nearest appropriate unit - using rulers, thermometers and measuring vessels	of the appropriate units (mm/cm/m, g/kg, ml/l) Begin to convert between units of measure	Read, write and convert time between analogue and digital 12- and 24-hour clocks Solve problems (including multi-steps) involving converting from hours to minutes; minutes to seconds; years to months; weeks to days		
Geometry (properties of shape)	Recognise and name common 2-D shapes including rectangles, squares, circles and triangles Recognise and name common 3-D shapes including: cubes, cuboids, pyramids and spheres Recognise the common 2-D and 3-D shapes in different orientations Recognise the similarities and differences between common 2-D and 3-D shapes	Identify and describe the properties of 2-D shapes, including the number if sides and vertical/horizontal lines of symmetry Identify and describe the properties of 3-D shapes including the number of edges, vertices and faces Identify 2-D shapes on the surface of 3-D shapes Compare and sort common 2-D and 3-D shapes and everyday objects. Read shape names (suitable for their word reading and spelling) Draw lines and shapes using rulers	Draw 2-D shapes and make 3-D shapes using modelling materials Recognise and describe 3-D shapes in different orientations Recognise angles as a property of shape or description of turn Identify right-angles, recognise that two right-angles make a half-turn, three make three quarters of a turn and four make a complete turn Identify whether angles are greater than or less than a right-angle Identify and name horizontal and vertical lines Identify and name pairs of parallel and perpendicular lines Understand symmetrical and non-symmetrical polygons and polyhedral Use vocabulary such as obtuse and acute to describe angles Connect decimals and rounding to drawing and measuring straight lines	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Identify acute and obtuse angles 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 Continue to classify shapes using geometrical properties, extending to classifying different triangles (isosceles, equilateral, scalene) and quadrilaterals (for example, parallelogram, rhombus, trapezium) Compare and order angles in preparation for using a protractor and compare lengths and angles to decide if a polygon is regular or irregular Draw symmetric patterns using a variety of media to become familiar with different orientations of lines of symmetry	Identify 3-D shapes, including cubes and other cuboids, from 2-D representations Know angles are measured in degrees Estimate and compare acute, obtuse and reflex angles - using mathematical names accurately Draw given angles, and measure them in degrees (o) Identify: angles at a point and one whole turn (total 360o), angles at a point on a straight line and 2 1 a turn (total 180o) and angles at other multiples of 90o Use the properties of rectangles to deduce related facts and find missing lengths and angles Distinguish between regular and irregular polygons based on reasoning about equal sides and angles Draw lines accurately - with a ruler- to the nearest millimetre, and measuring with a protractor Use conventional markings for parallel lines and right angles Use the term diagonal and make conjectures about the angles formed between sides, and between diagonals and parallel sides, and other properties of quadrilaterals Use angle sum facts and other properties to make deductions about missing angles and relate these to missing number problems	Draw 2-D shapes using given dimensions and angles Recognise, describe and build simple 3-D shapes, including making nets Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles Draw shapes and nets accurately, using measuring tools and conventional markings and labels for lines and angles Describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements These relationships might be expressed algebraically for example, d = 2 × r; a = 180 - (b + c)
Geometry (position and direction)	Describe position and movement including language of: whole, half, quarter and three-quarter turns. Make connections between turns and movement on a clockface. Use language of left, right, top, bottom, on top of, in front of, above, between, around, near, close, far, up, down, forwards, backwards, inside and outside.	Order and arrange combinations of mathematical objects (counters, cubes) in patterns and sequences Recognise and recall patterns and sequences Continue given sequences; using the recognised pattern Recognise patterns in different orientations Use mathematical language to describe position, direction and movement in a straight line. Distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns. Use language of clockwise and anti-clockwise)		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 Draw a pair of axes in one quadrant, with equal scales and integer labels Read scales of different intervals moving towards being able to find missing numbers on a scale	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 Recognise and use reflection and translation in a variety of diagrams, including continuing to use a 2-D grid and coordinates in the first quadrant	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 Draw and label a pair of axes in all four quadrants with equal scaling Draw and label rectangles (including squares), parallelograms and rhombuses, specified by coordinates in the four quadrants, predicting missing coordinates using the properties of shapes. These might be expressed algebraically for example, translating vertex (a, b) to (a - 2, b + 3); (a, b) and (a + d, b + d) being opposite vertices of a square of side d

Statistics		Read and interpret simple pictograms, tally charts, block diagrams and simple tables Understand how to read a given key Construct simple pictograms, tally charts, block diagrams and simple tables Ask and answer simple questions by counting the number of objects in each category and sort categories by quantity Ask and answer questions about totalling and comparing categorical data	Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step problems including comparison, sum and difference using information presented in scaled bar charts, pictograms and tables Read simple scales that increase or decrease in multiples of 1, 2, 5 and 10 units per cm	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs Understand and use a greater range of scales in their representations	Solve comparison, sum and difference problems using information presented in a line graph Complete, read and interpret information in tables, including timetables Connect their work on coordinates and scales to their interpretation of time graphs Begin to decide which representations of data are most appropriate and why	Interpret and construct pie charts and line graphs and use these to solve problems Calculate and interpret the mean as an average Encounter and draw graphs relating two variables, arising from their own enquiry Know when it is appropriate to find the mean of a data set
Ratio and proportion **(Year 6 only)**	Year 6 only: • 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 (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 • Recognise proportionality in contexts when the relations between quantities are in the same ratio (for example, similar shapes and recipes) • Link percentages or 360° to calculating angles of pie charts • Compare quantities, sizes and scale drawings by solving a variety of problems • Solve problems involving unequal quantities					
Algebra **(year 6 only)**	Year 6 only: • 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 • Make generalisations about number patterns and sequences • Find missing numbers within equations • Apply algebra to known concepts such as length, coordinates and angles					

Science - BPP Knowledge and Skills Curriculum

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills – Working Scientifically	**Planning Experiments** **1.1.a.1 Ask simple questions when prompted -** With prompting, ask simple questions that can be tested, e.g. about plants growing in their habitat. **1.1.b.1 Suggest ways of answering a question -** Offer ways of gathering evidence to answer a question, e.g. by deciding on the best material to use for a particular application. **Being curious: Plan** Materials/ light Ways to test transparency Materials/ light Ways to test reflectivenes Materials: Floating & Sinking **Conducting Experiments** **1.2.a.1 Make relevant observations -** Examine objects to note key features, e.g. observe growth of plants they have planted. **1.2.b.1 Conduct simple tests, with support -** With support, conduct simple tests, e.g. comparing the properties of different materials. **Recording Experiments** **1.3.a.1 With prompting, suggest how findings could be recorded (+) -** With prompting, identify what might usefully be recorded, e.g. drawing structures of plants or recording changing day length. **Conclusions and Predictions** **1.5.a.1 Gather and record data (+)** Collect data, e.g. comparing and contrasting familiar plants. **1.5.b.1 Use observations to suggest answers to questions (+)** Suggest answers to enquiry questions using data, e.g. describe how to group plants. **Being curious: Review** Animals including humans- Animal classification Animals including humans- Body parts **Reporting Findings** **1.4.a.1 Recognise findings (+)** Identify key findings from an enquiry, e.g. noting how plants have changed over time. **Being curious: Do** Plants (and seasonal change)- Plant Structure Plants -Leaf Looking Comparing plant growth in different conditions Seasons throughout the year- Seasonal change Materials Surprising Materials (Y1/Y2) Materials or Forces- Bridge testers	**Planning Experiments** **2.1.a.1 Ask simple questions -** Ask simple questions that can be tested, e.g. about the local environment and how organisms depend on each other. **2.1.b.1 Recognise that questions can be answered in different ways -** Suggest different ways of answering a question, e.g. testing the suitability of materials for different purposes. **Being curious: Plan** Materials: Waterproof materials/ Separating Colours **Conducting Experiments** **2.2.a.1 Observe closely, using simple equipment -** Examine carefully, e.g. using a hand lens.**Being curious: Plan** Plants: Comparing plant growth in different conditions **2.2.a.2 Perform simple tests -** Conduct simple tests, e.g. setting up comparative tests to show that plants need water and light. **Being curious: Plan** Materials :Rocket Mice/ Uses of Materials: Recording discussion **Recording Experiments** **2.3.a.1 Record and communicate their findings in a range of ways and begin to use simple scientific language. -** With assistance, draw and label diagrams, e.g. recording plants changing over time, starting from seed or bulb. **Being curious: Do** Living things: Woodlice Habitat/ **Being curious: Review** Sorting living & non-living **Conclusions and Predictions** **2.5.a.1: Gather and record data to help answer questions (+)** Collect data relevant to the answering of questions, e.g. seeing how the shapes of some materials can be changed.Materials: Drops on a coin/ **Being curious: Do**Materials hunt/ **Being curious: Plan** Plants: Daisies in a footprint/ **Being curious: Do** Living things: Woodlice Habitat/ Woodlice Tally/ Habitat Survey **2.5.b.1 Use their observations and ideas to suggest answers to questions** Answer enquiry questions using data and ideas, e.g. to help decide how the properties of certain materials make them suitable for certain applications. **Being curious: Review**Materials: Boat Materials/ Uses of Materials: Rocket Mice explanations/**Being curious: Do** Material Hunter/Boat recommendations/ **Being curious: Review** Animals, including humans: Comparing Hand Spans/Exercise Ideas/ Ordering animal life cycles/ Plants: Observing Seeds & Plants/**Being curious: Do** Plant growth comic strip/ **Being curious: Review** Living things: sort living & non-living things/ **Being curious: Plan** Animal home build **Reporting Findings** **2.4.a.1 Identify and classify** Identify and group key outcomes from enquiry, e.g. describing conditions in different habitats and how these affect the numbers and types of organisms. **Being curious: Review**Living things & their Habitat: Nature Spotters	**Planning experiments** **3.1.a.1 Ask relevant questions when prompted (+) -** With support, develop relevant, testable questions, e.g. what happens to shadows when the light source moves. **3.1.b.1 Set up simple and practical enquiries, comparative and fair tests -** Plan enquiry, such as comparative or fair test, e.g. comparing the effect of different factors on plant growth. **3.1.c.1 Set up comparative tests -** Set up a comparative test, e.g. how far things move on different surfaces. **Conducting Experiments** **3.2.a.1 Make systematic observations, using simple equipment (+) -** Use various equipment, as instructed, e.g. using a hand lens to examine rocks. **3.2.b.1 Use standard units when taking measurements -** Use standard measurements when taking measurements, e.g. measuring distances between a light source and an object. **Recording Experiments** **3.3.a.1 Record findings in various ways (+) -** With prompting, draw and label diagrams, e.g. to show how water travels in a plant. **Year 3 Recording Evidence 3.3.b.1 With prompting, suggest how findings may be tabulated (+) -** With prompting, use tables to record evidence, e.g. recording what happens when various rocks are rubbed together. **3.3.c.1 With prompting, use various ways of recording, grouping and displaying evidence (+) -** With prompting, gather and display evidence in various ways, e.g. about the ways that magnets behave in relation to each other. **Conclusions and Predictions** **3.5.a.1 Gather and record data about similarities, differences and changes (+)** With prompting, recognise patterns that relate to scientific ideas, e.g. investigating the behaviour of magnets. **3.5.b.1 With prompting, suggest conclusions that can be drawn from data (+)** With support, use evidence to produce a simple conclusion, e.g. the changes that occur when rocks are in water. **3.5.c.1 Suggest possible improvements or further questions to investigate (+)** Suggest how an investigation could be extended, e.g. suggesting creative uses for different magnets. **Reporting Findings** **3.4.a.1 With prompting, suggest conclusions from enquiries (+)** With prompting, write a conclusion based on evidence, e.g. exploring the strengths of different magnets. **3.4.b.1 Suggest how findings could be reported (+)** Indicate findings from an enquiry that could be reported, e.g. answering questions about how rocks are formed.	**Planning Experiments** **4.1.a.1 Ask relevant questions -** Develop relevant, testable questions, e.g. based on observations of animals. **4.1.b.1 Plan different types of scientific enquiries to answer questions -** Plan investigations using different types of scientific enquiry, e.g. exploring various materials by observing change over time, running comp. tests and conducting surveys. **4.1.c.1 Set up simple and practical enquiries, comparative and fair tests -** Set up comparative and fair tests, e.g. finding patterns in the sounds made by elastic bands of different thicknesses. **Conducting Experiments** **4.2.a.1 Make systematic and careful observations using a range of equipment, including thermometers and data loggers -** Use various equipment, as instructed, repeatedly and with care, e.g. thermometers. **4.2.b.1 Take accurate measurements using standard units, where appropriate (+) -** Recognise the importance of using standard units and measures accurately, e.g. measuring temperature when investigating its effect on washing drying. **Recording Experiments** **4.3.a.1 Record findings using simple scientific language, drawings and labelled diagrams (^) -** Use words and diagrams to record findings, e.g. how habitats change during the year. **4.3.b.1 Record findings using keys, bar charts, and tables (^) -** Use various ways to record evidence, e.g. comparing the teeth of herbivores and carnivores. **4.3.c.1 Gather, record, classify and present data in a variety of ways to help to answer questions -** Use various ways to record, group and display evidence, e.g. grouping and classifying various materials. **Conclusions and Predictions** **4.5.a.1 Identify differences, similarities or changes related to simple scientific ideas and processes** Recognise patterns that relate to scientific ideas, e.g. finding out which materials make better earmuffs. **4.5.b.1 Use straightforward scientific evidence to answer questions or to support their findings.** Use evidence to produce a simple conclusion, e.g. the effect of temperature on various substances. **4.5.c.1 Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions** Use evidence to suggest further relevant investigations, e.g. making own instruments, using ideas about pitch and volume. **Reporting Findings** **4.4.a.1 Report on findings from enquiries, including oral and written explanations, of results and conclusions (^)** Write a conclusion based on evidence, e.g. effect on brightness of bulbs if more cells are added. **PoS: L2.6 Report on findings from enquiries using displays or presentations (^)** Present findings either in writing or orally, e.g. relating to investigating which materials are conductors.	**Planning Experiments** **5.1.b.1 With prompting, plan different types of scientific enquiries to answer questions -** With support, can answer questions using evidence gathered from different types of scientific enquiry, e.g. comparing life cycles of different plants using change over time, surveys and secondary research. **5.1.c.1 With prompting, recognise and control variables where necessary -** With prompting, identifies and manages variables, e.g. when exploring falling paper cones. **Conducting Experiments** **5.2.a.1 Select, with prompting, and use appropriate equipment to take readings (+) -** Following discussion of alternatives, selects appropriate equipment, e.g. using a shadow stick and measuring length and angle of shadow. **5.2.b.1 Take precise measurements using standard units (+) -** Takes measurements that are precise as well as accurate, e.g. measuring the force needed to pull different shapes of boat through the water. **5.2.c.1 Take and process repeat readings (+) -** Knows how to process repeat readings, e.g. when timing falling objects. **Recording Evidence** **5.3.a.1 Record data and results (+) -** Starting to use labelled diagrams to show more complex outcomes, e.g. comparing the time of day at different places on the Earth. **5.3.b.1 Record data using labelled diagrams, keys, tables and charts (+) -** With prompting, uses various ways to record complex evidence, e.g. when investigating how gears and levers enable a small force to have a larger effect. **5.3.c.1 Use line graphs to record data (+) -** Use a line graph to record basic data, e.g. length and mass of a baby as it grows **Conclusions and Predictions** **5.5.b.1 Suggest how evidence can support conclusions (+)** Show how evidence supports a conclusion, e.g. researching gestation periods of various mammals and relating them to adult mass. **5.5.c.1 Suggest further comparative or fair tests (+)** Suggest further relevant comparative or fair tests, e.g. when testing materials for various properties to determine their suitability for an application. **Reporting Findings** **5.4.a.1 Report and present findings from enquiries, including conclusions and, with prompting, suggest causal relationships (+)** With prompting, write a conclusion using evidence and identifying causal links, e.g. investigating what makes a parachute fall quicker. **5.4.b.1 With support, present findings from enquiries orally and in writing (+)**With support, display and present key findings from enquiries orally and in writing, e.g. suggesting reasons for similarities and differences between various animals. **5.4.c.1 With prompting, identify that not all results may be trustworthy (+)** With support, indicate why some results may not be entirely trustworthy, e.g. when timing falling objects.	**Planning Experiments** **6.1.b.1 Plan different types of scientific enquiries to answer questions -** Can answer questions using evidence gathered from different types of scientific enquiry, e.g. operation of circulatory system from experiment, survey and secondary research. **6.1.c.1 Recognise and control variables where necessary -** Identifies and manages variables, e.g. distances and sizes in shadow formation. **Conducting Experiments** **6.2.a.1 Take measurements using a range of scientific equipment (^) -** Uses app. equip., such as meter rule, to take measurements, such as distance travelled by light. **6.2.b.1 Take measurements with increasing accuracy and precision (^) -** Considers how by modifying instrument or technique, measurements can be improved, e.g. when recording route of light rays. **6.2.c.1 Take repeat readings when appropriate (^) -** Identifies situations in which taking repeat readings will improve the quality of evidence, e.g. investigating the behaviour of components in a circuit. **Recording Evidence** **6.3.a.1 Record data and results of increasing complexity using scientific diagrams and labels (^) -** Use labelled diagrams to show complex outcomes, e.g. relating specific adaptations of organisms to env. factors. **6.3.b.1 Record data and results of inc. complexity using scientific diagrams and labels, classification keys, tables and bar charts (^) -** Uses various ways, as appropriate, to record complex evidence, e.g. in the construction of a key to aid plant i.d. **6.3.c.1 Record data and results of increasing complexity using line graphs -** Use line graphs to display complex data, size of object in relation to the size of the shadow it casts. **Conclusions and predictions** **6.5.b.1 Identify scientific evidence that has been used to support or refute ideas or arguments (^) -** Identify how an idea is supported or refuted by evidence, e.g. selective breeding to produce animals or plants with desirable characteristics. **6.5.c.1 Use test results to make predictions to set up further comparative/ fair tests -** Use evidence to suggest further comparative or fair tests that would develop the investigation, **Reporting Findings** **6.4.a.1 Report and present findings from enquiries, inc. conc. and causal relationships (^)** Write a conc. using evidence and identify causal links, e.g. in the design of a periscope. **6.4.b.1 Report and presents findings from enquiries in oral and written forms such as displays and other presentation (^)** Display and present key findings from enq orally and in writing -deciding how well classifications fit unfamiliar animals and plants. **6.4.c.1 Report and present findings from enquiries, including explanations of, and degree of, trust in results (^)** In conc., indicate how trustworthy they are

Biology, Physics and Chemistry Knowledge

Plants - Biology

- I know that a plant is a living thing that grows.
- I know that plants need sunlight, air and water.
- I know that plants have seeds that grow into new plants.
- I can recognise where the seeds are in a variety of plants.
- I can plant a seed and describe what I expect it to look like in a few weeks time.
- I can identify and describe a variety of garden plants.
- I can identify the difference between a flower and a tree.
- I can identify a variety of wild plants.
- I can identify and describe a variety of trees.
- I know the difference between an evergreen and a deciduous tree.
- I can identify the roots, stem, leaves, flower and petals of a flower.
- I know what roots are and why they are important.
- I can describe the changes a seed goes through, as it becomes a plant

Plant: Cress

TAPS Focused Assessment: Plants (and seasonal change)- Plant Structure

Scientific skills focus: Observe closely using simple equipment (observation over time if seasonal)
Concept context
Identify and describe the basic structure of a plant and a tree.

I can make careful observations of similarities and differences between plants.

I can label the basic parts of a plant.

TAPS Focused Assessment: Plants -Leaf Looking

Scientific skills focus: Observe closely using simple equipment (observation over time if seasonal)
Concept context
Identify and describe the basic structure of a variety of common flowering plants, including trees.

I can observe closely and make an accurate representation of a leaf that I have found.

I can describe the features on my leaf.

TAPS Focused Assessment: Plants Comparing plant growth in different conditions
Scientific skills focus: Observe Closely, using simple equipment
There are identifiable characteristics of the human body.

Concept context
Describe how plants need water, light and a suitable temperature to grow and stay healthy.
I can observe closely, noticing differences and similarities.

Plants - Biology

- I know that different seeds grow into different plants.
- I can use information on a seed packet to tell me when a seed should be planted, how to plant it and how to care for the seed as it grows into a plant.
- I can follow the instructions on a seed packet to plant a seed.
- I know that seeds can be eaten by humans and animals.
- I know that some plants grow from bulbs.
- I can explain the life cycle of a plant grown from a bulb, such as a tulip.
- I know that the bulb provides a store of food for the plant while it is in the ground during the winter months.
- I know that the fruit of the plant is the part that carries the seeds.
- I can explain why most plants grow lots of seeds instead of just one.
- I can explain some of the ways in which seeds are dispersed.
- I know that not all seeds will grow into a new plant and can explain reasons for this.
- I know that the term 'germination' refers to the process when a seed starts to grow and produce shoots.

Vocabulary

- *germination, shoot, seed dispersal, grow, food store, life cycle, die, wilt, seedling, sapling.*
- *sunlight, nutrition, light, healthy, space, air.*
- *bean plant, cactus.*
- *rainforest, desert.*

Plant: Mustard?

TAPS Focused Assessment: Daisies in a footprint/ Comparing plant growth in different conditions/ Observing seeds & plants

Living things and their habitats - Biology

- I know the difference between things that are living, things that are dead and things that have never been alive.
- I can name the seven life processes that all living things need to be able to do to stay alive.
- I know that all living things will eventually die.
- I know what a habitat is.
- I know that all living things need to live in a habitat that can provide them with the things they need to stay alive.
- I can suggest what type of animals might live in a variety of different habitats.
- I can match animals to their correct habitat.
- I can identify and name some of the plants and animals that live in a seaside habitat.
- I know that the plants and animals in a habitat are all dependent on each other or survival.

Plants - Biology

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Vocabulary

Water transportation: transport, evaporation, evaporate, nutrients, absorb, anchor.

Life cycle of flowering plants: pollination (insect/wind), pollen, nectar, pollinator, seed formation, seed dispersal (animal/wind/water), reproduce, fertilisation, fertilise, stamen, anther, filament, carpel (pistil), stigma, style, ovary, ovule, sepal, carbon dioxide.

Previously introduced vocabulary: life cycle.

Animals including humans - Biology

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Vocabulary

*Food groups and **nutrients**: fibre, fats **(saturated and unsaturated)**, vitamins, minerals.*

*Skeletons and muscles: skeleton, **muscles, tendons, joints,** protection, support, organs, voluntary muscles, involuntary muscles, biceps, triceps, contract, relax, bone, cartilage, shell, **vertebrate, invertebrate,** endoskeleton, exoskeleton, hydrostatic skeleton.*

Names of human bones: e.g. skull, spine, backbone, vertebral column, ribcage, pelvis, clavicle, scapula, humerus, ulna, pelvis, radius, femur, tibia, fibula.

- *Other: **energy**.*

Previously introduced vocabulary: movement.

Living things and their habitats - Biology

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

Vocabulary

Living things: organisms, specimen, species.

Grouping living things: classification, classification keys, classify, characteristics.

Names of invertebrate animals: snails and slugs, worms, spiders, insects.

Invertebrate body parts: e.g. wing case, abdomen, thorax, antenna, segments, mandible, proboscis, prolegs.

Environmental changes: environment, environmental dangers, adapt, natural changes, climate change, deforestation, pollution, urbanisation, invasive species, endangered species, extinct.

Previously introduced vocabulary: carbon dioxide, fish, bird, mammal, amphibian, reptile, skeleton, bone, vertebrate, invertebrate, backbone, names for animal body parts, names of common plants, photosynthesis.

Animals including humans - Biology

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.

Vocabulary

Digestive system: digest, digestion, tongue, teeth, saliva, salivary glands, oesophagus, stomach, liver, pancreas, gall bladder, small intestine, duodenum, large intestine, rectum, anus, faeces, organ.

Types of teeth and dental care: molar, premolar, incisor, canine, wisdom teeth, tooth decay, plaque, enamel, baby (milk) teeth.

Food chains and animal diets: decomposer, food web.

Previously introduced vocabulary: producer, consumer, prey, predator, excretion, habitat.

States of matter - Chemistry

Living things and their habitats - Biology

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

Vocabulary

Reproduction: asexual reproduction, sexual reproduction, gestation, metamorphosis, gametes, tuber, runners/side branches, plantlet, cuttings, embryo, adolescent, penis, vagina, egg, pregnancy, gestation.

Previously introduced vocabulary: life cycle, pollination, offspring, fertilise, fertilisation, sepal, filament, anther, stamen, pollen, petal, stigma, style, ovary, carpel, ovule, stem, bulb, roots, mammal, adult, baby, sperm, cells, live young.

Animals, including humans - Biology

- describe the changes as humans develop to old age

Vocabulary

*Process of reproduction: **gestation, asexual reproduction, sexual reproduction,** sperm, egg, cells, clone.*

*Changes and **life cycle:** embryo, foetus, uterus, **prenatal, adolescence, puberty, menstruation, adulthood,** menopause, **life expectancy,** old age, hormones, sweat.*

Changing body parts: e.g. breasts, penis, larynx, ovaries, genitalia, pubic hair.

*Previously introduced vocabulary: reproduction, **reproduce,** types of animals and animal groups, **fertilisation.***

Properties and changes to materials - Chemistry

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

Living things and their habitats - Biology

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics

Vocabulary

Classifying: Carl Linnaeus, Linnaean system, flowering and non-flowering plants, variation.

Microorganisms: bacteria, single-celled, microbes, microscopic, virus, fungi, fungus, mould, antibiotic, yeast, ferment, microscope, decompose.

Animals, including humans - Biology

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

Vocabulary

Circulatory system: circulation, heart, pulse, heartbeat, heart rate, lungs, breathing, blood vessels, blood, pump, transported, oxygenated blood, deoxygenated blood, oxygen, arteries, veins, capillaries, chambers, plasma, platelets, white blood cells, red blood cells.

Lifestyle: drug, alcohol, smoking, disease, calorie, energy input, energy output.

Other: water transportation, nutrient transportation, waste products.

Previously introduced vocabulary: carbon dioxide.

Light - Physics

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Vocabulary

Reflection: periscope.

Seeing light: visible spectrum, prism.

I can measure and compare the height of plants..

Vocabulary

- *wild plant, garden plant, evergreen tree, deciduous tree, common flowering plant, weed, grass.*
- *flower, vegetable, fruit, berry, leaf/leaves, blossom, petal, stem, trunk, branch, root, seed, bulb, soil.*
- *sunflower, daffodil.*

Animals, including humans - Biology

My Body

- I can name the different parts of my body, such as arms, legs, head, wrist, fingernails, etc. SEP I can describe which parts of my body I use for different activities. SEP
- I can name the five senses. SEP
- I can describe why each of the five senses is important, and how we use each one. SEP
- I know that the senses of smell and taste are very closely linked.

Vocabulary

- *body, head, neck, arms, elbows, legs, knees, face, ears, eyes, nose, hair, mouth, teeth, hands, feet, tail, wings, feathers, fur, beak, fins, gills.*
- *sight, hearing, touch, smell, taste.*
- *loud, quiet, soft, rough.*
- *human, animal, pet.*

TAPS Focused Assessment: Animals including humans- Animal classification

Scientific skills focus: Identify & classify
Concept context
I can name a variety of animals including fish/amphibians/ reptiles/ birds/mammals.

I can classify animals according to different animal groups and/or what they eat.

TAPS Focused Assessment: Animals including humans- Body parts

Scientific skills focus:Use observations and ideas to suggest answers to questions.
Concept context
I can observe and name parts of the human body.

I can use my observations to say which part of the body is associated with each sense.

Identifying Animals

- I can identify and name a variety of common UK pets. SEP
- I can identify a variety of UK mammals, birds, reptiles, fish and amphibians. SEP
- I know that mammals have backbones, feed their young with milk and have fur. SEP
- I know that birds have feathers, wings and a beak. SEP
- I know that lizards are cold-blooded vertebrates that lay eggs. SEP

- I can describe some habitats and their features in other parts of the world, such as rainforest, desert and Arctic habitats.
- I can describe why some animals are well suited to their rainforest, desert or Arctic habitats.
- I can describe what a microhabitat is.
- I can identify some of the minibeasts that live in microhabitats.
- I know that plants and animals in a habitat are linked to each other through food chains.
- I know that plants get their energy from the sun.

I can construct some simple food chains for a variety of habitats.

TAPS Focused Assessment: Animal Home Build/ Sorting Living & Non-Living/ Nature Spotters/ Woodlice Tally

Vocabulary

- *living, dead, never living, not living, alive, never been alive, healthy.*
- *depend, shelter, safety, survive, suited, space, minibeast, air.*
- *movement, sensitivity, growth, reproduction, nutrition, excretion, respiration.*
- *food sources, food, producer, consumer, predator, prey.*
- *under leaves, woodland, rainforest, sea shore, ocean, urban, local habitat.*

Animals, including humans - Biology

- I know that all species of animals have babies, including humans, and that if they didn't the species would become extinct. SEP
- I can match a variety of baby animals to their parents. SEP
- I know that some baby animals look very similar to their parents and some look very different. SEP
- I know that mammals give birth to live young and birds, reptiles and fish lay eggs. SEP
- I know that the eggs animals lay are vulnerable to predators and other dangers, which is why the parent animal often builds a nest to keep them safe and lays several eggs at once. SEP
- I can identify a variety of animals that give birth to live young and those that lay eggs. SEP
- I can explain the stages a human goes through to grow from a baby to an adult. SEP
- I know that all animals need food, water and air to stay alive, and that some animals breathe oxygen with their lungs while fish that live under water take in oxygen through their gills. SEP
- I know that animals need to live in different environments to get the food, water and oxygen they need. SEP
- I know that it is important to eat a healthy balance of foods because different foods are useful to our bodies for different things. SEP

Rocks - Chemistry

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter.

Vocabulary

Types of rock: sedimentary rock, igneous rock, metamorphic rock.

Properties of rocks: permeable, semi-permeable, impermeable, durable.

Names of rocks: e.g. marble, chalk, granite, sandstone, slate.

Formation of rocks and fossils: natural, human-made, magma, lava, molten rock, sediment, erosion, fossilisation, layers, bone, fossil.

Soil: sandy, chalky, clay, peaty, loamy, topsoil, subsoil, bedrock, mineral, organic matter, compost.

Other: palaeontology.

Previously introduced vocabulary: soil, water, air.

Light - Physics

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change.

Vocabulary

Light and seeing: dark, absence of light, light source, illuminate, visible, shadow, translucent, energy, block.

Light sources: e.g. candle, torch, fire, lantern, lightning.

Reflective light: reflect, reflection, surface, ray, scatter, reverse, beam, angle, mirror, moon.

Sun safety: dangerous, glare, damage, UV light, UV rating, sunglasses, direct.

Previously introduced vocabulary: opaque, transparent, sunlight, sun.

Forces and Magnets - Physics

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Vocabulary

States of matter: solids, liquids, gases, particles.

State change: **evaporate, condense, melt, freeze**, heat, cool, melting point, freezing point, boiling point, **water vapour**.

Water cycle: **precipitation**, evaporation, condensation, ground run-off, collection, underground water, bodies of water (sea, river, stream), water droplets, hail.

Other: atmosphere.

Previously introduced vocabulary: temperature, rain, cloud, snow, wind, sun, hot, cold, absorb, carbon dioxide

Sound - Physics

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases.

Vocabulary

Parts of the ear: eardrum.
Making sound: vibration, vocal cords, particles.
Measuring sound: pitch, volume, amplitude, sound wave, quiet, loud, high, low, travel, distance.
Other: soundproof, absorb sound.

Electricity - Physics

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery

Vocabulary

Properties of materials: thermal conductor/insulator, magnetism, electrical resistance, transparency.

Mixtures and solutions: dissolving, substance, soluble, insoluble.

Changes of materials: reversible change, physical change, irreversible change, chemical change, burning, new material, product.

Separating: sieving, filtering, magnetic attraction.

Previously introduced vocabulary: electrical conductor/insulator, bulb, translucent.

Earth and Space - Physics

- describe the movement of the Earth and other planets relative to the sun in the solar system
- describe the movement of the moon relative to the Earth
- describe the sun, Earth and moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Vocabulary

Solar system: ***star, planet.***

Names of planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Neptune, Uranus.

Shape: ***spherical bodies, sphere.***

Movement: ***rotate, axis, orbit, satellite.***

Theories: ***geocentric model, heliocentric model, astronomer.***

Day length: sunrise, sunset, midday, time zone.

Previously introduced vocabulary: ***Sun, moon, shadow****, day, night, heat,* ***light****,* ***reflect****.*

Forces - Physics

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

Vocabulary

Types of forces: ***air resistance, water resistance, buoyancy, upthrust,*** *Earth's* ***gravitational pull, gravity****, opposing forces, driving force.*

Mechanisms: *levers, pulleys, gears/cogs.*

Measurements: ***weight, mass,*** *kilograms (kg), Newtons (N), scales, speed, fast, slow.*

Other: ***streamlined****, Earth.*

How light travels: light waves, wavelength, straight line, refraction.

Previously introduced vocabulary: names and properties of materials, absorb.

Electricity - Physics

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram

Vocabulary

Flow and measure of electricity: ***voltage, amps, resistance, electrons****, volts (V),* ***current.***

*Circuits****:*** ***symbol,*** *circuit diagram, component, function, filament.*

Variations: dimmer, brighter, louder, quieter.

Types of electricity: natural electricity, human-made electricity, solar panels, power station.

Other: positive, negative.

Evolution and Inheritance - Biology

- *recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago;*
- *recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents;*
- *identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.*

Vocabulary:

Evolution *and* ***inheritance:*** *evolve,* ***adaptation,*** *inherit,* ***natural selection, adaptive traits, inherited traits,*** *mutations, theory of evolution, ancestors, biological parent, chromosomes, genes, Charles Darwin.*

Other: selective breeding, artificial selection, breed, cross breeding, genetically modified food, cloning, DNA.

Previously introduced vocabulary: classification, ***offspring, characteristics, habitat, environment,*** *adapt,* ***variations****, human,* ***fossil,*** *suited, cells, names of different habitats, names of animals and their body parts, species,* ***sedimentary rock****, lava,* ***igneous rock****,* ***metamorphic rock****,* ***magma****, heat,* ***fossilisation****.*

Outdoor learning links

Can name, describe and record the world around them.

	• I know that fish and amphibians lay eggs. • I know what a herbivore, carnivore and omnivore are. • I can identify common animals that are herbivores, carnivores and omnivores. I can explain some of the ways in which people need to look after pets. ***Vocabulary:*** • *fish, amphibians, reptiles, birds, mammals.* • *carnivore, herbivore, omnivore.* **Seasonal Changes - Physics** • I know that the weather is always changing and that we have many different types of weather. • I know that there are four seasons in the UK. • I can name the months each season occurs in. • I can identify the main features of each of the different seasons. • I can describe different clothing that is appropriate to wear during each season. • I can identify differences between each of the four seasons. • I can describe how animals are affected by each of the four seasons, and how their behaviour changes during each one. • I can describe some of the ways humans adapt to the different seasons, e.g. by what we wear, eat and do. • I know that some foods are seasonal. • I know that the number of hours of daylight changes throughout each of the four seasons. • I know that there are more hours of sunlight during the summer than during the winter. **TAPS Focused Assessment: Seasons throughout the year- Seasonal change** **Scientific skills focus**: Observe overtime and record data to help in answering questions. **Concept context** Observe changes across the four seasons. I can observe changes across the seasons. I can record and discuss changes across the seasons. Outdoor learning links To investigate the world around them – i.e. different animals, seasons and changes To identify different natural materials. To use and talk about different materials which can be used for simple projects – i.e. Den Making. *Vocabulary* • *spring, summer, autumn, winter, seasonal change.*	• I can use the food pyramid and balanced plate model to find out how much carbohydrate, fruits and vegetables, protein, dairy, fats and sugars I should eat. • I can plan a healthy, balanced meal. • I know that exercise is important to keep our heart and lungs healthy, and that it keeps our muscles strong and flexible. • I know that exercise is important to keep us from getting overweight. *I can design an exercise to work my whole body using different apparatus. **TAPS Focused Assessment: Comparing Hand Spans/ Exercise ideas/ Matching animal Offspring (*Explain how the animals have changed, not as they have grown)/ Ordering animal life cycles** Vocabulary • *young, offspring, live young, grow, develop, change, hatch, lay, fly, crawl, talk.* • *lamb and sheep, kitten and cat, duckling and duck.* • *baby, toddler, child, teenager, adult; frogspawn, tadpole, froglet, frog.* • *basic needs, survival, food, air, exercise, diet, nutrition, healthy, balanced diet, hygiene, germs.* • *fruit and vegetables, proteins, dairy and alternatives, carbohydrates, oil and spreads, fat, salt, sugar.* **Uses of everyday materials - Chemistry** • I can use a range of appropriate vocabulary to describe the properties of different materials. • I know the difference between a natural and a man-made material. • I know that the same product, e.g. a table, can be made from a variety of different materials, and can suggest suitable materials for each object. • I can explain how glass, pottery and paper are made. • I know that some materials can change shape permanently, some can change shape and go back to their original shape, and some can't change shape. • I can name a variety of materials that can change shape, can change shape temporarily and cannot change shape. • I know that there are lots of different types of plastic that can be used for different purposes. • I can explore the suitability of plastic and metal for different purposes, and explain why each material has been chosen for each different purpose. • I know that paper and cardboard are made from wood and can describe the benefits of using paper and cardboard over wood for different purposes. • I can name some objects that can all be made from wood, plastic and metal, e.g. chairs. • I can suggest appropriate materials for an object to be made from, based on what the object will be used for and who will use it. **TAPS Focused Assessment: Drops on a coin/ Materials Hunt/ Boat Materials/ Rocket Mice/ Waterproof materials/ Separating colours/ Boat**	• compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing. ***Vocabulary*** *How things move:* *move, movement, **surface**, distance, strength.* *Types of **forces**: push, pull, contact force, non-contact force, **friction**.* *Magnets: **magnetic, magnetic field,** magnetic force, bar magnet, horseshoe magnet, ring magnet, magnetic **poles** (north pole, south pole), **attract, repel,** compass.* *Magnetic and non-magnetic materials: e.g. iron, nickel, cobalt.* Previously introduced vocabulary: metal, names of materials. Outdoor learning links To use different materials to create patterns and pictures in nature.	• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors. ***Vocabulary*** *Electricity: mains-powered, battery-powered, mains electricity, plug, appliances, devices.* *Circuits: circuit, simple series circuit, complete circuit, incomplete circuit.* *Circuit parts: bulb, cell, wire, buzzer, switch, motor, battery.* *Materials: electrical conductor, electrical insulator.* *Other: safety.* *Previously introduced vocabulary: names of materials.* Outdoor learning links Can match tracks and other signs to animals.	*Previously introduced vocabulary: air, heat, moon.* Outdoor learning links Can name, describe and record the world around them. Identifies natural materials and uses them for a purpose – i.e. willow sculptures.	

	• *weather, sun, rain, snow, sleet, frost, ice, fog, cloud, hot/warm, cold, storm, wind, thunder, weather forecast.* • *temperature, rainfall, wind direction, thermometer, rain gauge.* • *night, day, daylight.* **Everyday Materials - Chemistry** • I know what a material is. • I know the difference between a material and an object. • I can name a variety of materials. including wood, plastic, glass, metal, water, and rock • I can describe a material's properties using adjectives. • I can explain why some materials are better suited for different purposes than others. ***Vocabulary*** • *wood, plastic, glass, metal, water, rock, paper, cardboard, rubber, fabric.* • *hard, soft, shiny, dull, stretchy, rough, smooth, bendy, not bendy, transparent, opaque, waterproof, not waterproof, absorbent, not absorbent, sharp, stiff.* • *object.* **TAPS Focused Assessment: Materials/ light Ways to test reflectiveness (alternative plan to transparency)** **Scientific skills focus**: Recognise that sorting questions can be answered in different ways. **Concept context** Describe properties of materials I can test the reflectiveness of materials. I can compare materials on the basis of their reflectiveness. I can discuss different ways to test reflectiveness. **TAPS Focused Assessment: Materials/ light Ways to test transparency** **Scientific skills focus**: Recognise that sorting questions can be answered in different ways. **Concept context** Describe properties of materials I can test whether materials are opaque or transparent I can compare materials on the basis of their transparency. I can discuss different ways to test transparency. **TAPS Focused Assessment: Materials: Floating & Sinking** **Scientific skills focus**: perform simple tests to compare and group. **Concept context** Compare and group together a variety of everyday materials on the basis of their simple physical properties. I can carry out a simple test. I can use test results to group materials into those which float or sink. **TAPS Focused Assessment: Materials Surprising Materials (Y1/Y2)** **Scientific skills focus**: Recognise patterns from observations and investigations and communicate findings. **Concept context**	**recommendations/Uses of Materials: Recording discussion** **TAPS Focused Assessment: Materials/ Sounds (Y1/ Y2) Muffling Sound** **Scientific skills focus**: Recognise patterns from observations and investigations and communicate findings. **Concept context** Explore and communicate the basic properties of sounds I can describe differences between the materials in terms of muffling sound. I can communicate my findings. Outdoor learning links To identify different natural materials. To use our senses in the outdoors to investigate. To use and talk about different materials which can be used for simple projects – i.e. Den Making. *Vocabulary* • *squash, bend, twist, stretch.* • *strong, flexible, light, hard-wearing, elastic.* • *suitability, recycling, pollution.*				

	I can observe and describe ways in which materials change when they are mixed together. **TAPS Focused Assessment: Materials or Forces- Bridge testers** **Scientific skills focus**: Collecting data to compare bridges. **Concept context** Properties of materials: strength of bridge shapes. I can collect data to measure bridge strength using pennies (or equivalent). I can use my data to compare bridge shapes.					

ART and Design - BPP Knowledge and Skills Curriculum

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Suggested Artists
Drawing (pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software)	a)Experiment and begin to control the types of marks with a variety of media. Draw on different surfaces b)Use pencils of two different grades to draw lines of different shapes. b) Use a pencil to draw in a variety of techniques: hatching, scribbling, stippling, and blending to create light/ dark lines c) Investigate patterns and textures by describing, naming, rubbing and copying. Media –Pencil, pen, crayon, oil pastel, coloured pencil Vocabulary –Line, tone, texture, pattern, shade, shape, dark & light Outdoor learning links Mark making using natural materials.	a) Control the types of marks with a variety of media.Draw on different surfaces b) Use pencils of three different grades in their drawing (4B, 8B, HB). b) Layer the pressure to create different effects. b) Create different tones using light and dark. c) Show patterns and texture in their drawings. c)Draw from observation. Media -Pencil, pen, crayon, oil pastel, chalk, pastel, coloured pencil Vocabulary- Colour, line, shape, form, tone, texture, shade, shape, dark, light, texture pattern & observation	• Developing patterns/ marks with a variety of media. • Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. • Use paper as a place to record media explorations and experimentations as well as planning and collecting source material for future works. • Begin to show an awareness of objects having a third dimension and perspective. • Create textures and patterns with a wide range of drawing implements. Outdoor learning links • Can collect patterns and shapes in nature. • • *Line: charcoal, pencil, crayon, chalk, pastels, pens. Form and shape: grades, forms, shapes, third dimension Tone: variations, tone Texture: pattern texture, proportion, emotion, expression*	• Developing techniques to create patterns using different grades of pencil and other implements/media to create lines, marks and develop tone, understanding why they bestsuit. • Draw for a sustained period of time • Use sketching to collect and record visual information from different sources as well as planning and collecting source material for future works. • Have opportunities to develop further drawings featuring the third dimension and perspective. Outdoor learning links • Can sketch natural objects i.e. trees and plants. • *Line: charcoal, pencil, crayon, chalk, pastels, pens. Form and shape: grades, forms, shapes, third dimension Tone: variations, tone Texture: pattern texture, proportion, emotion, expression*	• Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern,texture. • Use different techniques for different purposes i.e. shading, hatching within their own work. • Use sketching to collect, record and plan for future works. Start to develop their own style using tonal contrast and mixed media. • Develop further simple perspective in using a single focal point and horizon. • Begin to develop an awareness of composition, scale and proportion in their paintings. • Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of viewfinders. Outdoor learning links • Can sketch natural objects i.e. trees and plants. *observation, photographs, visual images Lines Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, wet media, a, tonal contrast, mixed media, shading, hatching, blending, Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle ground, background*	• Draw for a sustained period of time over a number of sessions working on one piece. • Develop their own style of drawing through: line, tone, pattern, texture. • Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. • Develop their own style using tonal contrast and mixed media. • Use sketching to collect, record and plan for future works. Adapt their work according to their views and describe how they might develop it further. • Have opportunities to develop further simple perspectives in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their paintings. *observation, photographs, visual images Lines Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, wet media, a, tonal contrast, mixed media, shading, hatching, blending, Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle ground, background*	Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat.
Painting (watercolour, ready mixed, acrylic,)	a) Begin to control the types of marks made with the range of media- different brush sizes. b) Use a range of brushes (thick & thin) to explore lightening and darkening paint without the use of black or white. c) Start to mix colours from primary colours and predict results. c) Name the primary and secondary colours. • Paint a picture of something they can see. • Use paint to create a background. Vocabulary - colour mix shade brush strokes primary colours secondary	a) Control the types of marks made with the range of media and a range of media techniques- layering, mixing media and adding texture. b) Use a range of brushes to create different effects within their work. c) Mix paint to create all the secondary colours. c) Mix and match colours, predict outcomes. c) Mix their own brown. Make tints by adding white and tones by adding black. • Create a background within their painting.	• Demonstrate increasing control of the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. *Colour: mixed colours – primary, secondary, mix, tints, shades, experiment, effects, textures, blocking, washes, layering, brush, Texture, sand, plaster*	• Confidently control types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Start to develop a painting from a drawing. • Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complementary colours. Mix colour, shades and tones with increasing confidence. • Use sketching to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source	• Confidently control the types of marks made and experiment with different effects and textures. • Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. • Use sketching to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • Start to develop their own style using tonal contrast and mixed media. *record, observation, review, revisit, improve, design*	• Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. • Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Mix colour, shades and tones with confidence building on previous knowledge. • Understanding which works well in their work and why. • Use sketching to collect and record visual information from different sources as well as planning and collecting source	Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O'Keeffe, Hopper, Rambrant, Lowry, Matisse, Margritte.

	colours tone Outdoor learning links Mark making using natural materials	Media- Powder paint, paint brushes, sponge Vocabulary - colour mix shade brush strokes primary colours secondary colours tone		material for future works. ● Start to look at working in the style of a selected artist (not copying). Outdoor learning links Can use shapes in nature in artwork. *Colour: mixed colours – primary, secondary, mix, tints, shades, experiment, effects, textures, blocking, washes, layering, brush, Texture, sand, plaster*	*techniques, materials Colour: mix and match, atmosphere, light effects, flesh, identify primary secondary and complementary colours, wet, dry, watercolours, imagination*	material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketching. ● *record, observation, review, revisit, improve, design techniques, materials Colour: mix and match, atmosphere, light effects, flesh, identify primary secondary and complementary colours, wet, dry, watercolours, imagination*	
Sculpture (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	a) Begin to make different kinds of shapes with malleable media- clay/ salt dough. b) Begin to manipulate malleable materials in a variety of way- cutting, rolling, coiling, pinching and kneading. c) Add texture by using tools. Impress and apply simple decoration techniques- impressed, painted, applied. Media- clay salt dough Vocabulary – attach stick design cut mould join pinch roll Outdoor learning links Can create objects and models from natural materials. Can use clay to sculpt. Artists:	a) Make different kinds of shapes with malleable media- papier mache/ modroc b) Plan and develop simple ideas, and making simple informed choices in media. Gain confidence in manipulating malleable materials in a variety of way- cutting, rolling, coiling, pinching and kneading. c) Demonstrate previous learnt experience in surface patterns/ textures. c) Explore carving as a form of 3D art. Media- papier mache, modroc Vocabulary- attach stick design cut mould join pinch roll shape malleable Outdoor learning links Can build using natural materials. Can use clay to sculpt.	● Use equipment and media with confidence. Learn to secure work to continue at a later date. ● Join two parts successfully. ● Construct a simple base for extending and modelling other shapes. ● Use paper to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. ● Produce surface patterns/ textures and use them when appropriate. ● Produce larger ware using pinch/ slab/ coil techniques. ● Continue to explore carving as a form of 3D art. ● Model over an armature: newspaper frame or Modroc. ● Use recycled, natural and man-made materials to create sculptures. Use sketching to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. ● Use language appropriate to skill and technique ● *Record, observe, review, revisit, improve, mastery, design techniques, painting, materials, create, surface patterns, textures, join, construct, modelling, shape, develop, clay, slabs, coils, slips*	● Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. ● Make a slip to join to pieces of clay. ● Decorate, coil, and produce ● Model over an armature: newspaper frame for Modroc. ● Use recycled, natural and man-made materials to create sculptures. Use sketching to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. ● Adapt work as and when necessary and explain why. ● Gain more confidence in carving as a form of 3d Art. ● Use language appropriate to skill and technique. Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures Outdoor learning links ● Can join and balance natural materials when building. ● *Record, observe, review, revisit, improve, mastery, design techniques, painting, materials, create, surface patterns, textures, join, construct, modelling, shape, develop, clay, slabs, coils, slips*	● Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. ● Show experience in combining pinch, slabbing and coiling to produce end pieces. ● Develop understanding of different ways of finishing work: glaze, paint, polish ● Gain experience in modelling over an armature: newspaper frame or Modroc. ● Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. ● Use sketching Plan a sculpture through drawing and other preparatory work. ● Adapt work as and when necessary and explain why. ● Confidently carve a simple form. ● Use language appropriate to skill and technique. Compare the style of different styles and approaches: Moore, Aztec Outdoor learning links Can use natural materials to sculpt. *Record, materials, observations, review, revisit, improve, design techniques, intricate patterns, textures, malleable, clay, slabs, coils, slips, ma clay, slabs, coils, slips, materials, sculptures*	● Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. ● Model and develop work through a combination of pinch, slab, and coil. ● Work around armatures or over constructed foundations. ● Demonstrate experience in the understanding of different ways of finishing work:, paint, polish. ● Demonstrate experience in relief and freestanding work using a range of media. ● Recognise sculptural forms in the environment: Furniture, buildings. ● Use sketching to collect and record visual information from different sources. Use the sketching to plan how to join parts of the sculpture. Annotate work in sketching. ● Confidently carve a simple form. ● Solve problems as they occur. Use language appropriate to skill and technique. ● *Record, materials, observations, review, revisit, improve, design techniques, intricate patterns, textures, malleable, clay, slabs, coils, slips, ma clay, slabs, coils, slips, materials, sculptures*	Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre.
Printing (found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, lino print, mono-print, string)	a) Begin to identify forms of printing. a)Explore printing simple pictures with a range of hard and soft materials- cork, pen barrels, & sponge. b) Print onto paper (card) and textile. b) Create a repeating pattern Vocabulary – print paint ink press rubbings	a) Create a print using pressing, rolling, rubbing and stamping. b) Design and create their own printing block by making simple marks on blocks, rollers and printing palettes b) Make a repeated pattern. Vocabulary- print paint ink press rubbings pattern texture	● Print simple pictures using different printing techniques. ● Continue to explore both mono-printing and relief printing. ● Use paper to record media explorations and experimentations as well as try out ideas, plan colours ● Begin to create a repeat pattern ● Explore the work of a range of artists, craft makers and	● Increase awareness of mono and relief printing. ● Demonstrate experience in fabric printing. ● Use sketching to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. ● Expand experience in 3 colour printing.	● Use tools in a safe way ● Continue to gain experience in overlapping colours. ● Start to overlay prints with other media. ● Show experience in a range of monoprint techniques. ● Use sketching to collect and record visual information from different sources as well as planning, trying out ideas, plan colours.	● Develop ideas from a range of sources. ● See positive and negative shapes. ● Demonstrate experience in a range of printmaking techniques ● Describe techniques and processes. ● Use sketching to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work	Warhol, Hokusai, Hiroshige, Escher, Morris, Labelling, Rothenstein, Kunisada, Advertising, Bawden.

	Outdoor learning links Can print using natural materials. Artists: Chikanobu- Japanese portrait woodblock print maker	Artists: Hiroshige- Japanese woodblock print artist	designers, Outdoor learning links ● Can use natural materials to create pictures ● . ● *Create printing blocks using an impressed or relief method. Create repeating patterns. Print with two colour overlays*	● Continue to experience combining prints taken from different objects to produce an end piece. ● Create repeating patterns. ● Explore 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. ● ● *Create printing blocks using an impressed or relief method. Create repeating patterns. Print with two colour overlay*	● Explore 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. ● Demonstrate experience in combining prints taken from different objects to produce an end piece. *Create printing blocks by simplifying an initial journal idea. Use relief or impressed method. Create prints with three overlays. Work into prints with a range of media eg pens, coloured pens and paints.*	according to their views and describe how they might develop it further. Annotate work in sketching. ● Develop further experience in using more than one colour printing. ● Develop their own style using tonal contrast and mixed media.Explore 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. ● Demonstrate experience in combining prints taken from different objects to produce an end piece. ● *Create printing blocks by simplifying an initial journal idea. Use a relief or impressed method. Create prints with three overlays. Work into prints with a range of media eg pens, coloured pens and paints.*	
Textile (weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye)	a) Begin to identify different forms of textiles. Have experience in colouring textiles- printing/ fabric crayons. b) Begin to weave and understand the process and some techniques. c) Begin to identify different types and textures of fabric and materials for collage.	a) Match, sort fabrics and threads for colour, texture, length, size and shape. b) Begin stitching two pieces of fabric using more than one type of stitch. Gain confidence in threading a needle. c) Change and modify threads and fabrics by knotting, fraying, fringing, pulling threads, twisting and plaiting. c) Gain experience in applying colour with printing, dipping, fabric crayons. Create and use dyes i.e. onionskins, tea or coffee. Outdoor learning links Can weave using wool and sticks.	● Use a variety of techniques, e.g. weaving and stitching to create different textural effects ● Apply decoration using beads, buttons, feathers etc. ● Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. ● Use sketching to plan, collect and develop ideas. To record textile explorations and experimentations as well as try out ideas. ● Demonstrate experience in looking at fabrics from other countries. Outdoor learning links ● Can join natural materials together. ● *Use a variety of techniques eg printing, dyeing, weaving and stitching to create different textural effects. Match the tool to the material. Develop skills in stitching, cutting and joining.*	● Plan a design in sketching and execute it. ● Use a technique as a basis for stitch embroidery. ● Apply decoration using needle and thread: buttons, sequins. ● Use sketching to collect and record visual information from different sources. To record textile explorations and experimentations as well as try out ideas. ● Adapt work as and when necessary and explain why. ● Demonstrate experience in looking at fabrics from other countries. ● ● *Use a variety of techniques eg printing, dyeing, weaving and stitching to create different textural effects. Match the tool to the material. Develop skills in stitching, cutting and joining.*	● Use a variety of techniques, e.g., weaving and stitching to create different textural effects. ● Plan a design in sketching and execute it. Use sketching Demonstrate experience in combining techniques to produce an end piece: Embroidery . ● Change and modify threads and fabrics, Use language appropriate to skill and technique. Outdoor learning links. Can use natural materials to sculpt – i.e. willow sculptures. ● Can weave using natural materials. ● *Use fabrics to create 3D structures. Use different grades of threads and needles. Experiment with batik techniques. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.*	● Experiment with a variety of techniques exploiting ideas from sketching. ● Use a number of different stitches creatively to produce different patterns and textures. ● Work in 2D and 3D as required. ● Design, plan and decorate a fabric piece. ● Recognise different forms of textiles ● Use sketching to collect and record visual information from different sources. Use the sketching to plan how to join parts ● Adapt their work according to their views and describe how they might develop it further. Annotate work in sketching. ● Use language appropriate to skill and technique. Outdoor learning links. ● Can weave using natural materials. ● *Use fabrics to create 3D structures. Use different grades of threads and needles. Experiment with batik techniques. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.*	Ashley, Fassett, African/Indian, Adire.

Computing: KS1

Computing Area	Year 1	Year 2	Computing area	Year 3	Year 4	Year 5	Year 6
Multimedia text and images	Children can use computers to create, organise, store, manipulate and retrieve digital content. Children develop their skills in typing, selecting tools and organising information. *Key vocabulary: organise, sort, image, type, keyboard, mouse*	Children can use computers to create, organise, store, manipulate and retrieve digital content. Children develop their skills in typing, selecting tools and organising information. (keyboard skills) *Key vocabulary: organise, sort, image, type, keyboard, mouse*	Creating media	-To explain that animation is a sequence of drawings or photographs. -To relate animated movement with a sequence. -To plan an animation -To evaluate the impact of adding other media to an animation -To recognise how text and images convey information -To add content to a desktop publishing publication -To consider how different layouts can suit different purposes *Vocabulary: sequence, repetition, communicate, font, style, template, publishing, copy, paste, layout, purpose, benefits*	-To identify that sound can be digitally recorded -To use a digital device to record sound -To explain that audio can be changed through editing -To show that different types of audio can be combined and played together -To explain that digital images can be changed -To change the composition of an image -To evaluate how changes can improve an image *Vocabulary: repetition, loop, audio, edit, merge, media, composition*	-To recognise video as moving pictures, which can include audio -To identify digital devices that can record video -To capture video using a digital device -To recognise the features of an effective video -To identify that video can be improved through reshooting and editing -To identify that drawing tools can be used to produce different outcomes -To create a vector drawing by combining shapes -To group objects to make them easier to work with *Vocabulary: audio, digital device, reshoot, edit, vector*	-To review an existing website and consider its structure -To plan the features of a web page -To consider the ownership and use of images (copyright) -To recognise the need to preview pages -To outline the need for a navigation path -To recognise the implications of linking to content owned by other people -To recognise that you can work in 3D on a computer -To identify that digital 3D objects can be modified - To plan 3D model -To create a 3D model for a given purpose *Vocabulary: structure, navigation path, 3D, modify, purpose*
Multimedia sound and motion		Children begin to develop their creativity using technology through recording sounds and music making. *Key vocabulary: record, sound, music, rhythm.*	Computer systems and networks	-To identify input and output devices -To recognise similarities between using digital devices and non-digital tools -To identify the benefits of computer networks -To recognise the physical aspects of a network -To identify that digital devices have inputs, processes and outputs.	-To describe how networks physically connect to other networks -To recognise how networked devices make up the internet -To describe how content can be added and accessed on the World Wide Web -To recognise how the content of the World Wide Web is created by people -To evaluate the consequences of unreliable content	-To explain that computes can be connected together to form systems -To recognise the role of computer systems in our lives -To recognise how information is transferred over the internet - To explain how sharing information online lets people in different places work together -To contribute to a shared project online	-To explain the importance of internet addresses -To explain how data is transferred across the internet -To explain how sharing information online can help people work together -To evaluate different ways of working together online -To recognise how we communicate using technology

				-To know how devices can be connected to make networks. *Vocabulary: digital device, input, output, process, program, connection, network, network switch, server*	*Vocabulary: networks, content, evaluation, input, output,*	-To evaluate different ways of working together online *Vocabulary: connect, systems, project, share online, evaluate*	-To evaluate different methods of online communication *Vocabulary: internet address, data, transfer, evaluate, communicate*
Handling data		Children begin to explore expressing information in tables, sorting and organising information for others to understand. Children talk about different ways data can be organised. Children sort and organise information. *Children use key vocabulary. data, sort, organise, pattern, table*	Data and information	-To create questions with yes/no answers -To create a branching database -To identify objects using a branching database -To identify the object attributes needed to collect relevant data *Vocabulary: attribute, value, questions, table, objects, branching, databases, objects, order, organise*	-To explain that data gathered over time can be used to answer questions -To use a digital device to collect data automatically -To explain that a data logger collects 'data points' from sensors over time -To use collected data to answer questions *Vocabulary: data, digital, data logger, sensors*	-To use a form to record information -To compare paper and computer based databases -To apply my knowledge of a database to ask and answer real-world questions -To explain that tools can be used to select data to answer questions -To apply my knowledge of a database to ask and answer real world questions *Vocabulary: database, online tools,*	-To create a data set in a spreadsheet -To build a data set in a spreadsheet -To explain that formula should be used to produce calculated data -To apply formula to data -To create a spreadsheet to plan an event -To choose suitable ways to present data *Vocabulary: data, spreadsheet, calculate, formula*
Technology in our lives	Children begin to make links with how they use technology outside the classroom. Children recognise ways that technology is used in the home and community and take digital photographs. *Key vocabulary: photograph, camera.*	Children continue to make links with how they use technology outside the classroom. Children begin to think about the benefits of using technology in our lives. Children use links to websites to find information *Key vocabulary: website, information, search engine.*	Algorithms	- To use logical reasoning to explain how some simple algorithms work. -To detect errors in algorithms and programs *Vocabulary: algorithm, block, command, debug*	-To use logical reasoning to explain how some simple algorithms work. -To detect errors in algorithms and programs *Vocabulary: algorithm, debug, encrypted,*	-To use logical reasoning to explain how a variety of algorithms work -To detect and correct errors in algorithms and programs -To create own programme using algorithms *Vocabulary: algorithm, logical, programmes,*	-To use logical reasoning to explain how a variety of algorithms work -To detect and correct errors in algorithms and programs -To create own programme using algorithms *Vocabulary: algorithm, programmes, errors, logical*

Coding and programming	Children begin to understand what an algorithm is, how they are implemented as programs and how they are implemented as programs on digital devices. *Children use vocabulary: algorithm, instruction, order, debug, programme, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink.*	Children begin to understand what an algorithm is, how they are implemented as programs and how they are implemented as programs on digital devices. Children create, debug and use logical reasoning to predict logical behaviour of simple programmes. Children improve/change a sequence of commands by debugging (beebot link) *Children use vocabulary: algorithm, instruction, order, debug, programme, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink.*	Programming	-To explore a new programming environment (scratch) -To identify that each sprite is controlled by the commands I choose -To recognise that a series of commands can have an order -To explain simple based algorithms -To create a programme to move a sprite in four different directions -To design and create a maze based challenge *Vocabulary: program, sprite, algorithm, command, repetition, sequence,*	-To develop the use of count-controlled loops in a different programming environment -To explain that in programming there are infinite loops and count controlled loops -To develop a design which includes two or more loops which run at the same time -To modify an infinite loop in a given programme -To design a project that includes repetition -To create a project that includes repetition *Vocabulary: programme, loops, infinite, modify, project, repetition*	-To control a simple circuit connected to a computer -To write a program that includes count-controlled loops -To explain that a loop can stop when a condition is met -To design a physical project which includes selection -To create a controllable system which includes selection -To explain how selection is used in computer programs -To explain how selection directs the flow of a program -To evaluate their programs for effectiveness *Vocabulary: circuit, loop, project, selection, flow, evaluate*	-To define a 'variable' as something that is changeable -To explain why a variable is used in a program -To choose how to improve a game by using variables -To design a project that builds on a given example -To use their design to create a project -To evaluate their project - To create a programme to run on a controllable device -To explain that selection can control the flow of a program -To use a conditional statement to compare a variable to a value -To design a project that uses inputs and outputs on a controllable device *Vocabulary: variable, program, project, evaluate, device, flow, input, output*
Online safety	Children can use technology safely and respectfully, keeping personal information private. Children identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. *Children use vocabulary: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, key, question, tell, safe, share, stranger, danger, internet.*	Children can use technology safely and respectfully, keeping personal information private. Children identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. *Children use vocabulary: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, key, question, tell, safe, share, stranger, danger, internet.*	Online safety	Self-image and identity online relationships online reputation Online bullying privacy and security copyright and ownership managing online information	Self-image and identity online relationships online reputation Online bullying privacy and security copyright and ownership managing online information	Self-image and identity online relationships online reputation Online bullying privacy and security copyright and ownership managing online information	Self-image and identity online relationships online reputation Online bullying privacy and security copyright and ownership managing online information

Design and Technology - BPP Knowledge and Skills Curriculum

	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Developing, planning Communicating Ideas (**Covered once a year)**	**Developing, planning and communicating ideas** a) Think of some ideas of their own b) Select and name tools. b) Explain what they want to do c) Use pictures and words to plan **Working with tools, equipment, materials and components to make quality products** a) Describe what they are making with their tools. b) Explain which tools they are using. *Vocabulary:* *I have chosen ……because… When I…….because… After I……. How ? Why? Where? When?*	**Developing, planning and communicating ideas** a) Think of ideas and plan what to do next. b) Choose the best tools, materials and techniques. b) Give a reason why these are best for them. c) Describe their design by using pictures, diagrams, models and words **Working with tools, equipment, materials and components to make quality products** a) Describe how they join things (materials/ components) together in different ways. b) Select appropriate techniques and describe order of employing these when making their products. *Vocabulary:* *I……because…… When I …..because…… After I…… The…….because…… We/They……because…… How…….* *Why… Where… When…*	• Investigate similar products to the one to be made to give starting points for a design • Draw/sketch products to help analyse and understand how products are made • Begin to think ahead about the order of their work and decide upon tools and materials • Plan a sequence of actions to make a product • *Design Criteria Product Attractive Step by step plan Order Equipment Tools Describe Labelled Sketch Realistic*	• Investigate similar products to the one to be made to give starting points for a design • Draw/sketch products to help analyse and understand how products are made • Think ahead about the order of their work and decide upon tools and materials • Plan a sequence of actions to make a product • Record the plan by drawing (labelled sketches) or writing • Develop more than one prototype or adaptation of an initial design • Propose realistic suggestions as to how they can achieve their design ideas • Add notes to drawings to help explanations • *Influence Designers Produce Plan Explain Persevere Adapt Original Communicate Idea/s Sketch Draw Annotated Suggest Improvements*	• Investigate products/images to collect ideas • Sketch and model alternative ideas • Develop one idea in depth • Plan the sequence of works • Record ideas using annotated diagrams *cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design* • *Range of ideas Collect information Different sources Produce Detailed Step by step plan Explain Appeal Specific audience Product Design Pulleys Gears Users view Suggest Alternative plans Positives Drawbacks*	• Investigate products/images to collect ideas • Sketch and model alternative ideas • Develop one idea in depth • Plan the sequence of works • Record ideas using annotated diagrams *cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design* • Make prototypes & pattern pieces • Use found information to inform decisions • Draw plans which can be read/followed by someone else • Use correct technical vocabulary • *Use Market research Inform Plans/planning Ideas Follow Refine Justify plan Convince Culture Society Designs Constraints Relation to audience*
Food/cooking (**Covered once a year)**	a) Wash their hands and make sure that surfaces are clean. b) Begin to use tools to peel, chop, slice and grate foods. c) Describe the texture of foods. c) Think of interesting ways of decorating food they have made, e.g., cakes. Outdoor learning links • Can make a simple drink/snack. i.e. toasted marshmallows. *Vocabulary:*	a) Know what it means to be hygienic and how to prepare simple dishes safely and hygienically, without using a heat source. b) Use techniques such as cut, peel and grate with greater confidence and independence. c) Describe the properties of the ingredients they are using. Outdoor learning links • Can make a simple snack i.e. toast. *Vocabulary:*	• 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. . • Develop sensory vocabulary/knowledge using, smell, taste, texture and feel • Analyse the taste, texture, smell and appearance of a range of predominantly savoury foods • Read and follow the instructions more independently • Make healthy eating choices from and understanding of a balanced diet • Work safely and hygienically	• 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. . • Develop sensory vocabulary/knowledge using, smell, taste, texture and feel • Analyse the taste, texture, smell and appearance of a range of foods • Read and follow instructions • Make healthy eating choices from and understanding of a balanced diet • Join and combine a range of ingredients e.g. snack foods	• Prepare food products taking into account the properties of ingredients and sensory characteristics • Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing. • Weigh and measure using scales • Cut and shape ingredients using appropriate tools and equipment e.g. grating independently • Join and combine ingredients appropriately e.g. beating, rubbing in • Decorate appropriately • Show awareness of a healthy diet from an understanding of a balanced diet • Work safely and hygienically • prepare and cook a variety of predominantly savoury dishes	• Prepare food products taking into account the properties of ingredients and sensory characteristics • Work safely and hygienically • Select and prepare foods for a particular purpose • Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing. • Weigh and measure using scales • Cut and shape ingredients using appropriate tools and equipment e.g. grating • Join and combine ingredients appropriately e.g. beating, rubbing in • Decorate appropriately • Work safely and hygienically • Show awareness of a healthy diet from an understanding of a balanced diet

	Cutting, peeling, chopping, slicing, soft, hard, crunchy, sweet, sour, ingredients	*Chopping, dicing, slicing, grating, squeezing, bitter, savoury, sweet, nutritious, seed, pip, core, tasting,*	• Measure and weigh ingredients appropriately more independently • Understand how to feed themselves and others affordably. Outdoor learning links *Healthy & Varied Diet: Texture, taste, appearance, preference, greasy, moist, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested* • Can make a simple snack i.e. toast • 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. .	• Work safely and hygienically • Measure and weigh ingredients appropriately prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Understand how to feed themselves and others affordably. Outdoor learning links. • Can cook on an open fire. • *Healthy & Varied Diet: Texture, taste, appearance, preference, greasy, moist, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested*	using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. • Understand how to feed themselves and others affordably. Outdoor learning links • Can build and use a fire. I can tend to it safely. *Celebrating Culture & Seasonality: Ingredients, yeast, dough, wholemeal, unleavened, baking soda, spice, herbs, carbohydrate, sugar, fat, protein, vitamins, nutrients, gluten, allergy, intolerance, savoury, seasonality, pour, mix, knead, whisk, beat, combine, fold, rubbing in*	• 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. • Understand how to feed themselves and others affordably. • Outdoor learning links. Can start a fire without matches. • Can prepare and cook a meal outdoors. • *Celebrating Culture & Seasonality: Ingredients, yeast, dough, wholemeal, unleavened, baking soda, spice, herbs, carbohydrate, sugar, fat, protein, vitamins, nutrients, gluten, allergy, intolerance, savoury, seasonality, pour, mix, knead, whisk, beat, combine, fold, rubbing in*
Textiles **(Covered once a year)**	a) To know what a template is. a) Describe how different textiles feel. b) Use a range of tools E.g. scissors and a hole punch safely. (Use template to cut out FELT shapes) c) Make a product from textiles by weaving. c) Decorate a product by glueing. *Vocabulary:* *Pattern, join, mark out, decorate, running stitch, needle, fabric.*	a) Know why designers use templates. a) Explain why they chose a certain textile. b) Assemble, join and cut materials in order to make a product using glue, staples, stitches and tape. b) Measure and cut with accuracy. c) Make a simple garment by cutting, shaping and joining fabrics using basic sewing techniques. Outdoor learning links Can weave using wool and sticks. *Vocabulary:* *Template, quality, suitable, features, dye, overstitch, design, fray, mock-up, seam.*	• Colour fabrics using printing • Use appropriate decoration techniques (glued or simple stitches) • Join fabrics using running stitch, over sewing • Explore fastenings and recreate some e.g. sew on buttons *Fastening, compartment, zip, finishing technique, function, prototype, back stitch, felted, woven, knitted, bonded*.	• Use appropriate decoration techniques e.g. appliqué(glued or simple stitches) • Join fabrics using running stitch, over sewing, cross stitch • Thread own needle • Create a simple pattern • Understand the need for patterns# • *Aesthetics, seam allowance, pinning, embroidery, back/blanket/cross stitch*	• Understand seam allowance • Create 3D products using pattern pieces and seam allowance • Understand pattern layout • Decorate textiles appropriately often before joining components • Join fabrics using over sewing, back stitch, blanket stitch *Outdoor learning links.* *Can use natural materials to sculpt i.e. willow.* *back/blanket/cross stitch.* *Specification, tacking, working drawing, clasp, pinking shears, design criteria, hem, reinforce, stem stitch, satin stitch, tie dye.*	• Create 3D products using pattern pieces and seam allowance • Understand pattern layout • Decorate textiles appropriately often before joining components • Join fabrics using a variety of all stitches taught • Combine fabrics • *Applique, annotate, evaluate, innovation, functionality, renewable, authentic, chain stitch*
Construction/Woodwork **(Covered once a year)**	a) Know the difference between fixed and free moving axels. b) Use simple methods to fix wheels and axels to a product. c) Make simple plans before making objects, e.g. drawings, arranging pieces of construction before building.	a) Know how to operate sliders and levers. b) Use and join a range of materials (tubes, dowel, cotton reels) together to create models with wheels and axles- glue, tape, glue gun (w/ adult supervision).	• Create shell or frame structures, strengthen frames with diagonal struts • Make structures more stable by giving them a wide base • Prototype frame and shell structures with 90 degree joins • Use glue gun with close supervision	• Create shell or frame structures, strengthen frames with diagonal struts • Make structures more stable by giving them a wide base • Prototype frame and shell structures • Use glue gun INDEPENDENTLY	• Use bradawl to mark hole positions • Use hand drill to drill tight and loose fit holes • Cut strip wood, dowel, square section wood accurately to 1mm • Join materials using appropriate methods • Incorporate motor and a switch into a model Outdoor learning links.	• Join materials using appropriate methods • Use a cam to make an up and down mechanism. • Build frameworks using a range of materials e.g. wood, card corrugated plastic to support mechanisms •

	c) Make a product that moves with constructions kits (bricks, blocks and Lego) which contain free running wheels d) Describe the materials using different words. d) Say why they have chosen moving parts. Outdoor learning links Can join natural materials from outside. *Vocabulary:* *Wheel, axel, fixed, free, design, make, cutting, joining, dowel, body, cab, shaping, moving*	c) Plan and develop their own ideas from initial starting points. c) Make a product using different mechanisms to create different types of movement. d) Describe the materials used to make structures stronger, stiffer and more stable. Consider how to improve their construction. Deconstruct and construct nets in the form of boxes to use in making models *Vocabulary:* *Mechanism, lever, slider, slot, pivot, guide/bridge, masking tape, fastener, pull/push, down, straight, work, design, evaluate, purpose*	Outdoor learning links. Can tie simple knots. *Levers & linkages: Loose/fixed pivot, system, input, process*	Outdoor learning links. Can join/balance natural materials. Can tie secure knots. *Levers & Linkages: Loose pivot, fixed pivot, system, input, process, output, linear, rotary, reciprocating, innovative, appealing, linkage, oscillating*	Can construct for different purposes outside. Can join and cut wool. Can tie knots for different purposes. *Pulleys or Gears: Pulley, gear, driver, follower, rotation, motor, belt, spindle, motor, circuit, switch, ratio, transmit, annotated drawings, exploded diagrams, functionality*	• *Pulleys or Gears: Transmit, annotated drawings, exploded diagrams, functionality* *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design* *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*
Sheet Materials **(To be covered once a year)**	• Fold, tear, cut, curl paper and card • Roll paper to create tubes • Cut along lines, straight and curved • Use hole punch and staples. • Insert paper fasteners for card linkages	• Create hinges • Use simple pop ups • Investigate strengthening sheet materials • Investigate joining temporarily, paper clips, fixed staples and moving split pins.	• Cut slots • Cut internal shapes by folding sheet paper/card etc • Use and explore complex pop ups • Create nets from templates • *Structure Shell structure Scoring Tabs Adhesive Assemble Accurate Junior Hacksaw*	• Cut slots • Cut internal shapes • Use lolly sticks/card to make levers and linkages • Use linkages to make movement larger or more varied. • Use and explore complex pop ups • Create nets from templates • *Structure Shell structure Scoring Tabs Adhesive Assemble Junior hacksaw*	• Cut slots • Cut accurately and safely to a marked line • Join and combining materials with temporary, fixed or moving joinings • *Structure Frame Stiffen Reinforce Triangulation Stability Temporary Permanent Specification*	• Cut slots • Cut accurately and safely to a marked line • Join and combine materials with temporary, fixed or moving joinings • Create own nets using rulers and join • *Structure Frame Stiffen Reinforce Triangulation Stability Temporary Permanent Specification*
Evaluation **(To be covered once a year, or more if relevant)**	a) Describe how something works. Say what they like and do not like about products. b) Talk about their own work and things that other people have done. *Vocabulary:* *I found….hard/easy because…* *I like / dislike because... I feel that…..next time. I could… In my opinion……because…*	a) Explain what went well with their work. Say what they like / not like about their own products. b) If they did it again, explain what they would improve. *Vocabulary:* *Next time I could…… I found…….hard/easy because… I like / dislike…because… It was interesting because… I like this because…… I like the part where… because… What I found hard about this work was…… I found this piece of work hard/easy because…*	• Identify the strengths and weaknesses of their design ideas • Decide which design idea to develop • Consider and explain how the finished product could be improved • Discuss how well the finished product meets the design criteria and how well it meets the needs of the user. • Understand how key events and individuals in design and technology have helped shape the world • *Explain How Improve Know Why Has been successful Has not been successful Change Make design even better if…*	• Identify the strengths and weaknesses of their design ideas • Decide which design idea to develop • Consider and explain how the finished product could be improved • Discuss how well the finished product meets the design criteria and how well it meets the needs of the user. • *Evaluate Suggest Improve Purpose Appearance Altered Check/ing Successful*	• Use the design criteria to inform their decisions about ways to proceed • Justify their decisions about materials and methods of construction • Reflect on their work using design criteria stating how well the design fits the • needs of the user • Identify what does and does not work in the product. • Make suggestions as how their design could be improved • *Suggest Alternative plans Positive features Drawbacks Evaluate Appearance Function Original criteria Check/ing Best it can be Fit for purpose Strong Explain Refine Test*	• Use the design criteria to inform their decisions about ways to proceed • Justify their decisions about materials and methods of construction • Reflect on their work using design criteria stating how well the design fits the needs of the user • Identify what does and does not work in the product. • Make suggestions as how their design could be improved • *Test Evaluate Explain How Know Clear criteria Decide Fit for purpose Improve Evaluate resources Justify Selected materials*

History - BPP Knowledge and Skills Curriculum

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Areas of study	- Events beyond living memory that are significant nationally or globally **Bonfire Night** **Remembrance** **Introduction of the steam train** **Victorian Seaside** The lives of significant individuals in the past who have contributed to national and international achievements. **Queen Victoria** **Amelia Earhart** **Bessie Coleman** **Amy Johnson** - Significant historical events, people and places in their own locality. **Wolverton - the first Railway Town**	- Changes within living memory. **Communication Now and Then** The development of the telephone, introduction of the internet - Events beyond living memory that are significant nationally or globally **Bonfire Night** **Remembrance** **Explorers** **Great Fire of London** The lives of significant individuals in the past who have contributed to national and international achievements. **Ibn Battuta** **Nellie Bly** **Samuel Pepys** **Louis Braille** **Alexander Graham Bell**	- Changes in Britain from the Stone Age to Iron Age. - A local history study. - The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study e.g. Ancient Egypt Stone Age Egyptians	- A study of an aspect or theme in British history that extends pupils' chronological knowledge between 1066. - A study about a key historical figure. - A non – European society that provides contrasts with British history. - The roman empire and its impact on Britain. WW2 Romans	- The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor. -Ancient Greece – a study of Greek life and achievements and their influence on the western world. Vikings British and world history Ancient Greece	- An extended study of an aspect or theme in British history. Crime and punishment Industrial revolution
Vocabulary Progression Related to historical skills and the passing of time. Previous year's vocabulary will still be used but the new words will be introduced each year. Individual topics will have their own specific vocabulary.	day, week, month, year objects then / now evidence order modern in the past / present important event change	century, decade artefacts reliable sequence impact similarities differences compare chronological significant within living memory beyond living memory	BC/AD decade ancient century period settlement invasion archeologists excavate historian chronology modern	recent history historical argument point of view accuracy BC/AD decade century period settlement invasion archeologists excavate historian chronology modern	recent history historical argument point of view accuracy BC/AD decade century period settlement invasion archeologists excavate historian chronology comparison hypothesis influence	recent history historical argument point of view accuracy BC/AD decade century period settlement invasion archeologists historian chronology propoganda crime punishment summarise evaluate
Chronological understanding	- Understand the different between events that have happened past and present. -Sequence events or objects in chronological order. -Begin to use a timeline to order events.	- Use a timeline to place significant events. - Know and understand how people's lives have shaped from past to present and how Britain has been influenced by the wider world. - Use key vocabulary in discussions.	- Place the time period studied on a timeline. - Sequence events and artefacts using evidence to support. - Understand that a timeline can be divided into BC and AD	- Place events from periods studied on a time line. - Describe the main changes in a period in history. - Understand and use BC and AD when discussing and ordering events.	- Place current study on a timeline and compare it to other times studied. - Make comparisons between different times in history. - Describe the main changes in a period of history.	- Use relevant dates and terms linked to areas of study. - Identify and compare changes within and across areas studied. - Understand that some significant events occurred concurrently.
Knowledge and understanding of events, people and changes in the past	- Recall some facts about significant people and events before living memory. - Begin to discuss why people may have acted in a certain way. - Recognise the difference in past and present in their lives and in others.	- Use information to describe the past. - Recount main events from significant historical events. - Use evidence from historical artefacts to give and explain reasons why people acted the way they have.	- Use evidence to explore different areas of past life. - Look at everyday lives of people in time studied and compare with lives presently. -Study changes through the lives of significant individuals.	- Use evidence to reconstruct life in time periods studied, - Use evidence to describe how people lived and their civilisations in the past.	- Study different aspects of different people. - Compare life in early and late periods of time studied. - Choose reliable sources of information to find out about the past. - Use evidence to back up discussions.	-Choose reliable sources of information to find out about the past. - give reasons why changes may have occurred, backed up with evidence. - make links between some of the things studied from the past societies.

Historical interpretation	- Begin to look at different ways to represent the past.	- Begin to identify different ways to represent the past.	- Identify and give reasons for different ways in which the past is represented. - Explore the idea that there are different accounts of history and begin to evaluate usefulness of sources.	- To look at different versions of the same event and identify similarities and differences between them. - Begin to evaluate the usefulness of different sources.	- Compare accounts of events from different sources. - Begin to offer some reasons for different versions of events. - Understand how different evidence can lead to different conclusions (propaganda).	- Link sources together to discuss how conclusions occurred. - Evaluate evidence to choose the most reliable form. - Understand how peoples point of view can affect interpretation.
Historical enquiry	- Answer simple questions about events in the past using a range of artefacts and resources.	- Using artefacts to begin to answer questions about the past. - To begin to ask questions about different historical artefacts	- Use a range of sources to find out about a period of time. - Use a range of sources and evidence to find out about the past. - Ask questions about past events.	- Use evidence to build up a picture of past events. - Ask appropriate questions about events and objects to further understanding.	- Use evidence to build a picture of a past event. - Choose reliable sources of evidence to answer questions.	- Choose reliable sources of evidence to answer question. - Pose questions to investigate aspects of history. - recognise primary and secondary sources.
Organisation and communication	- Sort events or objects into specific groups. - Use timelines to order events and place significant people. - Communicate their understanding in different ways such as role play, writing, presentations etc.	- Describe significant people and events in history. - Use timelines to order events and place significant people. - Communicate ideas and understanding about the past in different ways.	- Communicate ideas about the past in different formats. - Use ICT to gather information to support their learning.	- Communicate ideas about the past in different formats. - Use ICT to gather information to support their learning.	- Recall, select and organise historical information. - Communicate their own knowledge and understanding.	- Select and organise information to produce structured work. - Communicate ideas about the past using different genres of writing.

Geography – BPP Knowledge and Skills Curriculum

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge **UK**	• Recap that we live in Milton Keynes and that our school is in DB/ Conniburrow. • Name and locate the four countries and capital cities of the United Kingdom.	• (Recap)Name, locate and New: identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	• Name and locate the four countries and capital cities of the United Kingdom. (Recap) • Name and locate the counties and main cities of the England.	• Name and locate the counties and main cities of the United Kingdom and geographical regions. • Locate and name the main counties and cities in/around Milton Keynes and Buckinghamshire.	• Name and locate the counties and cities of the United Kingdom. (Recap) • Identify human and physical characteristics of the counties of the UK. • Compare two different regions in the UK, rural and urban. • Identify the position and significance of latitude/ longitude, the Greenwich Meridian - **link with Science - time zones, night and day.**	• Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers of the UK. • Linking with History, compare land use maps of the UK from the past with the present.
Locational Knowledge **UK** **Vocabulary**	*England, Scotland, Wales, Northern Ireland,* *United Kingdom* *London, Edinburgh, Cardiff, Belfast* *town, village, city* *flags, rose, daffodil, thistle and shamrock*	*RECAP* *England, Scotland, Wales, Northern Ireland,* *United Kingdom* *London, Edinburgh, Cardiff, Belfast* NEW *North Sea, English Channel, Irish Sea, Atlantic Ocean* *Earth, globe, continent, country, ocean, rivers, lochs, coastline, mountains*	*RECAP* *England, Scotland, Wales, Northern Ireland,* *United Kingdom* *London, Edinburgh, Cardiff, Belfast* NEW *County - counties of England* *County names (48)* *City - cities*	*RECAP* *England, Scotland, Wales, Northern Ireland,* *United Kingdom* *London, Edinburgh, Cardiff, Belfast* *County - counties of England* *County names (48)* *City - cities* NEW *County - counties of the UK* *County or district names* *City - cities* *Human features of the UK - county - counties - city - cities - town - village* *Physical features of the UK - hills, mountains, rivers, seas, coast*	*RECAP* *England, Scotland, Wales, Northern Ireland,* *United Kingdom* *London, Edinburgh, Cardiff, Belfast* *County - counties of the UK* *County or district names* *City - cities* NEW *Human features of the UK - county - counties - city - cities - town - village urban* *Physical features of the UK - hills, mountains, rivers, seas, coast, rural*	*RECAP* *Human features of the UK - county - counties - city - cities - town - village urban* *Physical features of the UK - hills, mountains, rivers, seas, coast, rural* NEW Coastal erosion *Land use patterns* *Latitude* *Longitude* *Greenwich Meridian* *Time zones*

Locational Knowledge **World**	• Children to find out and share where their families are from and the teacher to locate these places on a map.	• Name and locate the world's seven continents and five oceans • Locate and name where children's families are from (Recap) Which continent?	• Name and locate the world's seven continents and five oceans. (Recap) • Locate the main countries of Europe including Russia • Locate and name where children's families are from (Recap) – discuss language/food	• Name and locate the world's seven continents and five oceans. (Recap) • Locate the ***main*** countries of Europe including Russia. (Recap) • Identify ***main*** capital cities of Europe • On a world map, locate areas of similar environmental regions, either desert, temperate forests or grasslands • Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn • Locate and name where children's families are from – discuss language/food. (Recap)	• Name and locate the world's seven continents and five oceans. (Recap) • Locate ***all*** the countries of Europe including Russia. and their capital cities • Locate the ***main*** countries capital cities of North and South America • Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. (Recap) • Locate and name where children's families are from (Recap) - discuss language/food/climate/ geographical features.	• Name and locate the world's seven continents and five oceans. (Recap) • Locate ***all*** the countries of Europe including Russia. and their capital cities • Locate the ***main*** countries in Africa, Asia and Australasia/Oceania. • Choose one country from Africa, Asia or Oceania - identify physical and human features, climate, environment, main cities • Locate and name where children's families are from (Recap) – discuss language/food/climate/ geographical features (similarities/differences). (Recap)
Locational Knowledge **World** **Vocabulary**	**NEW** ***Map, atlas, United Kingdom, the world, globe, countries, cities, towns.***	***NEW*** ***Europe, North America, South America, Oceania/Australasia, Asia, Africa, Antarctica*** ***Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, Atlantic Ocean*** ***Different country names from around the world (children's families)***	***RECAP*** ***Europe, North America, South America, Oceania/Australasia, Asia, Africa, Antarctica*** ***Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, Atlantic Ocean*** ***Different country names from around the world (children's families)*** ***NEW*** ***Names of main European Countries (10) including countries children have been to on holiday or their families come from)***	***RECAP*** ***Europe, North America, South America, Oceania/Australasia, Asia, Africa, Antarctica*** ***Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, Atlantic Ocean*** ***Different country names from around the world (children's families)*** ***Names of main European Countries (10) including countries children have been to on holiday or their families come from)*** ***NEW*** ***European main capital city names*** ***Desert areas*** ***Temperate forest areas*** ***Grasslands*** ***Equator, northern hemisphere, southern hemisphere, Tropic of Cancer, Tropic of Capricorn***	***RECAP*** ***Europe, North America, South America, Oceania/Australasia, Asia, Africa, Antarctica*** ***Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, Atlantic Ocean*** ***Different country names from around the world (children's families)*** ***Names of all European Countries and their capital cities*** ***Equator, northern hemisphere, southern hemisphere, Tropic of Cancer, Tropic of Capricorn*** ***NEW*** ***Main countries and capital cities of North and South America***	***RECAP*** ***Europe, North America, South America, Oceania/Australasia, Asia, Africa, Antarctica*** ***Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, Atlantic Ocean*** ***Different country names from around the world (children's families)*** ***Names of all European Countries and their capital cities*** ***NEW*** ***One country from either Africa, Asia or Oceania - physical and human features, climate, environment***

Place Knowledge	Understand the human and physical geographical features of a small area of the United Kingdom (Downs Barn / Conniburrow). **Outdoor learning links** Have an understanding of the local environment – local area walks (recap)	Understand geographical similarities and differences through studying the human and physical geography of : - Compare Milton Keynes with a non-European country. Graph knowledge - block graph and pictograms- cross curricular Maths to be taught in Autumn 1 to ensure ch can access the information On the walks around the local area identify the human and physical features in MK. **Outdoor learning links** Have an understanding of the local environment – local area walks (recap)	Understand geographical similarities and differences through studying the human and physical geography of : a small area of the United Kingdom with a region in Europe. **Link with Rocks – Science topic (Year 3)** **Link with Maths – reading bar charts – Summer 2** **Outdoor learning links** Have an understanding of the local environment – local area walks (recap)	Understand geographical similarities and differences through studying the human and physical geography of : a small area of the United Kingdom with a region in Europe. Link with Rocks – Science topic (Year 3) Link with Maths - readings bar charts ***RECAP*** and line graphs – Summer 2 **Outdoor learning links** Have an understanding of the local environment – local area walks (recap)	Understand geographical similarities and differences through studying and comparing the human and physical geography of : - a small area of the UK with a region in North or South America with significant differences and similarities. e.g. link to Fairtrade of bananas in St Lucia (Rainforest Topic), **Outdoor learning links** Have an understanding of the local environment – local area walks (recap)	Understand geographical similarities and differences through studying and comparing the human and physical geography of : a small area of the UK with a region in either Africa, Asia or Australasia/Oceania with significant differences and similarities. Understand some of the reasons for similarities and differences. **Outdoor learning links** Have an understanding of the local environment – local area walks (recap)
Place Knowledge **Vocabulary**	***Human features: Conniburrow, Milton Keynes, Germander Park School, Downs Barn School, Southwood School, landmarks, shops, road, path, crossings, telephone box, post box, friendship park, lamp posts*** ***Physical: Forest, hills, grass, leaves, bushes, weeds*** ***beach, cliff, coast, ocean, sea***	***Conniburrow / Downs Barn, Milton Keynes, England, Great Britain, Trinidad and Tobago, Caribbean, North America*** ***RECAP some words and introduce new vocab*** ***key physical features, including: beach, cliff, coast, forest/ woodland, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather*** ***key human features, including: city, town, village, factory, farm, house, office, port, harbour, canal and shop***	***physical features*** ***human - man-made features landscape*** ***land use - agriculture, housing, industrial, business***	***RECAP*** ***physical features*** ***human - man-made features landscape*** ***land use - agriculture, housing, industrial, business*** ***NEW*** ***population, land use - retail***	***RECAP*** ***physical features*** ***human - man-made features landscape*** ***land use - agriculture, housing, industrial, business, retail*** ***population*** ***NEW*** ***flora, fauna, currency, language, custom, traditions, landmarks***	***RECAP*** ***physical features*** ***human - man-made features landscape*** ***land use - agriculture, housing, industrial, business, retail*** ***population, flora, fauna, currency, language, custom, traditions, landmarks*** ***similarity - difference***

Human and Physical Geography	• Identify seasonal and daily weather patterns in the United Kingdom.
	• Know that there are hot and cold areas of the world.
	• Use basic geographical vocabulary to refer to:
	  ○ **key physical features,** including: forest, hill, mountain, soil, valley, vegetation,
	• **key human features**, including: city, town, village, factory, farm, house, office.
	Outdoor learning links
	Have seasonal knowledge – observing changes.
		• Identify seasonal and daily weather patterns in the United Kingdom. (Recap)
		• Keep a daily record on a daily calendar and turn into pictogram in summer term.
		• (Recap) Identify the location of hot and cold areas of the world New: in relation to the Equator and the North and South Poles. (Science link to Habitats)
		• Use basic geographical vocabulary to refer to:
		  ○ **key physical features**, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
		• **key human features**: city, town, village, factory, farm, house, office, port, harbour and shop
			Describe /understand key aspects of:
			• **Physical geography** including: rivers, mountains, hills, valleys, soil, vegetation, seasons, weather.
			• **Human geography** including: types of settlement and land use, economic activity and trade links.
			
			Link to the UK.
				Describe /understand key aspects of:
				• **Physical geography** including: rivers and the water cycle, mountains, volcanoes and earthquakes.
				• **Human geography** including: types of settlement and land use, economic activity and trade links.
				
				Link to outside UK (Europe)
					Describe /understand key aspects of:
					• **Physical geography** climate zones, biomes
					• **Human geography** including: types of settlement now and in Viking and Saxon Britain (History link), distribution of natural resources (energy, food, minerals, water).
						Describe /understand key aspects of:
						• **Physical geography** including biomes and vegetation belts, plate tectonics and the ring of fire.
						• **Human geography** including: distribution of natural resources focussing on energy and then the
						• fair/unfair distribution of other resources (Fairtrade).

Human and Physical Geography **Vocabulary**	*Hot, cold, weather, warm, cool, sunny, cloudy, wind, rain, sun, fog, snow, warmer, colder, sunnier, rainier, snowier, seasons, autumn, winter, summer, spring, predict, forest, hill, farm, house. mountain, soil, office, factory, farm, shop.* *Climate, similar, different, changeable, blizzard, hurricane, North Pole, South Pole*	*Town village, factory, port, island, shore harbour, transport, route, north, south, east, west beach, cliff, coast, ocean, valley, vegetation, equator, tropics, climate, continent Hot, cold, hotter, colder, Equator, North Pole, South Pole, weather patterns, global warming Predict, compare, contrast, similarities, differences, locality, identify, observe*	*RECAP* *Year 2 vocabulary* *NEW* *rivers, mountains, hills, soil, vegetation, seasons, weather, climate*	*RECAP* *rivers, mountains, hills, soil, vegetation, seasons, weather, climate* *NEW* *water cycle - evaporate, condensate, precipitation* *volcano - mantle, core, magma, active, dormant, extinct, earthquake*	*RECAP* *weather, climate* *NEW* *deforestation, environmental disaster, climate zones, biomes* *settlements, natural resources*	*RECAP* *climate zones, biomes* *NEW* *plate tectonics, ring of fire* *energy* *fair/unfair distribution of natural resources* *Fairtrade* *import, export, tourism*
Geographical Skills and Field work	• Use world maps, atlases and globes to identify the United Kingdom and its countries. • Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of our local area and environment.	• Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the 7 continents • 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 compass directions (North, South, East and West). - link with maths and computing • Use locational and directional language [near and far; left and right], to describe the location of features and routes on a map. - link with maths and computing **Outdoor learning links** Can follow a map – local area walk following a map.	• **Use** maps, atlases and globes and to locate countries and describe features studied (Europe). • **Learn about** : ➔ 8 points of a compass - link with Maths - recap ➔ 2 figure grid reference - link with Maths - new ➔ basic symbols and keys (simplified Ordnance Survey maps) • **Local fieldwork** - observe and record the human and physical features in our local area (sketch maps) • **Show** route for school trips (walking and coach) using maps (OS and Google Earth/Maps. **Outdoor learning links** Can carry out simple fieldwork.	• **Use** maps, atlases and globes and to locate countries and describe features studied (Europe). • **Use** : ➔ 8 points of a compass link with Maths - recap ➔ 4 figure grid reference - link with Maths - Summer 2 - new ➔ basic symbols and keys (simplified Ordnance Survey maps) • **Local fieldwork** - observe and record the human and physical features in our local area (sketch maps and plans). • **Find** route for school trips (walking and coach) using maps (OS and Google Earth/Maps. **Outdoor learning links** Can use natural navigation.	• **Use** maps, atlases and globes and to locate countries and describe features studied (Europe/ North/South America) . • **Use :** ➔ 8 points of a compass - - link with Maths ➔ 4 figure grid reference - link with Maths - Summer 1 - new ➔ symbols and keys (Orrdnance Survey maps) to build their knowledge of the United Kingdom in the past and present. • **Local fieldwork** - observe and record the human and physical features in our local area (sketch maps, plans and graphs). • **Describe** route for school trips (walking and coach) using maps (OS and Google Earth/Maps. **Outdoor learning links** Can draw a map of the local area using symbols.	• **Use** maps, atlases and globes and to locate countries and describe features studied (Recap) • **Use :** ➔ 8 points of a compass - - link with Maths ➔ 6 figure grid reference - link with Maths - new ➔ symbols and keys (Orrdnance Survey maps) • **Local fieldwork** - observe and record the human and physical features in our local area (sketch maps, plans and graphs). (Recap) • **Plot** route for school trips (walking and coach) using maps (OS and Google Earth/Maps. **Outdoor learning links** Can draw maps using symbols.
Geographical Skills and Field work **Vocabulary**	*Map, key, near, far, distance, school, village, town, city* *Direction, compass, address, countryside, travel, fieldwork, observe, route, Locate, describe, features, observe, look, watch, measure, record, draw, write, sketch, plan, graph, chart, tally* *Aerial view, landmark, atlas, globe, map*	*Map, atlas, key, globe, farm, symbol* *Compass, location, north, east, south, west, near far, left right.* *Physical features, human features*	*RECAP* *map, atlas, globe,* *north, south, east, west, north east, north west, south east, south west* *NEW* *coordinate, grid reference, symbols, key, sketch map, aerial view, feature, landmark, distance, land use, Ordnance Survey*		*RECAP* *map, atlas, globe,* *north, south, east, west, north east, north west, south east, south west* *coordinate, grid reference, symbols, key, sketch map, aerial view, feature, landmark, distance, land use, Ordnance Survey* *NEW* *scale, measure, graph, legend*	

Languages – BPP Knowledge and Skills Curriculum

	Year 3	Year 4	Year 5	Year 6
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on a familiar language.	Understand longer passages in the foreign language and start to decode the meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries. Use a bilingual dictionary to look up new words.
Writing	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age. Begin to spell some commonly used words correctly	Write a short paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a short text on a familiar topic, adapting language already learnt. Learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives E.G. about a healthy lifestyle, describing in the classroom, or about the weather.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like…' 'I play…' 'I am called…'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have…' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

Music – BPP Knowledge and Skills Curriculum

KS1 Topic	Year 1	Year 2	KS2 Topic	Year 3	Year 4	Year 5	Year 6
Singing	Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. Begin with simple songs with a very small range, mi-so, and then slightly wider. Sing a wide range of call and response songs, control pitch and match the pitch they hear with accuracy.	Sing songs regularly with a pitch range of do-so with increasing vocal control. Sing songs with a small range, pitching accurately. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).	Singing	Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression. Perform forte and piano, loud and soft. Perform actions confidently and in time to a range of action songs. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Perform as a choir in school assemblies.	Continue to sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. Perform a range of songs in school assemblies.	Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Perform a range of songs in school assemblies and in school performance opportunities.	Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
Listening	Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music being listened to, sung and played.	Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music being listened to, sung and played.	Listening	Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music being listened to, sung and played.	Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music being listened to, sung and played.	Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music being listened to, sung and played.	Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music being listened to, sung and played.
Composing	Improvise simple vocal chants, using questions and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli. Combine to make a story, choosing and playing classroom instruments or sound-makers. Understand the difference between creating a rhythm pattern and a pitch pattern. Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. Use music technology, if available, to capture, change and combine sounds. Recognise how graphic notation can represent created sounds. Explore and invent own symbols.	Create music in response to a non-musical stimulus. Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating and musical conversation. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Use music technology, if available, to capture, change and combine sounds.	Composing - Improvise	Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note range. Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.	Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). Begin to make compositional decisions about the overall structure of improvisations.	Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).	Extend improvisation skills through working in small groups to: -Create music with multiple sections that include repetition and contrast. -Use chord changes as part of an improvised sequence. -Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.
			Composing - Compose	Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re, mi). Compose song accompaniments on untuned percussion using known rhythms and note values.	Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet res and paired quavers) to create	Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. Working in pairs, compose a short ternary piece.	Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.

					sequences of 2-, 3- or 4-beat phrases, arranged into bars. Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. Introduce major and minor chords. Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.	Use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.	Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Either of these melodies can be enhanced with rhythmic or chordal accompaniment. Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.
Musicianship – Pulse/Beat/Metre	Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion (clapping, tapping, walking) and classroom percussion (shakers, sticks, blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat. Respond to the pulse in recorded/live music through movement and dance.	Understand that the speed of the beat can change, creating a faster and slower pace (tempo). Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as well as changes in tempo. Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared moved with others. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Identify the beat groupings in familiar music that they sing regularly and listen to.	Performing – Instrumental performance	Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C-E/do-mi) as a whole class or in small groups (e.g. trios and quartets). Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi. Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.	Develop facility in basic skills of a selected musical instrument over a sustained learning period. Play and perform melodies following staff notation using a small range (e.g. Middle C-G/do-so) as a whole-class or in small groups. Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).	Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C-C'/do-do range. Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs. Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.	Play a melody following staff notation written on one stave and using notes within an octave range (do-do); make decisions about dynamic range, including very loud (*ff*), very quiet (*pp*), moderately loud (*mf*) and moderately quiet (*mp*). Accompany this same melody, and others, using block chords or a bass line. Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles.
Musicianship – Rhythm	Perform short, copycat rhythm patterns accurately, led by the teacher. Perform short, repeating rhythm patterns (ostinati and riffs) while keeping in time with a steady beat. Perform word-pattern chants; create, retain and perform own rhythm patterns.	Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion. Create rhythms using word phrases as a starting point. Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchet rests. Create and perform their own chanted rhythm patterns with the same stick notation.	Reading Notation	Introduce the stave, lines and spaces, and clef. Use dot notation to shoe higher or lower pitch. Introduce and understand the differences between crotchets and paired quavers. Apply word chants to rhythms, understanding how to link each syllable to one musical note.	Introduce and understand the differences between minims, crotchets, paired quavers and rests. Read and perform pitch notation within a defined range (e.g. C-G/do-so). Follow and perform simple and rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.	Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (e.g. C-C'/do-do). Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.	Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. Further develop the skills to read and perform pitch notation within an octave (e.g. C-C'/do-do). Read and play confidently from notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. Read and play from notation a four-car phrase, confidently identifying note names and durations.

Musicianship - Pitch	Listen to sounds in the local school environment, comparing high and low sounds. Sing familiar songs in both low and high voices and talk about the difference in sound. Explore percussion sounds to enhance storytelling. Follow pictures and symbols to guide singing and playing.	Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. Sing short phrases independently within a singing game or short song. Respond independently to pitch changes heard in short melodic phrases, indicating with actions. Recognise dot notation and match it to 3-note tunes played on tuned percussion.					
Vocabulary	Chants; pitch; mi-so; pentatonic songs; call and response; question and answer; sequences; rhythm; pitch; beat; tempo; body percussion; classroom percussion; ostinati; tuned instruments; pulse	Pitch; do-so; dynamics; tempo; crescendo; decrescendo; pause; improvise; question and answer; untuned percussion; graphic symbols; dot notation; stick notation; beat groupings; crotchets; quavers; crotchet rests; cuckoo interval; melodic phrases; tuned percussion	Vocabulary	Crotchets; paired quavers; minims; fast (allegro); slow (adagio); stave; lines and spaces; clef; reading dot notation; loud (forte); quiet (piano); getting louder (crescendo); do-me (range of a 3rd); downbeats; pulse; beat; high; low; rising; falling; call and response; question phrase; answer phrase; echo; ostinato; drone; unison; layered; solo	Crotchets; paired quavers; minims; rests; fast (allegro); slow (adagio); getting faster (accelerando); getting slower (rallentando); stave; lines and spaces; clef; reading dot notation; loud (forte); quiet (piano); getting louder (crescendo); getting softer (decrescendo/diminuendo); do-so (range of a 5th); bar; metre; pentatonic scale; major and minor tonality; rounds and partner songs; repetition; contrast; static; moving; duet; melody and accompaniment; legato (smooth); staccato (detached)	Crotchets; paired quavers; minims; semibreves; semiquavers; rests; time signatures 2/4, 3/4 and 4/4; fast (allegro); slow (adagio); getting faster (accelerando); getting slower (rallentando); stave; lines and spaces; clef; reading dot notation; loud (forte); quiet (piano); getting louder (crescendo); getting softer (decrescendo/diminuendo); do-do' (range of an octave); simple time; compound time; syncopation; full diatonic scale in different keys; ternary form; verse and chorus form; music with multiple sections; triads; chord progressions; music in 3 parts; music in 4 parts; fortissimo (very loud); pianissimo (very quiet); mezzo forte (moderately loud); mezzo piano (moderately quiet)	

Physical Education – BPP Knowledge and Skills Curriculum

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	Copy and repeat simple movements and actions. Move in time to music. Vary the speed of their actions. Use simple choreographic devices, *eg, unison, canon and mirroring.* Begin to improvise independently to create a simple dance. Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. *Vocabulary - movement, action, unison, canon, mirroring*	Copy, remember and repeat actions. Improve the timing of their actions. Vary the speed and level of their actions. Use simple choreographic devices, *eg, unison, canon and mirroring.* Create a short motif inspired by a stimulus. Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. *Vocabulary - movement, action, unison, canon, mirroring, motif, stimulus*	Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner to create a simple dance. Translates ideas from stimuli into movement with support. Beginning to compare and adapt movements and motifs to create a larger sequence. Uses simple dance vocabulary to compare and improve work. *Vocabulary:* *(From Ks1) - movement, action, unison, canon, mirroring, motif, stimulus.* *Year 3: - improvise, stimulus / stimuli, level, sequence, compare, speed, space.*	Confidently improvises with a partner or on their own. Beginning to create longer dance sequences in a larger group. Demonstrating precision and some control in response to stimuli. Beginning to vary dynamics and develop actions and motifs. Demonstrates rhythm and spatial awareness. Modifies parts of a sequence as a result of self-evaluation. Uses simple dance vocabulary to compare and improve work. *Vocabulary:* *From previous teaching: - movement, action, unison, canon, mirroring, motif, stimulus, improvise, stimulus / stimuli, level, sequence, compare, speed, space.* *Year 4: precision, control, rhythm, spatial awareness, modify,*	Beginning to exaggerate dance movements and motifs (using expression when moving) Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. *e.g using various levels, ways of travelling and motifs.* Beginning to show a change of pace and timing in their movements. Uses the space provided to his maximum potential. Improvises with confidence, still demonstrating fluency across their sequence. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work. *Vocabulary:* *From previous teaching: - movement, action, unison, canon, mirroring, motif, stimulus, improvise, stimulus / stimuli, level, sequence, compare, speed, space. precision, control, rhythm, spatial awareness, modify.* *Year 5: exaggerate, expression, fluent, travelling, pace, timing.*	Exaggerate dance movements and motifs (using expression when moving) Performs with confidence, using a range of movement patterns. Demonstrates a strong imagination when creating own dance sequences and motifs. Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. *e.g using various levels, ways of travelling and motifs.* Beginning to show a change of pace and timing in their movements. Is able to move to the beat accurately in dance sequences. Improvises with confidence, still demonstrating fluency across their sequence. Dances with fluency, linking all movements and ensuring they flow. Demonstrates consistent precision when performing dance sequences. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work. *Vocabulary:* *From previous teaching: - movement, action, unison, canon, mirroring, motif, stimulus, improvise, stimulus / stimuli, level, sequence, compare, speed, space. precision, control, rhythm, spatial awareness, modify, exaggerate, expression, fluent, travelling, pace, timing.* *Year 6: movement patterns, imagination, flexibility, accurately, flow.*
Gymnastics	Develop control and coordination in large and small movements, inc. bunny hops. Copy actions & movement sequences, beginning to link 2 actions to create & perform own sequence with some control & coordination. Recognise and copy contrasting actions (small/tall, narrow/wide).	Copy, explore, link and remember simple actions and movements to create and perform their own simple sequence with increasing control and coordination. Travel in a variety of ways, including rolling (teddy bear roll, log roll, curled side roll, tip-toe, step, jump, hop, skip, gallop) Hold a still shape whilst balancing on different points of the body (standing, kneeling, large body part balances,	Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways.	Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment.	Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work.	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group. Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. Draw on what they know about strategy, tactics and composition when performing and evaluating.

	Travel in different ways, changing direction and speed (tip-toe, step, jump, hop, skip, gallop) Hold simple standing & kneeling balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely (straight jump, tuck jump). Begin to safely move around, under, over, & through different objects & equipment. *Vocabulary - control, movement, action, sequence, travel, direction, speed, balance, stretch, land*	balances on apparatus, balances with a partner) Jump in a variety of ways and land with increasing control and balance (straight jump, tuck jump, half turn jump, jumping Jack) Climb onto and jump off the equipment safely. Move with increasing control and care. *Vocabulary - control, movement, action, sequence, travel, direction, speed, body part balances, land*	Beginning to show flexibility in movements Beginning to develop good technique when travelling, balancing, using equipment etc *Vocabulary - control, movement, action, sequence, travel, direction, speed, body part balances, land.* *Year 3: sequence, movements, turns, travelling, balancing, flexibility, roll, jumps.*	Combines equipment with movement to create sequences. *Vocabulary - control, movement, action, sequence, travel, direction, speed, body part balances, land, sequence, movements, turns, travelling, balancing, flexibility, roll, jumps.* *Year 4: control, technique, co-ordination, composition, strength, body shape.*	Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences. *Vocabulary - control, movement, action, sequence, travel, direction, speed, body part balances, land, sequence, movements, turns, travelling, balancing, flexibility, roll, jumps, control, technique, co-ordination, composition, strength, body shape.* *Year 5: combine, consistently, precision, complex sequences, refine, fluency.*	Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. *Vocabulary - control, movement, action, sequence, travel, direction, speed, body part balances, land, sequence, movements, turns, travelling, balancing, flexibility, roll, jumps, control, technique, co-ordination, composition, strength, body shape, combine, consistently, precision, complex sequences, refine, fluency.* *Year 6: speed, levels, direction, extension, analyse, comment.*
Games	Use hitting, kicking & rolling skills in a game. Practise basic striking, sending, receiving, defending and attacking. Participates in simple games. Beginning to develop hand-eye coordination Throw underarm and overarm with some accuracy.. Consistently catch and bounce a ball. Travel with a ball in different ways and in different directions (side to side, forwards and backwards) with control and fluency. Pass the ball to another player in a game. Use different ways of travelling in different directions or pathways and at different speeds. Begin to use space in a game. Follow simple rules to play games, including team games and competitive activities. *Vocabulary - hit, kick, roll, throw, bounce, catch, pass, travel, speed*	Strike or hit a ball with increasing control. Position the body to strike a ball. Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner and throw a ball for distance. Use throwing and catching skills in a game. Use hand-eye coordination to control a ball. Bounce and kick a ball whilst moving. Use kicking & dribbling skills in a game. Pass the ball in different ways. Use different ways of travelling at different speeds and following different pathways, directions or courses. Choose and use the best space in a game. Begin to use and understand the terms attacking and defending, using at least one technique to attack or defend. Understand the importance of rules in games. Compete against self and others. Begin to develop own games with peers. *Vocabulary - strike, control, accuracy, distance, coordination, dribble, pass, pathway, direction, space, attack, defend, receive, compete*	Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the games activity. Beginning to communicate with others during game situations. Uses skills with co-ordination and control. Develops own rules for new games. Makes imaginative pathways using equipment. Works well in a group to develop various games. Beginning to understand how to compete with each other in a controlled manner. Beginning to select resources independently to carry out different skills. *Vocabulary:* *Year 3: tactics, communicate, co-ordination, compete, control.*	Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. *e.g. dribbling, bouncing, kicking* Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination. *Vocabulary:* *Year 3: tactics, communicate, co-ordination, compete, control.* *Year 4: dribbling, bouncing, kicking, fluency, running, jumping, throwing.*	Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination. *Year 3: tactics, communicate, co-ordination, compete, control.* *Year 4: dribbling, bouncing, kicking, fluency, running, jumping, throwing.* *Year 5: resources, attacking, defending, combination, isolation.*	Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together effectively. *e.g. dribbling, bouncing, kicking* Keeps possession of balls during games situations. Consistently uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Modifies competitive games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and in combination. *Year 3: tactics, communicate, co-ordination, compete, control.* *Year 4: dribbling, bouncing, kicking, fluency, running, jumping, throwing.* *Year 5: resources, attacking, defending, combination, isolation.* *Year 6: possession, modifies, composition, comment, compare, game situation.*

Athletics	Can run at different speeds with a basic technique over different distances. Jog & sprint in a straight line and maintain control as they change direction when jogging or sprinting. Can jump from a standing position Performs a variety of throws with basic control. Perform different types of jumps: eg, 2 feet to 2 feet, 2 feet to 1 foot, 1 foot to same foot or 1 foot to opposite foot. Jump as high and as far as possible, landing safely and with control. Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. *Vocabulary - run, speed, jog, sprint, jump, throw, control, land, high, underarm, overarm, target*	Run at different paces, using a variety of different stride lengths, beginning to select and maintain the most suitable pace and speed for distance. Vary the speed and direction of travel. Complete an obstacle course. Perform and compare different types of jumps. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Throw different types of equipment in different ways, for distance & accuracy at targets of different heights. *Vocabulary - pace, stride, distance, direction, obstacle, control, distance, accuracy, target*	Beginning to run at speeds appropriate for the distance. *e.g. sprinting and cross country* Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control. *Vocabulary:* *Year 3: sprinting, jogging, jump, throw, control.*	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. *e.g. hop skip jump (triple jump)* Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control. *Vocabulary:* *Year 3: sprinting, jogging, jump, throw, control.* *Year 4: technique, hop, skip, triple jump, accuracy, safely,*	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. *e.g. hop skip jump (triple jump)* Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control. *Vocabulary:* *Year 3: sprinting, jogging, jump, throw, control.* *Year 4: technique, hop, skip, triple jump, accuracy, safely,* *Year 5: measure, evaluate, variety, stride, distance.*	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. *e.g. hop skip jump (triple jump)* Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control. *Vocabulary:* *Year 3: sprinting, jogging, jump, throw, control.* *Year 4: technique, hop, skip, triple jump, accuracy, safely,* *Year 5: measure, evaluate, variety, stride, distance.* *Year 6: pace, breathing, direction, angle,*
Striking and Fielding			Confidently, catch a range of different ball sizes, including a small sized ball (e.g. tennis ball). Throw a range of different sized balls, including a small-sized ball a tennis ball over a short distance (e.g. 2-3 m). Begin to use overarm throwing technique to throw a ball over an increasing distance (e.g. 5m). Confidently hit a small sized ball, using a large size bat or racquet. As a fielder – to run to chase down a ball. As a fielder – throw the ball to a bowler, over a short distance (upto 5 m). Follow rules of a game and make a tactical decision e.g. choosing when to run and stop. *Year 3 Vocabulary – medium-sized, small-sized, underarm, distance, fielder, bowler.*	Confidently throw a small-sized ball accurately up to a distance of 5 metres. Begin to throw a ball overarm for distances up to ten metres. Catch a ball, when it is thrown from up to 5m away. Catch a ball, when it is aimed between your shoulders and your knees. Confidently hit a small sized ball, using a large size bat or racquet, into an empty space (away from a fielder). Begin to hit a small sized ball, using a smaller bat (e.g. rounders bat). As a fielder – run to chase a bowl and throw upto a distance of 10 metres. As a fielder – communicate with other fielders to position themselves. *Year 3 Vocabulary – medium-sized, small-sized, overarm, distance, fielder, bowler.* *Year 4 Vocabulary – aim, hit, bat, racquet, chase, communicate, overarm, accurately.*	Confidently throw a small-sized ball accurately up to a distance of 10 metres. Begin to throw using an underarm or overarm throw, where it is appropriate. Catch a ball, when it is thrown from up to 10m away. Catch a ball when it is aimed between your knees and leap to catch a ball above head height. Confidently hit a small sized ball, using a smaller bat (e.g. rounders bat). As a fielder – chase and throw a towards a base or closer fielder. Show tactical awareness when fielding, position fielders appropriately. Show tactical awareness when batting by hitting the ball into space. *Year 3 Vocabulary – medium-sized, small-sized, overarm, distance, fielder, bowler.* *Year 4 Vocabulary – aim, hit, bat, racquet, chase, communicate, overarm, accurately.* *Year 5 vocabulary – leap, head height, base, position, tactical awareness, space.*	Confidently throw a small-sized ball accurately up to 15 m, under pressure or within a game. Confidently and accurately use underarm or overarm throwing techniques, where they are appropriate. Catch a ball, when it is thrown up to 15m away. Catch a ball when receiving the ball above your head or low by your ankles. Move forward or backwards to accurately catch a ball off a bounce. Confidently hit a small sized ball, using a smaller bat (e.g. a rounders bat) into space or over 20m in distance. As a fielder – chase down and throw the ball accurately up to 20m. Show tactical initiative when fielding, by changing fields based on the strength of the batter. Show tactical initiative when batting by hitting the ball into space and running appropriately. *Year 3 Vocabulary – medium-sized, small-sized, overarm, distance, fielder, bowler.* *Year 4 Vocabulary – aim, hit, bat, racquet, chase, communicate, overarm, accurately.* *Year 5 vocabulary – leap, head height, base, position, tactical awareness, space.* *Year 6 Vocabulary – under pressure, throw selection, tactical initiative, movement (related to position), chase down, running appropriately,*

Outdoor Adventurous Activities	Show listening skills with an adult when instructed to complete a physical activity. Understand simple instructions from an adult. Can stand on a rope that has been attached to trees. Use equipment provided to make a shelter as a group.	Develops listening skills with an adult and some other children when instructed to complete a physical activity. Understand most instructions from an adult. Can stand on a rope and begin to move along, over or jump up and down to a rope that has been attached to trees. Show understanding of how to make a shelter. Work as a group to plan a game together.	Develops listening skills. Creates simple body shapes. Listens to instructions from a partner/ adult. Beginning to think activities through and problem solve. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Develops strong listening skills. Uses simple maps. Beginning to think activities through and problem solve. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Develops strong listening skills. Use s and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Develops strong listening skills. Uses and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.
Swimming		Demonstrates water confidence Begin to develop a range of strokes effectively e.g. front crawl, backstroke and breaststroke. *Vocabulary - float, paddle, stroke, splash, glide*		Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.		
Evaluation	Can comment on own and others performance Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback. *Vocabulary - feedback, evaluate, positive, negative, celebrate, improve*		Watches and describes performances accurately. Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences.		Watches and describes performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve their work, commenting on similarities and differences.	
Healthy Lifestyles	Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. *Vocabulary - exercise, diet, healthy, heart, lungs, muscles, body, mood, brain, well being*		Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.		Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.	

RE – BPP Knowledge and Skills Curriculum

<table>
<tr><th></th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr>
<tr><td>Believing

Core Knowledge and Understanding of Texts, Stories and Key Beliefs</td><td>● Recognise the core beliefs of the religion/s studied e.g. creation, salvation, incarnation; belief in one god (Christianity and Judaism).

● Recall of a variety of religious stories used for different purposes.</td><td>● Give a simple account of the core beliefs of the religions studied.

● Retell a selection of key stories, making links to the core beliefs.</td><td>● Identify the role of some religious figures in the core beliefs and stories (Jesus, Moses, Rama, Sita etc.)

● Identify different types of texts within sacred writings (laws, narratives, prayers, poems, story).</td><td>● Describe the lives of the most important religious figures and their place within the belief system.

● Suggest meaning for the various kinds of writing found within sacred texts.</td><td>● Identify and describe the role of sacred texts in establishing belief systems and influencing religious leaders.

● Use technical and religious language to identify the different writings within sacred texts.</td><td>● Recognise the role of inspiration in the creation of sacred texts and the lives of leaders.

● Explain the connections between sacred texts and beliefs using theological terms.</td></tr>
<tr><td>Belonging

Practice and participation in faith communities; diversity of beliefs in action personally, locally and globally.</td><td>● Give simple examples of how the stories and beliefs influence the behaviour of believers.</td><td>● Give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot).</td><td>● Identify the key practices of the faith and some of the differences between denominations or sects.</td><td>● Make links between the texts studied and the practice of faith in the community.</td><td>● Make clear links between the texts and concepts studied and common practice across denominations.</td><td>● Show how believers put their beliefs into practice in different ways (eg different denominations and sects).</td></tr>
<tr><td>Behaving

Practice and participation in faith communities; diversity of beliefs in action personally, locally and globally.</td><td>● Identify some elements of practice that arise from these beliefs.</td><td>● Give examples of how beliefs are linked to worship and prayer.</td><td>● Describe how beliefs influence worship and lifestyle.</td><td>● Describe the beliefs that have the greatest impact on practice.</td><td>● Describe the actions of believers in their communities, locally and globally that arise from their beliefs.</td><td>● Show how inspiration might play a part in how believers interpret the texts.</td></tr>
<tr><td>Reflecting, Responding and Making Links

Comparing and contrasting, evaluating and appraising and making connections to their own and others' lives.</td><td colspan="2">● Talk about their own experiences in the light of the religious knowledge gained.

● Express their own opinions appropriately.

● Talk about the differences that beliefs make to the way believers live.

● Make simple comparisons to their own lives.</td><td colspan="2">● Raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society.

● Make links between the teachings of religious figures and current leaders.

● Suggest how the stories and teachings studied might make a difference to the way the pupils think and behave.</td><td colspan="2">● Identify the key ideas from the faiths studied so far that believers may find helpful or inspiring.

● Weigh up the impact that believers' actions have on their communities, locally and globally and comment on how positive this may be.

● Compare the religious ideas to the opportunities and problems of the wider world.</td></tr>
<tr><td>Breadth of Study</td><td>Year 1: Christianity and Judaism
<u>Is everybody special?</u>
What does it mean to belong?
Who am I?
(Christianity/ God/ Belonging)
<u>Why are presents given at Christmas?</u>
What was different about Jesus' birth?
When and why do people remember his birthday?
(believing/ behaving)
<u>Do we need shared special places?</u>
What does it mean to belong?
Who am I?
How and why do symbols express meaning including religious meaning?
(Judaism/Synagogue/Community/ Symbols)
<u>How should people care for the world?</u>
What do people believe about God, people and the natural world?
(believing/ behaving)
(Christianity/ Judaism/ Creation)
<u>Are some stories more important than others?</u></td><td>Year 2: Christianity and Judaism
<u>Who should you follow?</u>
What and how can people learn from leaders and teachers including religious leaders and teachers?
Who am I?
(Christianity/Judaism/Moses/ Old Testament)
<u>What is the good news of the Christmas story?</u>
Why is Christmas celebrated by Christians?
What were the roles of the Angel Gabriel and the shepherds?
<u>Does everyone celebrate New Year?</u>
How and why do symbols express meaning including religious meaning?
What does it mean to belong?
Who am I?
<u>How do Christians celebrate Easter?</u>
Can I retell the Easter story?
What are the symbols of Easter?
<u>How should we spend the weekend?</u>
What does it mean to belong?</td><td>Year 3: Sikhism
<u>What do Sikhs believe and how do they express this belief?</u>
How do sacred texts and other sources help people to understand God, the world and human life? (Believing)
Why and how do people worship? (Belonging)
Why and how are people influenced and inspired by others (Behaving)
<u>What events do Sikhs celebrate ad how do they do this?</u>
Why are some occasions sacred to believers? (Belonging)
How do people's beliefs about God, the world and others impact on their lives? (Believing)
Year 3 Christianity
<u>What rules do Christians follow in their lives and why?</u>
What influences the ways people behave and what is expected of a person in following a religion or belief? (Behaving)</td><td>Year 4: Hinduism/Christianity
<u>How do people pray and what are their most special religious events?</u>
Why, where and how do people worship?
Why are some occasions sacred to believers? (Belonging)
How do beliefs about God impact on their lives (Believing)
Year 4 Christianity
<u>How and why do Christians celebrate Christmas?</u>
Why are some occasions sacred to believers (Christmas)? (Belonging)
How and why do families and communities including religious ones, live out what is important to them, their traditions and beliefs?
How do people's beliefs about God, the world and others impact on their lives? (Believing)
<u>Why does the Bible matter to Christians?</u></td><td>Year 5: Islam / Christianity
<u>How do religious leaders guide and influence others?</u>
How do people's beliefs about God, the world and others impact on their lives? (Believing)
Why and how are people influenced and inspired by others (Behaving)
Who was Mohammad and why is he so important to Muslims (Behaving)
<u>How do people pray?</u>
Why, where and how do people worship? (Belonging)
How do sacred texts and other sources help people to understand what is expected of person in following a religion or belief? (Belonging, believing)
<u>What is Pentecost and why is it important to Christians?</u>
Why are some occasions sacred to believers (Pentecost)? (Belonging)
How do Christians use the Bible to learn about God? (Believing)
Christianity, Islam, Hinduism</td><td>Year 6: Religions and worldviews
<u>What is a worldview and what influences it?</u>
(Believing/belonging/behaving)
Humanism
<u>Why don't some people believe in God?</u> (Believing/belonging/behaviour)
Why and how are people influenced and inspired by others? (Behaving)
How and why are religious and spiritual ideas expressed in the ways they are? (Believing)

Christianity <u>Why is the birth of Jesus important to Christians and how do they celebrate it?</u>
Why are some occasions sacred to believers (Christmas)?
How and why are religious and spiritual ideas expressed in the ways they are (Belonging)?
How do Christians use the Bible to learn about God (Believing)?
<u>Crucifixion – Freewill and Determinism (Justice and Freedom)</u></td></tr>
</table>

	How and why are some stories and books sacred and important in religion? (Christianity/Judaism/Old Testament stories)	How and why are celebrations, including religious celebrations, important to people? What do people believe about God, people and the natural world? ***<u>Can stories change us?</u>*** How and why are some stories and books sacred and important in religion?	How do people's beliefs about God impact on their lives? (Belonging) ***<u>What is Easter and why is it important to Christians?</u>*** Why are some occasions sacred to believers (Easter)? (Belonging) How do Christians use the Bible to learn about God? (Believing)	How do sacred texts and other sources help people to understand God, the World and human life? (Believing) What influences the ways people behave and what is expected of a person in following a religion or belief? (Behaving) ***<u>How do Christians help other people?</u>*** How do People's beliefs, including religious beliefs, make a difference to the ways in which they respond to local and global issues of human rights fairness, social justice and the importance to the environment? (Behaving) How does believing in a creator God make a difference to Christians? (Believing)	**<u>What are the most important symbols used in a wedding?</u>** Why are some occasions sacred to believers? (Believing) What influences the ways people behave and what is expected of a person following a religion or belief? (Belonging) How do people's beliefs about God, the world and others impact on their lives? (Behaving)	What do people believe about justice and freedom and how are these beliefs reflected in how they stand up for what is right (Believing, belonging, behaviour) Why did Jesus die? The life of Jesus and the Christian Belief - God's plan (Believing, belonging, behaviour) **Christianity, Islam, Sikhism, Hinduism, Buddhism and Humanism – a comparison** ***<u>Eternity - Is there life after death?</u>*** What do people believe about life after death and how are these beliefs reflected in the ways in which they mark death? How do beliefs about God impact on their lives? (Belonging and believing) ***<u>Creation stories</u>*** What do people believe about how the world was created? (Believing and belonging) ***<u>Anti-racism RE</u>*** What can we learn from examples of anti-racist people from different religions? (Believing and belonging) What can we learn from anti-racist texts from different religions and the Golden Rule? (Believing and belonging)
		Judaism *Synagogue, Torah, Jewish,* *Ten Commandments, Yahweh, Jehova,* *Passover / Pesach, Hanukkah, Ark,* *Judaism, shabbat, bimah, kippa* *Purim, Day of Atonement, Star of David, prophet, rabbi, Bat/Bat Mitzvah.* *Beth Shalom, Messiah, Yom Kippur, Rosh Hashanah.* *Important people from the Torah:* *Joseph, Moses, Abraham, Jacob, Ruth, King David, King Solomon, Esther, Isaiah, Daniel.*	*.Sikhism* *Guru, Guru Nanak, Gurdwara, Guru Granth Sahib, Langer, Guru Gobind, Khalsa,* The Five Ks: Kanga – comb Kesh – uncut hair Kara – bangle Kirpan – dagger Kachera - shorts	*Hinduism* *Hindu, mandir, Aum, Brahman, Vedas* *Divali, Hindu dharma, Sanatan Dharma, Murtis, gods and goddesses, deity, puja, home shrine, devotion.* *Brahma, Vishnu, Shiva, Shiva Nataraja, Lakshmi, Parvati, Ganesha, Rama, Sita, Hanuman* *holi, trimurti,* *Bhagavad Gita, atman, karma, dharma, moksha, ashram, ahimsa, yoga, Mahabharata, mandala, maya, varna, jati.*	*Islam* *Allah, Prophet Muhammad, Qur'an, Hadith, Sunnah, Mosque, Muslim, Islamic* *Eid* *paradise, ummah, Iman (faith), akhlaq (character or moral conduct), adhan (call to prayer)* *5 Pillars: shahada, salat, zakat, sawm, hajj* *Sunni, Shi'a, Sufi, 99 Beautiful Names, Bismillah*	*Non-religious, Humanist, Golden Rule, worldview.* *spiritual, atheist, agnostic, rationalist, Golden Rule, secular, 'new atheists', scepticism, ethics, autonomy, anti-theists, freewill, determinism*
			General terms: religion, theist, special books, special places, special stories, prayer, celebration, festival, symbol, thankful, faith, belief, teachings, wise sayings, rules for living, values, co-operation, belonging, community, worship, holiness, place of worship, sacred, sacred text, creation story, spiritual, commitment, pilgrim, pilgrimage, ritual, devotion, life after death, destiny, soul, inspiration, role-model, harmony, respect, justice, moral codes, ethics, charity, compassion, tolerance, diversity.			

Outdoor learning links

Visits to any places of faith to link with topics in different year groups.

PSHE – BPP Knowledge and Skills Curriculum

including RHE links

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being me in my world (Autumn 1) Highlighted in orange - LAB teaching.	*Understand they belong to a class. *Know they have rights and responsibilities in class. *Understand how to value each other's contributions. *Know that the choices they make have consequences. RHE R7 R9 R12 R14 R16 H2 H3 H4 H7	* Identify their hopes and fears for the year. *Know about the feeling of worry and know when they should ask for help and who to ask. * Know about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. (Class Charter) * Know that the choices they make have consequences. RHE R12 R13 R14 R15 R16 R19 R25 R32 H2 H3	*Know that the school has a shared set of values. *Know why rules are needed and how these relate to choices and consequences. *Know that actions can affect others' feelings. *Know that others may hold different views. *Understand that they are important. *Know what a personal goal is and set one. *Know what a challenge is. *Can identify positive things about themselves and their achievements. RHE R7, R8, R9, R12, R32, H2, H3 R13, R16 ,R21, R14, R19, R25 *Welcome, Charter, Valued, Achievements, Proud, Pleased, Personal goal, Praise, Acknowledge, Affirm, Emotions, Feelings, fears, Worries, Solutions, Support, Rights, Responsibilities, Behaviour, Rewards, Consequences, Actions, Rights, Fairness, Choices, Cooperate, Challenge, Team Work, Belong.*	*Know their place in the school community. *Know what democracy is (applied to pupil voice in school). *Know that having a voice and democracy benefits the school community. *Know how individual attitudes and actions make a difference to a class. *Know about the different roles in the school community. *Know that their own actions affect themselves and others. RHE R7, R8, R9, H2, H3, R11, R12, R14, R16, R19, R13, R25 *Welcome, Excluded, Included, Valued, Team work, Charter, Role, School Community, Rights, Responsibilities, Democracy, Rewards, Consequences, Decisions, Rights, Votes, Authoriy, Contribution, Choices.*	*Understand how democracy and having a voice benefits the school community. *Understand how to contribute towards the democratic process. *Understand the rights and responsibilities associated with being a citizen in the wider community and their country. *Understand how to set personal goals. *Know how an individual's behaviour can affect a group. and the consequences of this. RHE R16, H2, H3, R12, R14, R15, R12, R13, H7 *Education, Appreciation, Opportunities, Goals, Motivation, Vision, Hopes, Challenge, Rights, Responsibilities, Citizen, Refugee, Conflict, Asylum, Migrant, Wealth, Poverty, Prejudice, Privilege, Rewards, Consequences, Cooperation, Collaboration.*	*Know about children's universal rights (United Nations Convention on the Rights of the Child). *Know that personal choices can affect others locally and globally. *Know how to set goals for the year ahead. *Understand what fears and worries are. *Understand that their own choices result in different consequences and rewards. *Understand how democracy and having a voice benefits the school community. *Understand how to contribute towards the democratic process. RHE R12, H2, H3, R13, R14, R25, H4, R7, R12, R16. *Welcomes, Goals, Worries, Fears, Value, Choice, Rights, Community, Education, Wants, Needs, Empathy, Comparison, Opportunities, Behaviour, Rights, Responsibilities, Consequences, Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Democracy.*
Celebrating difference (Autumn 2)	*Know some ways they are different from their friends. * Discuss bullying (possible link with anti bullying week) * Discuss friendship and how it is ok to be different. *Understand about being nice to and looking after others. RHE R7 R8 R9 R10 R11 R12 R13 R16 R17 R19R25 R29 R31 R32 H2 H3 H7 H8 H9	*Children learn that boys and girls can have differences and similarities. *Children to discuss bullying and how it can affect others (link to anti bullying week) * Children explore similarities and differences and that it is OK for friends to have differences without it affecting their friendship. RHE R7 R8 R9 R10 R11 R12 R13 R14 R15 R16 R17 R18 R19 R20 R21 R22 R25R30 R31 R32	*Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do. *Know that conflict is a normal part of relationships. *Know that some words are used in hurtful ways and that this can have consequences. *Know why families are important and that everyones family is different. RHE R1, R2, R3, R4, R5, R6, H4, H9, R11, R17, R31, H8, R32, R10, R12, R13, R14, R16, R17, R18, R20, R21, R23, R25, R30, H7, H13, H15, R7, R15, H2, H3 *Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solutions, Together, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Consequences, Hurtful.*	*Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying. *Know the reasons why witnesses sometimes join in with bullying and don't tell anyone. *Know that sometimes people make assumptions about a person because of the way they look or act. *Know there are influences that can affect how we judge a person or situation. *Know what to do if they think bullying is or might be taking place. *Know that first impressions can change. RHE R13, R11, R12, R20, R21, R22, R25, H7, R16, R31, R32, H8, H9, H13, R30, R15, H4, R15, H2, H3 *Assumption, Judgment, Different, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Friend, Secret,*	*Know external forms of support in regard to bullying e.g. Childline. *Know that bullying can be direct and indirect. *Know what racism is and why it is unacceptable. *Know what culture means. *Know that differences in culture can sometimes be a source of conflict. *Know that rumour- spreading is a form of bullying online and offline. *Know how their life is different from the lives of children in the developing world. RHE R12, R16, R18, R31, H4, R6, R9, R10, R29, R30, R32, H2, H3, H7, H9, R17, H8, H9, R13, R15 *Culture, Conflict, Difference, Similarity, Belong, Racisim, Race, Discrimination, Bullying, Rumour, Cyber Bullying,*	*Know that power can play a part in a bullying or conflict situation. *Know that there are different perceptions of 'being normal' and where these might come from. *Know that difference can be a source of celebration as well as conflict. *Know that being different could affect someone's life. *Know why some people choose to bully others. *Know that people with disabilities can lead amazing lives. RHE R15, H4, H7, H10, R3, R12, R18, R19, R11, R21, R25, R31, R32, H13, H17, R17, R30, R31, H8, R13, R16, H2, H3. *Normal, Ability, Disability, Empathy, Perception, Medication, Male, Female, Stereotype, Diverse, Different, Equality, Fairness, Gender Identity, Transgender, Non-binary, Courage, Direct, Indirect,*

				Bystander, Witness, Troll, Cyber Bullying, Resolve.	*Resolve, Direct, Indirect, Happiness, Developing World, Celebration.*	*Argument, Achievement, Perseverance, Admiration, Celebration, Conflict.*
Dreams and Goals (Spring 1)	*Know about setting simple goals, how to achieve them as well as overcoming difficulties when they try. *Know how they succeeded in a new challenge and how they celebrated it. *Know how to work with a partner. RHE R12 R16 R30 H2 H3 H4	*Understand how to set a goal and explain what will help them to achieve it. *know about resilience (4R's) when they find things difficult and recognise their strengths as a learner. *Understand about working within a group *Know how to reflect (4R's) on their successes. RHE R12 R13 R14 R15 R16 R19 R30 H2 H3 H4	*Know that they are responsible for their own learning and identify their strengths. *Know what an obstacle is and the steps to overcome this. *Know what dreams and ambitions are important to them. *Know about specific people who have overcome difficult challenges to achieve success. *Know how to evaluate their own learning progress and identify how it can be better next time. RHE R12, H4, R14, R15, H2, H3, R13 *Perservance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Team work, Cooperation, Strengths, Motivated, Responsible, Review, Strengths, Success, Celebrate, Evaluate.*	*Know how to make a new plan and set new goals even if they have been disappointed. *Know how to work as part of a successful group. *Know what their own hopes and dreams are. *Know that hopes and dreams don't always come true. *Know that reflecting on positive and happy experiences can help them to counteract disappointment. *Know how to work out the steps they need to take to achieve a goal. RHE R12, R14, R16, H2, H3 *Dream, Hope, Goal, Determination, Perseverance, Resilience, Disappointment, Fears, Help, Cooperation, Strengths, Success, Celebrate, Evaluate.*	*Know about a range of jobs that are carried out by people I know. *Know the types of job they might like to do when they are older. *Know that young people from different cultures may have different dreams and goals. *Know that they will need money to help them to achieve some of their dreams. *Know that different jobs pay more money than others. *Know that communicating with someone from a different culture means that they can learn from them and vice versa. *Know ways that they can support young people in their own culture and abroad. RHE H2, H3, R15, R16, R12 *Dream, Goal, Feeling, Achievement, Adult, Lifestyle, Career, Profession, Salary, Contribution, Society, Determination, Perseverance, Aspiration, Culture, Communication, Support, Team work, Cooperation, Motivation.*	*Know their own learning strengths. *Know what their classmates like and admire about them. *Know a variety of problems that the world is facing. *Know some ways in which they could work with others to make the world a better place. *Know what the learning steps are they need to take to achieve their goal. *Know how to set realistic and challenging goal. RHE R15, H2, H3, R12, R13, H7, R16, H4 *Dream, Hope, Goal, Learning, Strengths, Achievement, Personal, Realistic, Unrealistic, Success, Money, Global, Issue, Concern, Empathy, Motivation, Admire, Respect, Compliment, Recognition.*
Healthy Me (Spring 2)	*Know ways to keep healthy. *Know simple hygiene routines that can stop germs from spreading. *Understand about road safety, and about people who can help them to stay safe. *Understand the importance of Protecting ourselves from the sun. RHE R15 H2 H3 H6 H18 H19 H21 H22 H23 H24 H25 H28 H29 H30	* Name ways to be physically active every day. * Know what is needed for a balanced diet and discuss why it is good for them. * Identify the risks of eating too much sugar. *Understand about being safe with medicines. RHE H1 H2 H3 H5 H6 H12 H18 H19 H20 H21 H22 H23 H24 H25 H28 H29	*Know how exercise affects their bodies. *Know that the amount of calories, fat and sugar that they put into their bodies will affect their health. *Know that there are different types of drugs. *Know that there are things, places and people that can be dangerous. *Know when something feels safe or unsafe. *Know why their hearts and lungs are such important organs. *Know a range of strategies to keep themselves safe. *Know that their bodies are complex and need taking care of. RHE H5, H6, H18, H19, H20, H22, H23, H24, H28, H17, H21, H25, R22, R23, R24, R25, R26, R28, R29, R30, R31, R32, H2, H3, H9, H11, H17, H21, R20, R21, R15, H1, H6 *Oxygen, Energy, Heartbeat, Lungs, Heart, Fitness, Calories, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy,*	*Know the facts about smoking and its effects on health. *Know the facts about alcohol and its effects on health, particularly the liver. *Know ways to resist when people are putting pressure on them. *Know how different friendship groups are formed and how they fit into them. *Know which friends they value most. *Know that they can take on different roles according to the situation. *Know some of the reasons some people start to smoke and drink alcohol. RHE R7, R8, R11, R13, H2, H3, R21, R22, R30, R31, R32, H21, H25, H26, R30, R31, R32, H24, R8, R9, R10, R11, R12, R13, R16, R20, R25, R29, R32, H1, H4, R11, R12, R14, R15, R16, R19, R22, R25 *Friendships, Emotions, Healthy, Relationships, Groups, Values, Roles, Leader, Follower, Assertive, Smoking, Vaping, Pressure, Peers, Alcohol, Liver, Anxiety, Fear.*	*Know basic emergency procedures, including the recovery position. *Know the health risks of smoking. *Know how smoking tobacco affects the lungs, liver and heart. *Know how to get help in emergency situations. *Know that the media, social media and celebrity culture promotes certain body types. *Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure. *Know some of the risks linked to misusing alcohol, including antisocial behaviour. *Know what makes a healthy lifestyle. RHE H21, H24, H25, R31, R32, H9, H21, H32, H33, R12, R15, R16, R18, R25, R27, H10, H21, H4, H1, H2, H3, H4, H5, H6, H18, H19, H20 *Choices, Unhealthy/healthy behaviour, Pressure, Media, emergency, procedure, recovery position, Calm, Body Image, Social Media, Comparison, Eating*	*Know how to take responsibility for their own health. *Know what it means to be emotionally well. *Know how to make choices that benefit their own health and well-being. *Know about different types of drugs and their uses. *Know how these different types of drugs can affect people's bodies, especially their liver and heart. *Know that stress can be triggered by a range of things. *Know that being stressed can cause drug and alcohol misuse. *Know that some people can be exploited and made to do things that are against the law. *Know why some people join gangs and the risk that this can involve. RHE R15, R27, R31, R32, H1, H5, H6, H7, H9, H10, H17, H18, H19, H21, H24, H29, H31, H2, H3, H8, H25,R7, R11, R25, H9, R30,H4, H12, H28, R15, R19, R27, R31, R32, H1, H4, H5, H6 H20.

			Dangerous, Emergency, Harmful, Risk, Appreciate, Body, Choice.		*disorder, Respect, Healthy lifestyles, Motivation.*	*Responsibility, Choice, Immunisation, Prevention, Drugs, Effect, Prescribed, Unprescribed, Restricted, Illegal, Exploited, Vulnerable, Criminal, Gangs, Mental health, Emotional health, Symptoms, Stress, Triggers, Strategies.*
Relationships (Summer 1)	* Identify the people who love and care for them. *Know about the roles different people play in their lives. * Know what makes a good friendship. *Know their own personal attributes as a friend, family member and as part of a community. *Understand how to respond to adults they do not know. RHE R1 R2 R3 R4 R7 R8 R9 R10 R11 R12 R13 R14 R15 R16 R19 R25 R26 R27 R28 R30 R32 H2 H3 H6 H9	*Can talk about families and the importance of roles and responsibilities within the family. *Know the meaning of appreciation and trust. *Know strategies of how to solve conflicts. *Know about people who can help them if they are worried or scared. RHE R1 R2 R3 R4 R5 R6 R7 R8 R9 R10 R11 R12 R13 R16 R19 R20 R22 R25 R26 R27 R28 R29 R30 R31 R32 H2 H3 H15	*Know that different family members carry out different roles or have different responsibilities within the family. *Know some of the skills of friendship, e.g. taking turns, being a good listener. *Know some strategies for keeping themselves safe online. *Know that they and all children have rights (UNCRC). *Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc. *Know how some of the actions and work of people around the world help and influence my life. *Know the lives of children around the world can be different from their own. RHE R1, R2, R3, R4, R18 R7, R8, R9, R10, R12, R19, H2, H3, R11, R17, R20, R21, R22, R23, R24, R25, R26, R32, H9, H11, H12, H13, H14, H15, H16, H17, R13, R16 *Male, Female, Role, Responsibility, Differences, Similarities, Respect, Stereotype, Conflict, Solution, Friendship, Safe, Unsafe, Risk, Interenet, Social Media, Global, Communications, Inequality, Rights, Deprivation, Justice, Equality.*	*Know some reasons why people feel jealousy. *Know that loss is a normal part of relationships. *Know that negative feelings are a normal part of loss. *Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe. *Know that jealousy can be damaging to relationships. *Know that memories can support us when we lose a special person or animal. RHE R6, H2, H3, H7, H9, H4, H10, R7, R8, R9, R10, R11, R12. R13, R14, R16, R19, R25, R32, R2, R4. *Relationship, Jealousy, Emotions, Positive, Negative, Loss, Strategy, Shock, Disbelief, Anger, Sadness, Relief, Acceptance, Depression, Memories, Special, Love, Care, Appreciation.*	*Know that there are rights and responsibilities in an online community or social network. *Know that there are rights and responsibilities when playing a game online. *Know that too much screen time isn't healthy. *Know how to stay safe when using technology to communicate with friends. *Know that a personality is made up of many different characteristics, qualities and attributes. *Know that belonging to an online community can have positive and negative consequences. RHE R13, R15, H2, H3, H4, H7, R11, R12, R14, R16, R17, R20, R21, R22, R23, R24, R25, R26, R29, R31, R32, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17, R13, R19, R12, R13, R14, R19, H28 *Characteristics, Personal Qualities, Attributes, Self-esteem, Responsible, Age-limit, Personal Information, Online, Safe, Risk, Vulnerable, Rights, Responsibilities.*	*Know that it is important to take care of their own mental health. *Know ways that they can take care of their own mental health. *Know the stages of grief and that there are different types of loss that cause people to grieve. *Know that sometimes people can try to gain power or control them. *Know some of the dangers of being 'online'. *Know how to use technology safely and positively to communicate with their friends and family. RHE R27, R32, H1, H4, H5, H6, H7, H9, H10, H17, H18, H21, R15, H2, H3, R8, R9, R10, R13, R17, R19, R25, R26, R28, R30, R31, H8, R11, R20, R21, R22, R24, R29, H11, H12, H13, H14, H15, H16 *Mental Health, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Support, Self-harm, Emotions, Feelings, Sadness, Denial, Grief, Anger, Beareavment, Power, Control, Bullying, Assertive, Risks, Pressure, Influences, Judgement, Communication, Technology, Cyber Bullying, Safety.*
Changing Me (Summer 2)	* Can name body parts which are inside and outside of the body. * Know what some of my body parts do. *Know how to identify an adult they can talk to at home and school if help is needed. *Talk about things they can do now that they couldn't do as a baby and a toddler. *Can talk about their upcoming changes (linked to transition) RHE R1 R6 R15 R19 R25 R26 R27 R29 R32 H2 H3 H4 H34	*Can describe things that help them grow. *Can name physical differences between boys and girls. * Practise a range of strategies for managing feelings and emotions. *Children talk about their upcoming changes (linked to transition). RHE R15 R19 R25 R26 R27 R29 R30 R31 R32 H2 H3 H34	*Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults. *Know some of the outside and inside body changes that happen during puberty. *Know that in animals and humans lots of changes happen between conception and growing up. *Know that in nature it is usually the female that carries the baby. *Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops. *Know some of the changes that happen between being a baby and a child. *Children talk about their upcoming changes (linked	*Know that personal characteristics are inherited from birth parents. *Know that babies are made by a sperm joining with an ovum. *Know the names of the different internal and external body parts that are needed to make a baby. *Know how the female and male body change at puberty. *Know that change can bring about a range of different emotions. *Know that personal hygiene is important during puberty and as an adult. *Know that change is a normal part of life and that some cannot be controlled and have to be accepted. *Children talk about their upcoming changes (linked	*Know their self image and how their body image fits into that. *Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally. *Know that sexual intercourse can lead to conception. *Know that some people need help to conceive and might use IVF. *Know that becoming a teenager involves various changes and also brings growing responsibility. *Children talk about their upcoming changes (linked to transition). RHE R15, R25, R26, R27, H5, H6, H10, H18, H34, H2, H3, H4, H1.	*Know their self image and how their body image fits into that. *Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally. *Know how a baby develops from conception through the nine months of pregnancy and how it is born. *Know how being physically attracted to someone changes the nature of the relationship. *Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class. *Children talk about their upcoming changes (linked to transition).

			to transition). RHE -H2, H3, H34, R27, R1, R2, R3, R4, R18 *Changes, Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Love, Care, Puberty, Control, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Vagina, Looking forward, Excited, Nervous.*	to transition). RHE R1, R2, R3, R4, R27, R26, H34,, H35, H4, H2, H3 *Personal, Unique, Characteristics, Parents, Sperm, Egg, Penis, Testicles, Vagina, Womb, Ovaries, Love, Sexual Intercourse, Fertilise, Conception, Menstruation, Periods, Emotions, Control, Change, Acceptance, Excited, Nervous, Happy.*	*Self Image, Body Image, Perception, Characteristics, Aspects, Affirmation, Puberty, Menstruation, Ovary, Vagina, Womb/Uterus, Sperm, Semen, Facial hair, Growth spurt, Hormones, Relationships, Conception, Sexual Intercourse, Fertilisation, Pregnancy, Embyro, Umbilical Cord, Contraception, IVF, Teenager, Milestone, Perceptions, Puberty, Responsibility, Change, Hope, Manage, Cope, Opportunities, Emotions, Fear, Excitement.*	RHE R15, R27, H1, H4, H6, H7, H9, H10, R30, R32, H9, H34, H35, R1, R4, R13, R16, R19, R27, R15. *Self-Image, Self-esteem, Celebrity, Opportunities, Freedoms, Responsibilities, Pregnancy, Embryo, Foetus, Placenta, Labour, Umbilical Cord, Cervix, Midwife, Contractions, Attraction, Relationship, Pressure, Love, Transition, Secondary, Journey, Worries, Hopes, Excitement.*
Whole school PSHE	*Know about the 'Zones of regulation', understanding what each colour means, start to use it to self- regulate. *Can name the 4R's and start to explain the meaning of each one.	*Zones of regulation Understanding and being able to express how they are feeling, using the regulation station to regulate *Follow the 4R'S using the correct terminology.	*Zones of regulation *Using LAB for additional support *Being able to access the regulation station and why they need to use it. *Following the 4R'S	*Zones of regulation *Using LAB for additional support *Being able to independently use the regulation station learning when they are ready to return to the classroom. *Following the 4R'S	*Zones of regulation *Using LAB for additional support *Being able to self regulate using known strategies to return ready to learn in the classroom. *Following the 4R'S	*Zones of regulation *Using LAB for additional support *Being able to self-regulate confidently and effectively *Following the 4R'S