

St Chad's Catholic Primary School

Skills Progression and Framework of Expectations

These are the DfE's Aims of the New National Curriculum and where our St Chad's Catholic Primary School Curriculum blends in:

- The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.
- The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications.
- The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

THE LITURGICAL YEAR

ADVENT

| | AIM | WHERE THIS FITS IN | SKILLS | VOCABULARY |
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| RC ADVENT - 'FOUR WEEKS OF ADVENT' | In this unit the children mark the time of advent, giving each week a focussed preparation activity. | This unit takes the symbolism of the Advent Wreath to mark the four Sundays of Advent. | Counting, revisiting. | Advent, waiting, preparation. |
| 1D ADVENT | This unit is designed to develop the children's understanding of Advent as a time of waiting and preparation for the celebration of the birth of Jesus and his coming again. The unit also develops the children's understanding of Advent as a joyful liturgical season and allows them to participate in a special liturgy. | The unit builds on previous learning in Reception about Advent. | Brainstorming, art, selecting preferences, group work, recording information, prayer writing, interpreting symbols. | Advent, Jesus, waiting, preparing, celebration, Gaudete Sunday, Rejoice Sunday, candle, Advent wreath. |
| 2C ADVENT | This unit is designed to develop children's knowledge of the time, symbols and characters of the liturgical Season of Advent. It will focus on Advent being a season of preparation for Christmas through the story of John the Baptist and parish activities. | Builds on previous learning about Advent in Year 1 about waiting for Jesus to come. | Group discussion, observation skills, role-play, thinking, research, ICT, prayer writing. | Advent, preparation, Advent Wreath, Season, Prophet, Emmanuel, Zechariah, Elizabeth, John the Baptist, Messiah. |
| 3C ADVENT | This unit involves children looking at Bible stories of the Annunciation and Visitation. They will explain how Mary and Elizabeth prepared to welcome and recognise Jesus Christ. They will develop their understanding of Advent as a time to prepare for Christmas and reflection on Christ being in the world. | Where the unit fits in The unit links to previous work in Year 1 and Year 2 on the story of the Annunciation. | Group work, discussion and speaking and listening skills, research skills, empathetic writing. | Annunciation, Mary, Elizabeth, Visitation, Advent, welcome, recognise, presence. |
| 4C ADVENT | In this unit of work the children will learn about the ancestors of Jesus and that he was descended from the House of David. Through this work the children will be able to place the story of the first coming of Jesus into an historical context. | This unit builds on previous work in Year 2 and in Year 3 about the ancestors of Jesus and those who waited for him to come. | Research skills, thinking skills, discussion, sequencing skills. | Family tree, Jesse Tree, ancestors, Names of Jesus' ancestors. |
| 5C ADVENT | This unit links the Old Testament and the New Testament in terms of preparing for the coming of Christ during the Season of Advent. | The unit builds on references to Advent from Year 2, Year 3 and Year 4. | Discussion skills, research, thinking skills, writing skills, I.C.T. skills. | Advent, coming, Messiah, Zechariah, John the Baptist, Benedictus. |
| 6C ADVENT | In this unit the children will be given opportunities to develop their knowledge and understand of the two parts of the Season of Advent. A time | The unit builds on a lot of previous work in Year 4 and in Year 5 when the two comings of Christ were explored. | Writing skills, ICT skills, discussion, researching information, group work. | Parable, Advent, second coming, watch, pray, stay awake, Emmanuel, Rod of Jesse. |

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| to prepare for Christ to come again and a time to prepare to celebrate his birth at Christmas. Through some Parables of Jesus and some of the prayers and hymns of the Church they will explore these themes. | | | |
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| CHRISTMAS | | | | |
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| | AIM | WHERE THIS FITS IN | SKILLS | VOCABULARY |
| 1E CHRISTMAS | This unit is designed to develop the children's knowledge and understanding of Christmas as a celebration of the birth of Jesus. The unit also develops the children's understanding of the importance of the birth of Jesus through the events that happened before and after, and the impact it had on the people involved. | The unit builds on previous learning about Christmas in Reception. It also build on the previous unit in Year 1 about Advent as a time of preparation. | Interpreting pictures and symbols, recall of knowledge, imagining, role-play, technology, prayer writing, sequencing, recording information, research, art, guided meditation, letter writing, brainstorming. | Christmas, Annunciation, Mary, Angel Gabriel, Joseph, Nazareth, Bethlehem, inn, stable, Wise Men, gift. |
| 2D CHRISTMAS | This unit is designed to help the children reflect upon the journeys associated with the Christmas story and what these journeys eventually tell us about Jesus' birth and the way people respond to his birth. | This unit builds on previous learning in Year 1 of the story of the Annunciation. | Group discussion, map work, thinking, imaginative contemplation, writing, role-play, recording information in different ways. | Annunciation, Angel Gabriel, Mary, Joseph, Bethlehem, Nazareth, Jesus, invitation, wise men, Herod. |
| 3D CHRISTMAS | About the unit In this unit the story of the shepherds provides a focus for children to reflect on the birth of Jesus Christ and who he is. | The unit builds on previous learning of the story of Christmas. | Discussion skills, group work, empathetic writing, research, map reading, interpreting symbols. | Amazed, shocked, surprised, Christmas, shepherds, angels, Christ, Saviour, Lord, crib, Francis of Assisi. |
| 4D CHRISTMAS | In this unit of work the children will study the role of angels in the story of Christmas. They will learn about Christians being messengers of Christ's Good News in the world today and how the Church celebrates the Feast of Christmas. | This unit builds on previous work in Year 3 when the story of the angels and the shepherds was the focus for Christmas. | Reading, discussion, empathetic writing, research, interpreting symbolism, sequencing skills, thinking skills, speaking and listening, role-play. | Angel, messengers, Zechariah, John the Baptist, angel Gabriel, crib, symbols, Jesse tree. |
| 5D CHRISTMAS | In this unit the children will hear about the story of Christmas from St. Matthew's Gospel. They will explore the difficulties faced by Mary and Joseph and the tensions that arose in King Herod. | This unit builds on previous work on the characters in the Christmas story. | Research skills, speaking and listening, thinking skills, writing skills, map work, prayer writing. | Matthew, Wise Men Herod, Bethlehem, Egypt, refugee. |
| 6D CHRISTMAS | In this unit of work the children will explore the story of the birth of Christ from the Gospel of St. Matthew and the Gospel of St. Luke. They will also learn about some images | This unit builds on previous work in Key Stage 2 about the story of Christmas. It provides children with an opportunity to bring together their learning about the events of Christ's birth. | Research skills, recording information, speaking and listening, writing skills. | Matthew, Luke, John, Prologue, Word Made Flesh, Christmas. |

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| | of Christ that are found in the Prologue to the Gospel of St. John. | | | |
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LENT

| | AIM | WHERE THIS FITS IN | SKILLS | VOCABULARY |
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| 1H LENT | This unit is designed to develop the children's knowledge and understanding of Lent as a time of change and of growing to be more like Jesus by following his example. In the unit the children will explore various aspects of Jesus' message and ways in which Christians can apply these to real life situations. | This unit builds on previous learning about Lent in Reception. | Discussion, prayer writing, recording information and ideas, recall of knowledge, listening, being quiet, sitting still, technology, brainstorming, imagining, hot seating. | Lent, Jesus, change, Prodigal Son, Zacchaeus, Jericho. |
| 2G LENT | This unit is designed to develop children's knowledge and understanding of the Season of Lent and the importance of the theme of forgiveness during this time. | This unit builds on previous learning about forgiveness in Year 1. | Group discussion, observation, text level work, empathetic writing, thinking, letter writing, interpreting symbols, role-play. | Lent, forgiveness, Ash Wednesday, parable, shepherd, sin, reconciliation, confessional, Our Father. |
| 3F LENT | The unit is designed to help the children appreciate that during Lent Christians resolve to change and try to become more like Christ. The children will be introduced to new Gospel stories about Jesus bringing change into the lives of people he encountered. | The unit builds on prior learning from Year 2 when we considered Lent as a special time to seek God's forgiveness and offer it to others. | Discussion skills, thinking skills, letter writing, Bible research, prayer writing, interpreting symbols, research skills. | Lent, change, miracle, Widow of Nain, paralysed man, Ash Wednesday, sorrow, forgiveness. |
| 4G LENT: LIVING AS FOLLOWERS OF JESUS TODAY | In this unit the children will explore some of the customs and practices associated with the celebration of the Season of Lent. Through the life and teaching of Christ they will learn about prayer, fasting and almsgiving and the forgiveness that God offers to those who believe in him. | This unit builds on work in Year 2 and Year 3 about the Season of Lent. It also builds on the children's study of the Sacrament of Reconciliation in Year 3. | Research skills, discussion skills, speaking and listening, role-play, interpreting symbolism, sequencing skills. | Temptation, prayer, fasting, almsgiving, Pharisee, Parable, forgiveness, Sacrament, Reconciliation, Yom Kippur, disciples, Beatitudes. |
| 5G LENT | This unit involves the children in thinking about the concept of 'temptation' as they study the temptations of Jesus. Children will be given the opportunity to reflect on what nurtures and damages human relationships they will study some important texts from the New Testament about Christian living and will learn about the Sacrament of Reconciliation as a Sacrament of Healing and God's forgiveness. | The unit builds upon previous work in Year 3 and Year 4 about the Sacrament of Reconciliation and themes concerned with the Season of Lent. | Reading and reference skills, thinking skills, research skills, preparing liturgy, writing skills. | Lent, repent, temptation Corinthians, Colossians, Ephesians, Sacraments, healing, forgiveness, reconciliation, act of contrition, examination of conscience. |
| 6F LENT | In this unit of work children will be given some opportunities to develop their knowledge and understanding of prayer, fasting and almsgiving as important Lenten activities. They will examine the teaching of Jesus about these things and think about why they might be important activities for Christians today. In this unit children will also explore the Church's teaching on the | The unit builds on work completed in Year 5 about Lent as a season of change and growth. It also builds on some previous work completed on the sacrament of Reconciliation throughout Key Stage 2. | Speaking and listening, group work, research skills, empathetic writing, drama and role-play. | Prayer, fasting, almsgiving, Lent, Abraham, Samaritan, Pharisee, Sadducees, CAFOD, Examination of Conscience, absolution, penance, mercy, forgiveness. |

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| | forgiveness and <i>God</i> through the Sacrament of Reconciliation. | | | |
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HOLY WEEK

| | AIM | WHERE THIS FITS IN | SKILLS | VOCABULARY |
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| RH HOLY WEEK | In this unit of work the children will learn about the last few days in the life of Jesus. They will be introduced to the story of Palm Sunday, The Last Supper and Good Friday. | The unit builds on some early work in Nursery about Holy Week. It also serves to reinforce children's understanding of the Sign of the Cross as a special sign for Catholics. This unit of work will serve as a firm foundation for more detailed learning about Holy Week in Year 1 and Year 2. | Speaking and listening, role-play, dance, mime, drawing, painting, identifying symbols. | Holy Week, Palm Sunday, Last Supper, Good Friday, cross, palms, sign of the cross. |
| 1I HOLY WEEK | This unit is designed to develop the children's knowledge and understanding of the important events of Holy Week and how they tell of the last days of Jesus' life on earth. The unit focuses on Palm Sunday, the Last Supper and the Stations of the Cross. | This unit builds on previous learning about Holy Week in Reception. | Recall of knowledge and information, role-play, recording information, art, matching, music, drama, thinking skills, sequencing, empathy, interpreting art, ICT, reflection. | Holy Week, Jesus, Palm Sunday, Hosanna, Last Supper, bread, wine, body, blood, disciples, washing of feet, Stations of the Cross, Veronica, Mary, death, crucifixion, cross. |
| 2H HOLY WEEK | This unit is designed to develop the children's knowledge and understanding of the events of Holy Week. | This unit builds on previous learning about Palm Sunday and the Last Supper. | Group discussion, thinking, interpreting symbols, sequencing, research, empathetic writing, role-play. | Holy Week, Palm Sunday, Bethany, Jerusalem, Last Supper, Eucharist, Passover, Jesus, Peter, Commandment, Crucifixion. |
| 3H HOLY WEEK | The unit is designed to help deepen the children's knowledge of some of the events of Holy Week and to deepen their understanding of the foundation of the Church's celebration of the Mass. | Where the unit fits in This unit builds on the units from Year 1 and Year 2 where children studied Palm Sunday and Maundy Thursday as part of their Holy Week work. | Thinking skills, research skills, empathetic writing, report writing, word association skills. | Holy Week, hosanna, Palm Sunday, Last Supper, Mass, Eucharist, Breaking of the Bread, Son of David, Passover. |
| 4H HOLY WEEK | This unit provides the children with an opportunity to develop their knowledge and understanding of the story of Christ's passion and death. They will be given opportunities to reflect upon the circumstances and reasons for his death. | This unit builds on previous work in Key Stage 1 and Year 3 about Holy Week. | Speaking and listening, group work, empathetic writing, sequencing skills. | Passion, Pilate, trial, evidence, witness, suffering, death. |
| 5H HOLY WEEK | In this unit children will gain a greater knowledge and understanding of the last week of Jesus' life and how the Church celebrates this week through liturgy and prayer. | This unit is built on all previous units on Holy Week. It provides an opportunity for a greater in-depth analysis of the last days of Jesus' life. | Reading and reference skills, research skills, mapping skills, thinking skills, speaking and listening, interpreting symbolism. | Holy Week, Jerusalem, Palm Sunday, betrayal, Gethsemane, Pilate, crucifixion, Passover, vocabulary. |
| 6H HOLY WEEK | In this unit the children will learn about the passion of Jesus from the events that took place in the Garden of Gethsemane through to the death of Jesus on the cross. They will find out some reasons why Christians have described the death of Jesus as a sacrifice. | This unit builds on the Holy Week work from Year 5 when the children learnt about some of the reasons why Jesus was put to death. | Discussion, reference and research skills, speaking and listening, writing skills. | Gethsemane, suffering, death, servant, sacrifice, cross, Isaiah. |

| EASTER | | | | |
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| | AIM | WHERE THIS FITS IN | SKILLS | VOCABULARY |
| RI EASTER | In this unit the children learn about the story of Easter and the Resurrection of Jesus from the dead. They will be introduced to the "Alleluia" as a special Easter song and the symbol of the Easter Candle. | This unit builds on children's knowledge and understanding of the life of Jesus. It provides a basis for further work in other years on the symbols of Easter and further stories of post resurrection appearances of Jesus. | Recognising and interpreting symbolism, listening, singing, sequencing skills, writing, drawing. | Easter, Easter Candle, Resurrection, Alleluia. |
| 1J EASTER | This unit is designed to develop the children's knowledge and understanding of the season of Easter as a celebration of the Resurrection of Jesus. The unit focuses on the importance of the Resurrection and its message. | The unit builds on previous learning about Easter in Reception. | Discussion, role-play, recount, sequencing, empathetic writing, questioning, interviewing, imagining, letter writing, art, interpreting symbols, technology, ICT, reflection. | Easter, empty tomb, Resurrection, Jesus, risen, Alleluia, Easter/Paschal Candle, Alpha, Omega, Peter. |
| 2I EASTER | This unit is designed to develop the children's knowledge and understanding of the stories of Easter from the New Testament and of the symbols the Church uses to celebrate the Season. | This unit builds on previous learning about the story of finding the empty tomb and the symbol of the Easter Candle. | Group discussion, letter writing, art, thinking skills, brainstorm, interpreting symbols, imaginative contemplation, empathetic writing. | Easter, Resurrection, Jesus, Mary Magdalene, Peter, Paschal Candle, Alpha, Omega, Easter Vigil, Holy Water, Emmaus, Thomas, Doubt. |
| 3I EASTER | This unit explores the Story of Easter through the Story of Emmaus and the Story of Breakfast at the Shore. It is designed to help the children realise how the Apostles became aware of the presence of the Risen Christ in these events. | Children will have studied the theme of Easter throughout Key Stage 1. This unit will also prepare the children for future Topics on the Eucharist in Year 3 and Year 4. | Discussion skills, role play, reference and research skills, speaking and listening, empathetic writing. | Easter, Emmaus, resurrection, breakfast, shore, breaking of bread, Eucharist. |
| 4I EASTER | In this unit the children will be introduced to accounts of the Resurrection appearances of Christ in the four Gospel. They will learn about the different reactions of people to the news that Christ was alive. In this unit the children will study the story of the Ascension and will learn about Christian belief in the presence of Christ in the world today. | This unit builds on previous study of the resurrection in Year 3 when the children explore the Story of Emmaus and the story of Breakfast at the Shore. | Research skills, classification skills, discussion, speaking and listening, writing skills. | Gospel, Easter, Thomas, disciple, Mary Magdalene, Ascension. |
| 5I EASTER | In this unit the children learn about the Church's Celebration of Easter through the Easter Vigil. They will learn about the Church's belief in eternal life through the Easter Story and the Story of the Ascension of Jesus into heaven. | This unit builds on previous work in Year 3 and Year 4 about the Easter Story and how the Church celebrates Easter. | Research skills, group work, reference skills, sequencing skills, interpreting symbolism, thinking skills. | Resurrection, Easter Vigil, Easter Fire, Paschal Candle, Baptism, Eucharist, eternal life. |
| 6I EASTER | In this unit the children study the story of Easter from the perspective of Thomas. The work contained in this unit will require them to think about reasons why Thomas did not believe in the Resurrection of Christ at first and why | This unit builds on children's previous learning of stories of the Resurrection of Christ from the dead. It also builds on | Thinking skills, discussion skills, speaking and listening, empathetic writing, interpreting symbolism, reference skills. | Resurrection, doubting, faith, belief, eternal life, "My Lord and my God", Baptism, funeral, Paschal Candle, pall, holy water. |

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| | people today believe that Jesus is risen from the dead. Children will also learn about Easter and the promise of eternal life. They will be introduced to some associations with Baptism | Year 5 work about Baptism at the Easter Vigil and the concept of dying and rising to new life in Christ. | | |
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| PENTECOST | | | | |
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| | AIM | WHERE THIS FITS IN | SKILLS | VOCABULARY |
| RJ PENTECOST | In this unit the children will explore the story of Pentecost and the transformation in their lives after receiving the gift of the Holy Spirit. | This unit builds on some important foundational work in Nursery about the Holy Spirit coming to the apostles of Jesus in the form of wind. | Listening, drama, dance, sequencing skills, empathetic writing, recognising and interpreting symbolism. | Pentecost, Holy Spirit, fire, wind, sadness, happiness. |
| 1K PENTECOST | This unit is designed to develop the children's knowledge and understanding of Pentecost as the fulfilment of Jesus' promise to send the Holy Spirit. The unit focuses on the coming of the Holy Spirit as a promised gift that brought about a change in the lives of the disciples and how we celebrate and receive that gift in our lives today. | The unit builds on previous learning about Pentecost in Reception. | Discussion, thinking, music, dance, drama, mime, writing, prayer writing, research. Pentecost, promise, Holy Spirit, God, Trinity, | Pentecost, promise, Holy Spirit, God, Trinity, Jesus, disciples. |
| 2J PENTECOST | This unit is designed to develop the children's knowledge and understanding of the story of Pentecost and of the activity and presence of the Holy Spirit. The unit also focuses on the way Pentecost is celebrated in the Church and Confirmation being the Sacrament of the Holy Spirit. | This unit builds on previous learning in Year 1 about the story of Pentecost. | Group discussion, thinking, brainstorming, empathetic writing, interpreting symbols. | Pentecost, Apostles, Holy Spirit, Holy Trinity, Confirmation, Sacrament, Oil of Baptism, Oil of Chrism. |
| 3K PENTECOST | In this unit children learn about the gift of the Holy Spirit and the change it brought to the lives of the Apostles. They will think about the presence of the Holy Spirit in the Sacraments the Church celebrates. | It builds on previous work in Key Stage 1 about Pentecost and lays important foundations for work in Year 4 and Year 5 about the missionary work of the Apostles. | Discussion skills, research skills, reading skills, writing skills, thinking skills. | Pentecost, Apostles, change, Holy Spirit, Sacrament, Baptism, Eucharist. |
| 4J PENTECOST | In this unit the children will study the story of Pentecost and identify the effects that it had upon the disciples. They will learn about the missionary activity of the Apostles and some prayers of the Holy Spirit. | This unit builds on previous work in Year 3 when the children studied the Story of Pentecost in the Acts of the Apostles. | Reading skills, research skills, speaking and listening, empathetic writing, interpreting symbolism, map work. | Pentecost, Holy Spirit, Acts of the Apostles, languages, Holy Orders, Oil of Chrism, Baptism, Confirmation. |
| 5J PENTECOST | This unit is designed to give children greater insight into the Church's belief in the Holy Spirit. It will also explore the Christian belief in the Holy Trinity and prayer and devotion to the Holy Spirit. | The unit develops previous work on the Holy Spirit and Pentecost from Key Stage 1 and Year 3 and Year 4. | Reading and reference skills, interpreting diagrams, map work, writing skills. Holy Spirit, Pentecost, Holy Trinity, | Holy Spirit, Pentecost, Holy Trinity, transformation, power, advocate, truth. |
| 6J PENTECOST | In this unit the children will learn about two stories from the New Testament about the coming of the Holy Spirit. Through their study of the Sacrament of Confirmation they will learn about the Gifts and Fruits | The unit builds upon previous work on the Sacrament of Confirmation and upon the story of Pentecost. | Research skills, discussion, ICT skills, group work, writing for different purposes, interpreting symbolism. | Pentecost, Acts of the Apostles, Gifts of the Holy Spirit and Fruits of the Holy Spirit and their associated vocabulary, wind, fire, breath. |

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| of the Holy Spirit and how they are important in the lives of Christians. | | | |
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| CELEBRATING THE SACRAMENTS | | | | |
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| SACRAMENT OF BAPTISM | | | | |
| | AIM | WHERE THIS FITS IN | SKILLS | VOCABULARY |
| RE BAPTISM | In this unit the children learn about the church building being an important gathering place for God's Family. They will be introduced to some of the important symbols and actions of the Baptismal Rite. | The unit builds on previous learning in the Nursery about Baptism being a special celebration using water. | Discussion, identifying symbols, speaking and listening, role-play. | Baptismal Candle, Christian Name. |
| 1M FOLLOWING JESUS TO DAY | This unit is designed to develop the children's knowledge and understanding of what it means to follow Jesus today. The unit develops the children's understanding of how, as followers of Jesus, we belong to the Church and the different ways that the Church, and the different members of it, follow Jesus. | The unit builds on previous learning about Baptism in Reception and the Mass in the Families and Celebrations unit in Year 1. | Discussion, recall of information, interpreting symbols, brainstorming, questioning, research, thinking, art, ICT, map work, creating and interpreting tables. | Holy Day, Jesus, Christmas, Easter, Ascension, Pentecost, Feast, Resurrection, Sunday, Mass, Baptism, Easter, Church, Family of God, priest, vestments, CAFOD, Advent, Christmas, Presentation, Lent. |
| 2F SPECIAL CELEBRATIONS | This unit is designed to develop children's understanding of the Liturgical year as a celebration of the life of Christ. The children will also learn about Baptism and Marriage as special sacramental celebrations. | This unit builds on previous learning on Seasons of the Church year and the Sacrament of Baptism. | Groups discussion, ICT, interpreting symbols, interpreting customs, role-play, writing prayers. | Liturgical year, Advent, Christmas, Ordinary time, Lent, Easter, Pentecost, Custom, Symbol, Baptism, Sacrament, Oil of Baptism, Marriage, Commitment, Promise, Vow. |
| 3A BELONGING - WE GATHER AS GOD'S FAMILY | This unit involves the children exploring the different groups to which they belong. Through the theme of belonging they will study the Sacrament of Baptism as a Sacrament of Belonging to the Church. They will also learn how Catholics celebrate their belonging to the Family of God through the Celebration of Mass. | The unit links with previous work in Year 1 and Year 2 about Baptism and the celebration of Mass. | Group work, discussion, thinking skills, reading skills, empathetic writing, interpreting symbolism and sequencing skills. | Belonging, Church, Sacrament, Confirmation, Mass, Reconciliation, Anointing of the Sick. Holy Orders, Marriage, Font, Water, Oil of Chrism, White garment, Baptismal Candle, Parents, and God-parent. |
| 4E JESUS: LIGHT OF THE WORLD AND BELOVED SON | In this unit the children study some important stories about the life of Jesus and the revelation of his presence in the world. They will also learn about some of the symbols of Baptism and their association with belonging to the Family of God. | This unit builds on previous work on Baptism in Year 3 and previous study of some of these stories in Year 2. | Research skills, discussion, interpreting symbolism, writing skills, speaking and listening, role-play. | Baptism, Presentation, Transfiguration, Beloved Son, Light of the World, Oil of Chrism, Baptismal Candle, White Garment. |
| 5E BAPTISM | The unit explores the role of John the Baptist in the Baptism of Jesus and | The unit builds on previous learning about John the Baptist during Advent. | Research skills, geography skills, comparing texts, interpreting | Sacrament, Baptism, John the Baptist, sign, symbol, action. |

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| | provides an opportunity for an in-depth study of the signs, symbols and prayers associated with the Sacrament of Baptism. | | symbols, art skills, presenting information in different forms, sequencing skills. | |
| 5I EASTER | In this unit the children learn about the Church's Celebration of Easter through the Easter Vigil. They will learn about the Church's belief in eternal life through the Easter Story and the Story of the Ascension of Jesus into heaven. | This unit builds on previous work in Year 3 and Year 4 about the Easter Story and how the Church celebrates Easter. | Research skills, group work, reference skills, sequencing skills, interpreting symbolism, thinking skills. | Resurrection, Easter Vigil, Easter Fire, Paschal Candle, Baptism, Eucharist, eternal life. |
| 6E BAPTISM & CONFIRMATION CELEBRATIONS OF THE HOLY SPIRIT | In this unit the children will learn about the celebration of the Sacraments of Baptism and Confirmation. They will explore the signs and symbols of both these Sacraments and will hear about the gift of the Holy Spirit being given in the celebration of these Sacraments. | The unit builds on the previous work in Year 4 and Year 5 about Baptism and Confirmation. It will provide an opportunity for the children to bring together their knowledge of the symbols and actions associated with these Sacraments. | Sequencing skills, referencing and researching information, interpreting symbolism, writing and discussion skills. | Baptism, Confirmation, anointing, Oil of Chrism, Baptismal Promises, laying on of hands, Baptismal name, Confirmation name, parent, God parent, sponsor. |
| 6I EASTER | In this unit the children study the story of Easter from the perspective of Thomas. The work contained in this unit will require them to think about reasons why Thomas did not believe in the Resurrection of Christ at first and why people today believe that Jesus is risen from the dead. Children will also learn about Easter and the promise of eternal life. They will be introduced to some associations with Baptism | This unit builds on children's previous learning of stories of the Resurrection of Christ from the dead. It also builds on Year 5 work about Baptism at the Easter Vigil and the concept of dying and rising to new life in Christ. | Thinking skills, discussion skills, speaking and listening, empathetic writing, interpreting symbolism, reference skills. | Resurrection, doubting, faith, belief, eternal life, "My Lord and my God", Baptism, funeral, Paschal Candle, pall, holy water. |

SACRAMENT OF RECONCILIATION

| | AIM | WHERE THIS FITS IN | SKILLS | VOCABULARY |
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| 1G FORGIVENES S | This unit is designed to develop the children's knowledge and understanding of the importance of forgiveness as a gift we receive and as a way that we can show love to others. The unit will also explore the choices that children make, that these can be good or bad and the consequences that arise from them. The unit will also develop the children's understanding of the need to say sorry when bad choices are made. | This unit builds on work in Nursery and Reception about saying sorry and asking for forgiveness. | Discussion, imagining, role-play, questioning, hot seating, decision making, prayer writing, singing, art, interpreting symbols. | Forgiveness, Prodigal Son, Jesus, choice, sin, consequence, sorry, sign of peace, St. Francis of Assisi, sign of the cross, stole, priest. |
| 2G LENT | This unit is designed to develop children's knowledge and understanding of the Season of Lent and the importance of the theme of forgiveness during this time. | This unit builds on previous learning about forgiveness in Year 1. | Group discussion, observation, text level work, empathetic writing, thinking, letter writing, interpreting symbols, role-play. | Lent, forgiveness, Ash Wednesday, parable, shepherd, sin, reconciliation, confessional, Our Father. |
| 3B RECONCILIATION | This unit involves the children exploring human choices, the consequences of sin, Christ's teaching on forgiveness and the Sacrament of Reconciliation. | Where the unit fits in The Unit builds on previous work undertaken in Year 2 about forgiveness and the experience of being forgiven. | Group work, discussions, thinking skills, research skills, sequencing skills. | Choices, sin, reconciliation, forgiveness, change, penance, absolution, act of contrition, parable, Prodigal Son, Zacchaeus. |
| 4G LENT: LIVING AS FOLLOWERS OF JESUS TODAY | In this unit the children will explore some of the customs and practices associated with the celebration of the Season of Lent. Through the life and teaching of Christ they will learn about prayer, fasting and almsgiving and the forgiveness that God offers to those who believe in him. | This unit builds on work in Year 2 and Year 3 about the Season of Lent. It also builds on the children's study of the Sacrament of Reconciliation in Year 3. | Research skills, discussion skills, speaking and listening, role-play, interpreting symbolism, sequencing skills. | Temptation, prayer, fasting, almsgiving, Pharisee, Parable, forgiveness, Sacrament, Reconciliation, Yom Kippur, disciples, Beatitudes. |
| 5G LENT | This unit involves the children in thinking about the concept of 'temptation' as they study the temptations of Jesus. Children will be given the opportunity to reflect on what nurtures and damages human relationships they will study some important texts from the New Testament about Christian living and will learn about the Sacrament of Reconciliation as a Sacrament of Healing and God's forgiveness. | The unit builds upon previous work in Year 3 and Year 4 about the Sacrament of Reconciliation and themes concerned with the Season of Lent. | Reading and reference skills, thinking skills, research skills, preparing liturgy, writing skills. | Lent, repent, temptation Corinthians, Colossians, Ephesians, Sacraments, healing, forgiveness, reconciliation, act of contrition, examination of conscience. |
| 6F LENT | In this unit of work children will be given some opportunities to develop their knowledge and understanding of prayer, fasting and almsgiving as important Lenten activities. They will examine the teaching of Jesus about these things and think about why they might be important activities for Christians today. In this unit children will also explore the Church's teaching on the | The unit builds on work completed in Year 5 about Lent as a season of change and growth. It also builds on some previous work completed on the sacrament of Reconciliation throughout Key Stage 2. | Speaking and listening, group work, research skills, empathetic writing, drama and role-play. | Prayer, fasting, almsgiving, Lent, Abraham, Samaritan, Pharisee, Sadducees, CAFOD, Examination of Conscience, absolution, penance, mercy, forgiveness. |

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| | forgiveness and God through the Sacrament of Reconciliation. | | | |
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SACRAMENT OF THE EUCHARIST

| | AIM | WHERE THIS FITS IN | SKILLS | VOCABULARY |
|--|---|---|---|---|
| 1B FAMILIES & CELEBRATION | This unit is designed to develop the children's knowledge and understanding of what it means to belong to, and celebrate as, a family. The unit will focus on the Mass, the stories of the Presentation and Finding of Jesus in the Temple and the Wedding Feast at Cana as important celebrations in the life of the Church and Jesus. | This unit builds on previous work in Reception on celebrations and is a preparation for further work in Year 2 and Key Stage 2 about some celebrations of the Church. | Discussion, recall of information, brainstorming, interpreting pictures, sequencing, role-play, caption writing, imagining, story board, drama. | Family, celebration, Baptism, Mass, Sunday, Family of God, priest, deacon, procession, sign of cross, Lord have Mercy, Gloria, Gospel, altar, bread, wine, body, blood, consecration, congregation, Presentation in the Temple, Mary, Joseph, Jesus, Simeon, Anna, Finding in the Temple, Jerusalem, Passover, Wedding Feast at Cana, miracle, liturgy. |
| 2L THE MASS | This unit is designed to develop children's understanding of the structure of the Mass and what is taking place. The focus will be on seeing Christ present when we gather, in the Word and in the Eucharist. | This unit builds on previous learning about the Mass in the "Families and Celebrations" unit in Year 1. | Group discussion, observation, sequencing, music, ability to listen, interpreting symbols, creating prayers, reflective writing. | Mass, gathering, listening, celebrating, entrance song, procession, lectionary, altar, lectern, Holy, bidding prayers, Consecration, Eucharist. |
| 3E WE LISTEN TO GOD'S WORD AT MASS | This unit involves the children in thinking about listening and finding out about the Liturgy of the Word at Mass. Through this topic they will explore the value and the importance of listening to the Word of God in the Scriptures. | The unit builds on previous work on the Mass in the Belonging theme and also in the Year 2 unit on the Mass. | Listening skills, thinking skills, interpreting symbols, sequencing skills. | Listening, hearing, Liturgy of the Word, Old Testament, Responsorial Psalm, New Testament, Gospel. |
| 3J THE EUCHARIST IS A THANKSGIVI NG TO GOD | In this topic the children are provided with opportunities to deepen their knowledge and understanding of the Liturgy of the Eucharist. They will think about why this is such an important celebration in the life and worship of Catholic Christians. | Where the unit fits in The unit builds on previous work about the Mass in Year 3 and also some work in Year 2 about the Liturgy of the Eucharist. | Interpreting symbols, group work, research work, empathetic writing. | Liturgy of the Eucharist, thanksgiving, bread and wine, sacrifice, resurrection, Holy Holy, Memorial Acclamation, Body of Christ. |
| 4K SHARING IN THE LIFE OF CHRIST: THE CHURCH AS A COMMUNITY | In this unit the children learn about the Universal Church established on the original teaching of the Apostles. They will reflect upon the Eucharist as the Sacrament which celebrates the Church's Unity. They will also be given opportunities to find out about religious customs from around the world. | This unit builds on previous work in Year 3 when the children considered the importance of belonging to the Church. | Research skills, map work, speaking and listening, interpreting symbols. | Universal Church, Catholic, Family of God, People of God, Body of Christ, Rome, Pope, Eucharist, Eucharistic Prayer, Memorial Acclamation, Doxology. |
| 5H HOLY WEEK | In this unit children will gain a greater knowledge and understanding of the last week of Jesus' life and how the Church celebrates this week through liturgy and prayer. | This unit is built on all previous units on Holy Week. It provides an opportunity for a greater in-depth analysis of the last days of Jesus' life. | Reading and reference skills, research skills, mapping skills, thinking skills, speaking and listening, interpreting symbolism. | Holy Week, Jerusalem, Palm Sunday, betrayal, Gethsemane, Pilate, crucifixion, Passover, vocabulary. |

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| <p>66 PRAVERS IN THE LIVES OF FOLLOWERS OF CHRIST</p> | <p>In this unit children gain a greater knowledge and understanding of the traditional prayers of the Church and some of the signs and actions associated with prayer. They will also study some prayers that are found in the scriptures and engage in the study of the Mass as the central prayer for Catholic Christians. The unit will be concluded with a study of some customs of prayer in other religions.</p> | <p>The units builds on many previous units where children have reflected on different styles of prayers and signs and symbols associated with prayer.</p> | <p>Research skills, ICT, dance, music, publishing skills, interpretation of actions and symbols.</p> | <p>Prayer, traditional, Parable, Psalm, Magnificat, Eucharist, Mass.</p> |
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SACRAMENT OF CONFIRMATION

| | AIM | WHERE THIS FITS IN | SKILLS | VOCABULARY |
|--|--|--|--|--|
| 2J PENTECOST | This unit is designed to develop the children's knowledge and understanding of the story of Pentecost and of the activity and presence of the Holy Spirit. The unit also focuses on the way Pentecost is celebrated in the Church and Confirmation being the Sacrament of the Holy Spirit. | This unit builds on previous learning in Year 1 about the story of Pentecost. | Group discussion, thinking, brainstorming, empathetic writing, interpreting symbols. | Pentecost, Apostles, Holy Spirit, Holy Trinity, Confirmation, Sacrament, Oil of Baptism, Oil of Chrism. |
| 5J PENTECOST | This unit is designed to give children greater insight into the Church's belief in the Holy Spirit. It will also explore the Christian belief in the Holy Trinity and prayer and devotion to the Holy Spirit. | The unit develops previous work on the Holy Spirit and Pentecost from Key Stage 1 and Year 3 and Year 4. | Reading and reference skills, interpreting diagrams, map work, writing skills. Holy Spirit, Pentecost, Holy Trinity, | Holy Spirit, Pentecost, Holy Trinity, transformation, power, advocate, truth. |
| 6E BAPTISM & CONFIRMATION CELEBRATIONS OF THE HOLY SPIRIT | In this unit the children will learn about the celebration of the Sacraments of Baptism and Confirmation. They will explore the signs and symbols of both these Sacraments and will hear about the gift of the Holy Spirit being given in the celebration of these Sacraments. | The unit builds on the previous work in Year 4 and Year 5 about Baptism and Confirmation. It will provide an opportunity for the children to bring together their knowledge of the symbols and actions associated with these Sacraments. | Sequencing skills, referencing and researching information, interpreting symbolism, writing and discussion skills. | Baptism, Confirmation, anointing, Oil of Chrism, Baptismal Promises, laying on of hands, Baptismal name, Confirmation name, parent, God parent, sponsor. |
| 6J PENTECOST | In this unit the children will learn about two stories from the New Testament about the coming of the Holy Spirit. Through their study of the Sacrament of Confirmation they will learn about the Gifts and Fruits of the Holy Spirit and how they are important in the lives of Christians. | The unit builds upon previous work on the Sacrament of Confirmation and upon the story of Pentecost. | Research skills, discussion, ICT skills, group work, writing for different purposes, interpreting symbolism. | Pentecost, Acts of the Apostles, Gifts of the Holy Spirit and Fruits of the Holy Spirit and their associated vocabulary, wind, fire, breath. |

SACRAMENT OF MARRIAGE

| | AIM | WHERE THIS FITS IN | SKILLS | VOCABULARY |
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| 2F SPECIAL CELEBRATIONS | This unit is designed to develop children's understanding of the Liturgical year as a celebration of the life of Christ. The children will also learn about Baptism and Marriage as special sacramental celebrations. | This unit builds on previous learning on Seasons of the Church year and the Sacrament of Baptism. | Groups discussion, ICT, interpreting symbols, interpreting customs, role-play, writing prayers. | Liturgical year, Advent, Christmas, Ordinary time, Lent, Easter, Pentecost, Custom, Symbol, Baptism, Sacrament, Oil of Baptism, Marriage, Commitment, Promise, Vow. |
| 5L MARRIAGE & HOLY ORDERS | This unit is designed to help children understand that Marriage and Holy Orders are important Sacraments of Commitment in the Church. It will also help them appreciate that everybody has some responsibility and part to play in the life of the Church. | This unit builds on previous work in Year 4 about roles and responsibilities in the Church. | Discussion skills, research skills, thinking skills, reference skills, interpreting symbols. | Responsibility, Body of Christ, Archbishop, Priest, deacon, Holy Orders, Sacrament, promises, laying on of hands. |

SACRAMENT OF HOLY ORDERS

| | AIM | WHERE THIS FITS IN | SKILLS | VOCABULARY |
|--|--|---|--|---|
| 5L MARRIAGE & HOLY ORDERS | This unit is designed to help children understand that Marriage and Holy Orders are important Sacraments of Commitment in the Church. It will also help them appreciate that everybody has some responsibility and part to play in the life of the Church. | This unit builds on previous work in Year 4 about roles and responsibilities in the Church. | Discussion skills, research skills, thinking skills, reference skills, interpreting symbols. | Responsibility, Body of Christ, Archbishop, Priest, deacon, Holy Orders, Sacrament, promises, laying on of hands. |

SACRAMENT OF THE SICK

| | AIM | WHERE THIS FITS IN | SKILLS | VOCABULARY |
|--|--|--|--|--|
| 1F JESUS: TEACHER & HEALER | This unit is designed to develop the children's knowledge and understanding of the person of Jesus and his ministry as a teacher and healer. The unit will also develop their understanding of what Jesus' ministry reveals to us about God, how the Church continues that ministry today in various ways and how Christians are called to follow the example of Jesus in their lives. | The unit builds on a few stories that the children will have heard in Reception about Jesus caring for the sick and teaching people about God the Father. This unit also provides the foundation for future learning about parables and miracles in Year 2 and in Key Stage 2. | Brainstorming, mind-mapping, drama, roleplay, recording information, discussion, sequencing, imagining, art, questioning, hot seating, writing, prayer writing. | Jesus, God, teacher, parables, Good Samaritan, Prodigal Son, the Lost Sheep, Jairus' Daughter, Feeding of the Five Thousand, the Healing of the Blind Man, miracle, healing. |
| 2E PARABLES/MIRACLE S | This unit is designed to develop the children's understanding of Jesus' parables and miracles. Through these they will develop a greater understanding of who Jesus is and what his ministry was. | This unit builds on previous learning in Year 1 about parables and miracles, and the Sacrament of the Sick. | Group discussion, group research, prediction, thinking, interpreting symbols, role-play, brainstorming, recording information in charts, diagrams, interpreting. | Parable, miracle, Sacrament of the Sick, Oil of the Sick. |
| 5B MIRACLES & THE SACRAMENT OF THE SICK | In this unit children learn about some of the miracles of Jesus and the work of the Church to heal and care for the sick in Christ's name. | This unit draws together materials studied in Key Stage 1 units and in Year 4 about roles and responsibilities in the Church. | Research skills, organising information, map work, thinking skills, empathetic writing, interpreting symbolism. | Miracle, healing, Sacraments, Sacrament of the Sick. |

EXPLORING THE SACRAMENTS

| | AIM | WHERE THIS FITS IN | SKILLS | VOCABULARY |
|---|--|---|--|---|
| 3A BELONGING - WE GATHER AS GOD'S FAMILY | This unit involves the children exploring the different groups to which they belong. Through the theme of belonging they will study the Sacrament of Baptism as a Sacrament of Belonging to the Church. They will also learn how Catholics celebrate their belonging to the Family of God through the Celebration of Mass. | The unit links with previous work in Year 1 and Year 2 about Baptism and the celebration of Mass. | Group work, discussion, thinking skills, reading skills, empathetic writing, interpreting symbolism and sequencing skills. | Belonging, Church, Sacrament, Confirmation, Mass, Reconciliation, Anointing of the Sick, Holy Orders, Marriage, Font, Water, Oil of Chrism, White garment, Baptismal Candle, Parents, and God-parent. |
| 3K PENTECOST | In this unit children learn about the gift of the Holy Spirit and the change it brought to the lives of the Apostles. They will think about the presence of the Holy Spirit in the Sacraments the Church celebrates. | It builds on previous work in Key Stage 1 about Pentecost and lays important foundations for work in Year 4 and Year 5 about the missionary work of the Apostles. | Discussion skills, research skills, reading skills, writing skills, thinking skills. | Pentecost, Apostles, change, Holy Spirit, Sacrament, Baptism, Eucharist. |
| 4F OLD TESTAMENT: MOSES - KING DAVID | In this unit the children will study some important stories about Moses and God's relationship with the people of Israel. They will also learn about the life of King David. Through this unit children will be introduced to some images of God associated with these stories and also some important religious themes such as prayer and vocation which arise from this study. | The unit builds on previous work in Year 4 and on some work on the Old Testament in Year 2. | Research skills, thinking skills, writing skills, speaking and listening, drama and role-play, interpreting symbolism. | Moses, Joshua, King David, Pharaoh, Egypt, plagues, Pentateuch, Torah, vocation, Jesse, David, anointing, Oil of Chrism, Psalm, shepherd. |
| 4J PENTECOST | In this unit the children will study the story of Pentecost and identify the effects that it had upon the disciples. They will learn about the missionary activity of the Apostles and some prayers of the Holy Spirit. | This unit builds on previous work in Year 3 when the children studied the Story of Pentecost in the Acts of the Apostles. | Reading skills, research skills, speaking and listening, empathetic writing, interpreting symbolism, map work. | Pentecost, Holy Spirit, Acts of the Apostles, languages, Holy Orders, Oil of Chrism, Baptism, Confirmation. |

Literacy across the curriculum:

Strands

- Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.
- Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum.... It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

Approaches to making links are found within our Connective Model, Teaching Sequence and in the following:

- Teaching concurrently
- Directly teach an aspect of literacy/maths in another subject
- Using and applying mathematical/literacy skills – planned and incidental
- Use of literacy/maths teaching strategies in other curriculum areas
- Homework

Reading, EYFS to Year 3:

| Strands | By the end of FS | By the end of Year 1 | By the end of Year 2 | By the end of Year 3 |
|-------------------------|---|--|---|---|
| Reading – Word | <p>Reading:</p> <ul style="list-style-type: none"> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. | <ul style="list-style-type: none"> I can read words by breaking them down into sounds. I quickly read my given letters or groups of letters. I read new words by blending letter sounds together. I can read some unusual words. I know how to read my word list words including words ending in -s, -es, -ing, -ed, -er and -est. I can correctly read the longer words in my word list. I can read words that contain missing letters such as I'm, I'll, and we'll. I correctly read aloud the words from my book. I re-read my books so that I become a better reader. | <ul style="list-style-type: none"> I can read words quickly because I know how to sound out all parts of a word. I read by blending together the sounds I know and can read out within a word. I can read words with two or three syllables. I can read words with common word endings, such as -ing and -ed. I can read a range of unusual words from our word lists. I can read most words quickly and accurately. When I see a word I have not read before, I can sound out the word without help from an adult. When I re-read my books, I become better and better at reading the text. | <ul style="list-style-type: none"> I can use my existing knowledge to help myself read aloud. I am aware that some words sound different to how they are spelt. |
| Reading - Comprehension | <ul style="list-style-type: none"> They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. | <ul style="list-style-type: none"> I listen and discuss what I have read, including poems, stories and non-fiction books. When I read, I can tell you of similar things that have happened to me. I can tell you about some special stories we have worked on in class and even re-tell them to my teacher. I like to join in with the class at special times of a story when the teacher is telling certain stories. I have learned some rhymes or poems. I discuss what words mean. I understand the books I can read. I check what I am reading makes sense as I am reading through it. | <ul style="list-style-type: none"> I listen, discuss and can say what I think about poems, stories and non-fiction books I have read. When I read, I am able to tell you about things in the order they happen and if they are connected. I can tell you about all the different stories I have read. I enjoy finding out about non-fiction books and how they are set out. I can recognise simple language patterns in stories and poems. I discuss the meaning of words. I am happy to tell you my favourite words and phrases from my reading. I can say out loud a number of poems I have learnt. | <ul style="list-style-type: none"> I have understood a range of texts I have read. I am able to choose from a range of books to find the information I require. I use a dictionary to check the meaning of words. I can talk about some different types of stories I have read. I can identify some themes in a range of books I read. I will perform poems and play scripts to read aloud. I will discuss words and phrases that interest me. I know that poetry comes in different forms. I think about what I read to make sure I understand it and it makes sense. |

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| | | <ul style="list-style-type: none"> • I discuss the titles and events from the books I read. • I can tell you about why a character does or says some things. • I like to predict what happens next based on what I have read so far. • I take turns to listen and discuss when I am in a group. • I can explain what has happened in the story someone has just read to me. • | <ul style="list-style-type: none"> • I understand the books I can read. • I check what I am reading makes sense as I read through it. • I can tell you why certain things happen in a book or why a character says the things they do. • I can answer and ask questions about what I have read. • I like to guess what happens next in a story, using what I already know has gone on before. • I take turns to discuss and listen to others about what I have read. • I can explain and discuss what has happened in books that either I have read or have been read to me. | <ul style="list-style-type: none"> • I ask questions about a text or book. • I know a character does certain things because of how the character is feeling or what has happened to them in the story. • I can predict events in stories from what has happened up to now. • I can tell what the main ideas are from reading a number of paragraphs. • I can see that books are set out in ways that help the reader to read the texts. • I can use non-fiction books to find information. • I can take turns when discussing books I have read. |
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Reading, Year 4 to Year 6:

| Strands | By the end of Year 4 | By the end of Year 5 | By the end of Year 6 |
|-------------------------|---|---|---|
| Reading – Word | <ul style="list-style-type: none"> I can use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words. I am aware that some words sound different to how they are spelt. | <ul style="list-style-type: none"> I use some of the words and word parts that understand already to think about what new words mean and sound like. | <ul style="list-style-type: none"> I use the words and word parts that I can read and understand already to think about what new words mean and sound like. |
| Reading - Comprehension | <ul style="list-style-type: none"> I can show you I have understood an increasing wide range of texts I have read. I am able to choose from a range of books that are set out differently but give me the information I require. I can use a dictionary to check the meaning of new words. I can talk about different types of stories I have read. I can identify different themes and conventions in a wide range of books I read. I will perform poems and play scripts to read aloud to keep the listener interested. I will discuss words and phrases that interest me. I can recognise different types of poetry. I check what I am reading makes sense by talking about it. I ask questions to help me understand more about a book. I use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story. I can predict events in stories from what I have read. I can tell what the main ideas in a book are from reading a number of paragraphs. I understand that the way books are set | <ul style="list-style-type: none"> I read and discuss a range of fiction, poetry, plays, non-fiction and reference books. I understand books are set out in different ways for different purposes. I am becoming familiar with a range of books. I recommend books I have read to my friends. I am able to identify and discuss themes across a range of writing. I can make simple comparisons across books I have read. I have learnt a few poems by heart. I am able to read aloud and perform poems and plays. I check my understanding of a text through discussion and exploring the meaning of words. I can ask questions about what I have read. I can see that characters do the things they do because of their feelings. I can predict what may happen in a story by thinking about what has happened up to now. I am able to make simple summaries of a given number of paragraphs I have read. I can show how words, phrases and structure all contribute to make different meanings in texts I read. I know authors use words or phrases which will have impact on a reader. I know the difference between a fact and | <ul style="list-style-type: none"> I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books. I understand what I read, even though books are set out in different ways and are written for different purposes. I am becoming familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions. I like to recommend books I have read to my friends. I am able to identify and discuss themes and conventions in and across a wide range of writing. I can make comparisons within and across books I have read. I have learnt a wider range of poems by heart. I am able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding. I check my understanding of books I have read through discussion and exploring the meaning of words. I can ask questions about what I have read to further improve my understanding. I show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence. From my reading, I can predict what may happen in a story from details given and suggested in the text. I am able to identify key details and ideas in texts by summarising a given number of paragraphs I |

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| | <p>out help the reader to identify the meaning.</p> <ul style="list-style-type: none"> • I can use non-fiction books to find out about things. • I can take turns when discussing books I have read, or had read to me and listen to what others have to say. | <p>an opinion.</p> <ul style="list-style-type: none"> • I can find and make notes on information from non-fiction. • I am beginning to participate in discussions about books I have read by listening to others' ideas. • I can debate topics I have read about. • I am able to explain my views. | <p>have read.</p> <ul style="list-style-type: none"> • I can show how language, structure and presentation all contribute to meaning in texts I read. • I know authors use particular language which will have impact on me, the reader. • I can distinguish between statements of fact and opinion. • I can retrieve, record and present information from non-fiction. • I participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and at times challenging views courteously if they differ from my own. • I can present or debate on topics I have read about, using notes if necessary. • I am able to justify my views. |
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Reading Skills Years 7,8,9:

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| Comprehension | <ul style="list-style-type: none"> • Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. • Choosing and reading books independently for challenge, interest and enjoyment. • Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons. • Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries. • Making inferences and referring to evidence in the text. • Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension. • Checking their understanding to make sure that what they read makes sense. • Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning. • Recognising a range of poetic conventions and understanding how these have been used. • Studying setting, plot, and characterisation, and the effects of these. • Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play. • Making critical comparisons across texts. • Studying a range of authors, including at least two authors in depth each year. |
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Writing Skills, EYFS to Year 3:

| Strands | By the end of FS | By the end of Year 1 | By the end of Year 2 | By the end of Year 3 |
|---------------|--|--|--|--|
| Transcription | | <ol style="list-style-type: none"> 1. I can spell my word list accurately. 2. I can spell some unusual words correctly. 3. I can spell the days of the week. 4. I know the names of all the letters of the alphabet in order. 5. I know some sounds can be spelled in different ways using different letters. 6. I use word endings such as -s and -es to change a word to mean more than one. 7. I know how to add un- at the beginning of a word to create a new word. 8. I spell words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped, helper. 9. I can spell the words correctly in my Year 1 spelling list. 10. I can write out a sentence told to me by my teacher. | <ul style="list-style-type: none"> • I can spell words correctly by saying them out loud. • I am learning new ways for spelling words which sound the same but have different meanings. • I know how to spell words that do not follow a spelling pattern. • I can spell more words by using 'rules' I already know. • I have learnt how to correctly use the possessive apostrophe (singular) [for example, the girl's book] in my spelling. • I can show I know the difference between homophones and near-homophones in my spelling. • I spell words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer. • I can spell the words correctly in my Year 2 spelling list. • I can write out a sentence told to me by my teacher and use the correct punctuation. | <ul style="list-style-type: none"> • I use some prefixes and suffixes and understand how to use them in my writing. • I can spell some homophones. • I am able to spell some words that are often misspelt. • I know how to use the possessive apostrophe in some plurals. • When using a dictionary, I am able to use the first two letters of a word to check its' meaning. • I can write simple sentences that have been read to me, using the correct punctuation. |
| Handwriting | <p>Moving and Handling Skills:</p> <ul style="list-style-type: none"> • Children show good control and co-ordination in large and small movements. • They move confidently in a range of ways, safely negotiating space. • They handle equipment and tools effectively, including | <ol style="list-style-type: none"> 1. When writing, I sit and hold a pencil correctly. 2. I can write some of my letters correctly, starting and finishing in the right place. 3. I can write some capital letters. 4. I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly. 5. I can tell you how some letters are similar and can be put into groups. | <ul style="list-style-type: none"> • When I write, my letters are the same size. • I am learning which letters to join up in my handwriting, and which ones are best left unjoined. • I can write letters and numbers that are the right way round and the right size. • I know where to leave spaces between words. | <ul style="list-style-type: none"> • I am beginning to join my letters when writing. • I am beginning to join my handwriting and my letters are all the same height and the correct distance apart from each other. |
| Composition | | <ol style="list-style-type: none"> 1. Before I write a sentence, I can say out loud what I am going to write. 2. I can think of and say a sentence before I write it. 3. I can write a text by thinking of a list of sentences in the order I need. | <ul style="list-style-type: none"> • I am beginning to write stories about things that have happened to me or other people. • I am able to write longer stories about real things that have happened. • I can write my own poems. | <ul style="list-style-type: none"> • I plan my writing by looking at similar texts written before. • I am able to make notes about what I will write about. • I use different sentence structures and some better vocabulary in my writing. |

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| | <p>pencils for writing.</p> <p>Writing</p> <ul style="list-style-type: none"> • Children use their phonic knowledge to write words in ways which match their spoken sounds. • They also write some irregular common words. • They write simple sentences which can be read by themselves and others.# • Some words are spelt correctly and others are phonetically plausible. | <ol style="list-style-type: none"> 4. I check my sentences make sense by re-reading them. 5. I can discuss what I have written with the teacher or my friends. 6. I can read aloud my own writing so my friends and the teacher can hear me. | <ul style="list-style-type: none"> • I like to write for different purposes, for example, for my teacher, myself or for a class assembly. • Before I start my writing, I plan what I am going to say either by thinking about what I want to write or by saying my ideas out loud. • I think about what I am going to write by writing down my ideas and important words which will help me. • I can write down brief descriptions about what I want to include in my writing, before I begin. • I can make changes in my writing by listening to what others have to say about it. • Once finished, I will re-read my work to make sure it makes sense. • I check my finished work to make sure there are no mistakes in spelling, grammar or punctuation. • I can read aloud my work in a way which helps people understand it. | <ul style="list-style-type: none"> • I can draft my work into short paragraphs. • I can organise my writing using settings, characters and plot. • I can organise my writing by using headings. • I can edit my own work add some improvements to the texts. • I can edit written work to improve the use of vocabulary. • When I finish a piece of work I will read it through to correct some spelling and punctuation errors. • I can read my writing out to an audience in a clear manner. |
| <p>Vocabulary</p> <p>Grammar</p> <p>Punctuation</p> | | <ul style="list-style-type: none"> • When I write, I leave spaces between my words. • I can add together two sentences using 'and'. • I can tell you where I might use a capital letter, a full stop, question marks or exclamation marks in my work. • I can show you where I can use a capital letter for the names of people, places, the days of the week and when I use I. • I can make words mean more than one object by adding -s or -es. For example, dog and dogs or wish and wishes. • I can add endings such as -ing and -ed to words to make new words. • I understand how adding un to the beginning of some words changes the word to mean the opposite. • I know that words can be put together to build sentences. | <ul style="list-style-type: none"> • I am using familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks. • I can use commas correctly when making a list of things. • I can use an apostrophe to show where some letters are missing from a word or to say when something belongs to someone. For example, I'll means I will. • I am learning to write sentences which convey different meaning for different purposes. • I am able to write more interesting sentences by adding further detail. • I try to write in the present or past tense when writing. • I can use words such as when, if, that, because, or, and or but when I write sentences. | <ul style="list-style-type: none"> • I can write sentences which contain more than one clause, by using a wider range of conjunctions, such as when, if, because and although. • I understand how to use the present perfect form of verbs which contrast to the past tense in my writing. • I can use the grammar rules set out in my grammar list. • I can use conjunctions, adverbs and prepositions to express time and cause in my writing. • I can add prefixes to form new words, such as adding super-, anti- or auto- to words I already know. • I know when to use 'a' or 'an' depending on what the next word begins with. • I know some words belong to word families (such as solve, solution, solver, dissolve, insoluble) and this helps me work out the |

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| | <ul style="list-style-type: none"> I can use the grammar rules set out in my grammar list. | <p>I can add -ness and -er to the end of a word to make new words and I know some words (such as superman or whiteboard) are made by joining two different words together.</p> <ul style="list-style-type: none"> I can add -ful and -less to words to make adjectives. I know what changes happen to the meaning of words when I add -er, -est and -ly to words. When I discuss my writing, I can use the correct Year 2 grammar as set out in my Year 2 grammar list. | <p>meaning of all the words in the word family.</p> <ul style="list-style-type: none"> I group ideas I write about into paragraphs. I use headings and sub-headings to structure and present my work. I know that inverted commas are used to open and close what someone is saying in a text. |
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Writing Skills. Years 4, 5, 6.

| Strands | By the end of Year 4 | By the end of Year 5 | By the end of Year 6 |
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| Transcription | <ul style="list-style-type: none"> I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing. I can spell an increasing number of homophones. I am able to spell words that are often misspelt. I know how to use the possessive apostrophe accurately in words with regular and irregular plurals. When using a dictionary, I am able to use the first two or three letters of a word to check its' meaning. I can write simple sentences from memory that have been dictated to me, using the correct punctuation. | <ul style="list-style-type: none"> I add some prefixes and suffixes. I can spell some words that include silent letters. I know some words sound the same but are spelled differently. I use the words and word parts that I know to help me spell new words but I also know some words need to be learnt individually. I am beginning to use a dictionary to check how words are spelled and what words mean. I use the first three letters of a word to quickly find it in a dictionary. I am beginning to use a thesaurus to improve my vocabulary use, finding a wider set of different words in my text. | <ul style="list-style-type: none"> I add prefixes and suffixes using the rules we have worked on in class. I can spell some words that include silent letters, such as knight, psalm and solemn. I know some words sound the same but are spelled differently and can point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be'). I use the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually. I use a dictionary to check how words are spelled and what words mean. I use the first three or four letters of a word to quickly find it in a dictionary. I use a thesaurus to improve my vocabulary use, using a wider set of different words in my text. |
| Handwriting | <ul style="list-style-type: none"> In handwriting, I know which letters are appropriate to join. My joined handwriting is legible with all letters the same height and the correct distance apart from each other. | <ul style="list-style-type: none"> I make sure others can read my handwriting. I often choose the writing tool that is best suited for a task. | <ul style="list-style-type: none"> I make sure others can read my handwriting and decide whether or not to join specific letters. I choose the writing tool that is best suited for a task. |

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| <p>Composition</p> | <p>I plan my writing by looking at similar texts I have written before - discussing the structure and vocabulary.</p> <ul style="list-style-type: none"> I am able to use ideas to plan my writing. I am using an increasing range of sentence structures and richer vocabulary in my writing. I can draft my work into paragraphs. I can organise my writing using different settings, characters and plot. I can organise my writing by using headings and sub-headings. I can edit my own work and that of others and add improvements to the texts. I can edit written work to improve the use of grammar. When I finish a piece of work I will read it through to correct spelling and punctuation errors if present. I can read my writing out to an audience in an interesting and clear manner. | <p>I am beginning to plan the structure of my writing by thinking about the audience for my text and the purpose of the writing.</p> <ul style="list-style-type: none"> I plan my writing by making notes and then develop my initial ideas. I plan my writing by using ideas from how other authors have developed their characters and settings. I draft and write by selecting grammar and vocabulary to enhance my work. I review my work to add description to develop settings and characters. I can precis a passage to create a sentence with the same meaning. I am beginning to use details across my texts to help link paragraphs together into a full text. I use headings and bullet points to structure my writing. I beginning to evaluate and edit my work to think about whether it can be improved based on what I have read. I edit my texts to improve their content. I use the correct tense throughout a piece of writing. I am beginning to use singular and plural words accurately and I know my writing should not be the language of speech. I can read through my work to correct some spelling and punctuation mistakes. I read aloud my own work so the meaning is clear to the listeners. | <ul style="list-style-type: none"> I plan the structure of my writing by identifying the audience for my text and the purpose of the writing. I plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts. I plan my writing by considering how other authors have developed characters and settings. I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. I review my work to further describe and develop settings, characters and the narrative atmosphere. I can precis a longer passage to create a short text with the same meaning. I use themes and details across my texts to help link paragraphs together into a flow of text. I use headings, bullet points and underlining to structure and guide a reader through my writing. I evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect. I evaluate and edit my texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation. I ensure I use the consistent and correct use of tense throughout a piece of writing. I edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech. I proof-read my work to correct spelling and punctuation mistakes. I read aloud my own work so the meaning is clear, fluent and flows correctly. |
| <p>Vocabulary</p> <p>Grammar</p> <p>Punctuation</p> | <ul style="list-style-type: none"> I use commas after fronted adverbial - such as 'Later that day, I heard the bad news'. I am beginning to develop my understanding of choosing nouns and pronouns appropriately to enhance my writing. I am beginning to use fronted adverbials (adverbs at the beginning of a sentence) in my writing - for example, 'Later that day, I heard the bad news'. I know I should not write in the same way that I | <ul style="list-style-type: none"> I use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible. I use brackets, dashes or commas to create an explanation section in a sentence. I can talk about my work using the learning from my Year 5 grammar list. I begin sentence clauses with who, which, where, when, whose, that or with. | <ul style="list-style-type: none"> I use hyphens to ensure the reader understands exactly what I mean. For example, man eating shark is not the same as man-eating shark. I can write out formal speech or texts using appropriate vocabulary. I use passive verbs to affect the focus of information in a sentence - for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'. I know some words have similar meanings (synonyms) |

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| | <p>talk.</p> <ul style="list-style-type: none"> • I can show I know how to correctly use the possessive apostrophe with plural nouns in my writing. • I can punctuate speech in a text. • I can talk about my work using the learning from my Year 4 grammar list. • I describe nouns in careful detail when I need to write about a complex object. For example, I use 'a dripping, shaggy dog' instead of 'a dog'. • | <p>I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].</p> <ul style="list-style-type: none"> • I understating a range of verb prefixes (such as dis-, de-, mis-, over- and re-). • I can make the structure in my paragraph more interesting by using word structures such as then, after that, this, firstly. • I know there are a range of ways of linking across paragraphs - using time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]. • I use commas to structure my sentences and clarify the meaning of a text. | <p>and others have opposite meanings (antonyms).</p> <ul style="list-style-type: none"> • I link ideas across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis. • I structure my work with appropriate headings, sub-headings, columns, bullets, or tables. • I mark out separate clauses in a sentences by using a semi-colon or colon. • I use a colon to indicate the beginning of a list. • I use bullet points accurately when constructing a list. • I can talk about my work using the learning from my Year 6 grammar list. |
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Writing Skills, Years 7, 8, 9:

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| <p>Composition</p> | <ul style="list-style-type: none"> • Writing for a wide range of purposes and audiences, including well structured formal expository and narrative essays. • Writing for a wide range of purposes and audiences, including stories, scripts, poetry and other imaginative writing. • Writing for a wide range of purposes and audiences, including notes and polished scripts for talks and presentations. • Writing for a wide range of purposes and audiences, including a range of narrative and non-narrative texts, including arguments, and personal and formal letters. • Summarising and organising material, and supporting ideas and arguments with any necessary factual detail. • Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. • Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing. • Considering how their writing reflects the audiences and purposes for which it was intended. • Amending the vocabulary, grammar, punctuations and structure of their writing to improve its coherence and overall effectiveness. • Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in Appendix 1 to the KS1 and KS2 programmes of study. |
| <p>Vocabulary Grammar Punctuation</p> | <ul style="list-style-type: none"> • Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts. • Studying the effectiveness and impact of the grammatical features of the texts they read. • Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects. • Knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English. • Using Standard English confidently in their own writing and speech. • Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology. |

Mathematics across the Curriculum:

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| <ul style="list-style-type: none"> Teachers should use every relevant subject to develop pupils' mathematical fluency. Confidence in numeracy and other mathematical skills is a precondition of success across the national curriculum. Teachers should develop pupils' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. They should be taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps. <p>Approaches to making links are found within our Connective Model, Teaching Sequence and in the following:</p> <ul style="list-style-type: none"> Teaching concurrently <ul style="list-style-type: none"> Directly teach an aspect of literacy/maths in another subject Using and applying mathematical/literacy skills – planned and incidental Use of literacy/maths teaching strategies in other curriculum areas <ul style="list-style-type: none"> Homework |

Mathematics Skills, EYFS to Year 3.

| Strands | By the end of FS | By the end of Year 1 | By the end of Year 2 | By the end of Year 3 |
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| Number Place Value | Numbers <ul style="list-style-type: none"> Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. | <ul style="list-style-type: none"> I can count up and down from 0 to 100 and more. I can count, read and write numbers up to 100. I can count in 2 or 5 or 10. When you show me a number, I can tell you what is one more and one less. I can find numbers on a number line when I am solving problems with questions using equal to, more than, less than, most and least. | <ul style="list-style-type: none"> I can count forward and backward in steps of 2, 3, and 5 from 0, and make jumps in tens from any number. I know what each digit means in Tens and Unit numbers such as 24. I can find and show numbers on a number line. I can order numbers up to 100 and tell you which numbers are bigger or smaller. I use the greater than, less than and equals signs in maths and know what they mean. I can read and write numbers to 100 in digits and words. I solve problems using number facts such as $18+2=20$ and what I | <ul style="list-style-type: none"> I can count from 0 in steps of 4, 8, 50 and 100. I can find 10 or 100 more or less than a given number. I know what each digit means in Hundred Tens and Unit numbers such as 204. I can compare and order numbers up to 1000. I can identify and estimate numbers in different units such as length (mm and m) and weight (g and kg). I read and write numbers up to 1000 in numerals and in words. I can solve number problems, working with numbers up to 1000 and in different units of measurement. |

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| | <ul style="list-style-type: none"> • They solve problems, including doubling, halving and sharing. | | <p>know about the value of digits in a number.</p> | |
| <p>Addition Subtraction</p> | | <ul style="list-style-type: none"> • I read and write numbers from 1 to 20 in numbers and words. • I know and can use the maths symbols + - and = in a number sentence. • I know my number bond facts to 20 - such as $1+5 = 6$ and $5 = 6 - 1$. • I add and subtract numbers up to 20 - such as $5+5$ or $12-8$. • I can solve some number problems such as $7 = ? - 9$. | <ul style="list-style-type: none"> • I answer addition and subtraction maths problems using objects to help me work it out. • I can solve addition and subtraction problems and work out how I answer it on paper or show you how I did it in my head by explaining step by step. • I answer problems with addition and subtraction using my number facts to 20 and other number facts up to 100. • I can add and subtract numbers such as $34 - 8$ or $52 + 5$ using objects or pictures to help. • I add and subtract two-digit numbers using objects to help me. • I can add or subtract numbers such as $42 - 22$ or $56 + 29$ using objects or pictures to help me. • I can add or subtract three numbers such as $2 + 5 + 9$. • I know that adding to numbers together can be done in any order but subtracting numbers can only be done in one order. • I can check my answers or solve missing number problems by doing an inverse check. | <ul style="list-style-type: none"> • I can add and subtract numbers in my head, including questions such as $432 - 7$. • I can add and subtract numbers in my head, including questions such as $432 - 70$. • I can add and subtract numbers in my head, including questions such as $432 - 300$. • I can use written methods to add or subtract two three-digit numbers. • I can estimate the answer to a question before I work it out and then use inverse operations to check the answer when I have finished. • I solve problems such as missing numbers (for example, $452 - ? = 122$) using my knowledge of number facts and methods of addition and subtraction. |
| <p>Multiplication Division</p> | | <ul style="list-style-type: none"> • I answer maths multiplication or division problems with help from an adult and using objects to see what the problem means. | <ul style="list-style-type: none"> • I know my 2 and 5 and 10 times tables by heart and can tell whether a number is odd or even. • I use multiplication (\times), division (\div) and equals ($=$) signs when writing out my times tables. • I know that the multiplication of two numbers can be done in any order, | <ul style="list-style-type: none"> • I know my 3, 4 and 8 times tables. • I can answer multiplication and division questions such as 16×5 or 45 divided by 9. • I can solve more complex problems and missing number questions involving multiplication and division. |

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| | | | <p>but that the division of numbers can only be done in one order.</p> <ul style="list-style-type: none"> I can solve multiplication and division problems using times table facts and objects or pictures to help me. | |
| <p>Fractions</p> | | <ul style="list-style-type: none"> I know that a half is one of two equal parts, and I find half of a shape or a set of objects by sharing the shape or set into two equal parts. I find a quarter of a shape or a set of objects by sharing the shape or set into four equal parts. | <ul style="list-style-type: none"> I can find $\frac{1}{3}$ or $\frac{1}{4}$ or $\frac{2}{4}$ or $\frac{3}{4}$ of a shape, length or set of objects. I can write simple fractions sentences such as $\frac{1}{2}$ of 6 = 3 and know that $\frac{2}{4}$ equals $\frac{1}{2}$. | <ul style="list-style-type: none"> I can count up and down in tenths. I know that tenths can be found by dividing an object or shape into ten equal parts or by dividing numbers by 10. I can find a fraction (such as $\frac{2}{5}$ or $\frac{3}{4}$) of a set of objects. I know how to find fractions of a number or shape - such as $\frac{3}{5}$, $\frac{1}{4}$ or $\frac{4}{6}$. I can show that some fractions have the same value - such as $\frac{1}{2}$, $\frac{3}{6}$ and $\frac{5}{10}$ or $\frac{1}{3}$ and $\frac{3}{9}$. I can add and subtract fractions with the same denominator [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]. I can compare and order unit fractions, and fractions with the same denominators. I solve problems that finding, ordering or comparing fractions. |
| <p>Measure</p> | <p>Space, Shapes and Measures</p> <ul style="list-style-type: none"> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. | <ul style="list-style-type: none"> I use words such as long/short, longer/shorter, tall/short, double/half to describe my maths work when I am measuring. When weighing, I use the words heavy/light, heavier than, lighter than to explain my work. When working with capacity, I use the words full/empty, more than, less than, half, half full and quarter to explain my work. I can answer questions about time, such as Who is quicker? or What is earlier? I can measure the length or height of something and write down what measure. I can measure how heavy an object | <ul style="list-style-type: none"> I can choose, use and measure the correct unit to measure length or height in any direction (m/cm); weight (kg/g); temperature ($^{\circ}$C); or capacity (litres/ml). I can compare and order lengths, weight and capacity and then record the results using symbols for greater than, less than and equals. I know and use the symbols for pounds (£) and pence (p) and can add together different amounts of money, such as 253p and £2. I can find different combinations of coins that equal the same amounts of money. I have solved money problems such as how much change do I get | <ul style="list-style-type: none"> I can measure and compare in these units: lengths (m/cm/mm), weight (kg/g) and capacity (l/ml). I can measure the perimeter of a 2-D shape such as a square or triangle. I can work on money problems, adding and subtracting amounts of money and working out how much change is left. I use both £ and p in my problems. I can tell and write the time from a clock with numbers or Roman numerals or using 12 and 24 hour clocks. I can tell the time accurately to the nearest minute. I can measure and record time passing in seconds, minutes and hours. I know and use vocabulary such as o'clock, a.m./p.m., morning, afternoon, |

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| | <ul style="list-style-type: none"> • They explore characteristics of everyday objects and shapes and use mathematical language to describe them. | <p>is and write down what I find.</p> <ul style="list-style-type: none"> • I can measure the capacity of jugs of water and write down what I measure. • I can measure how long something takes to happen - such as how long it takes me to run around the playground. • I know that coins have different values - such as 2p, 5p, 10p and 50p. • I use special time words such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. • I can tell you the days of the week and months of the year and I can talk about weeks and months and years and what they mean. • I can tell the time and draw hands on a clock for to the hour and half past the hour times. | <p>from 50p if I buy an apple for 35p?</p> <ul style="list-style-type: none"> • I can put the time of events in order. • I can tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. • I know there are 60 minutes in an hour and 24 hours in a day. | <p>noon and midnight in my maths work.</p> <ul style="list-style-type: none"> • I know the number of seconds in a minute and the number of days in each month, year and leap year. • I can calculate how long an event or task took to complete. |
| <p>Shape</p> | | <ul style="list-style-type: none"> • I can name common 2-D shapes such as rectangles, squares, circles and triangles. • I can name some 3-D shapes such as cuboids and cubes, pyramids and spheres. | <ul style="list-style-type: none"> • I can describe the properties of some 2-D shapes, including the number of sides they have and facts about their symmetry. • I can describe the properties of some 3-D shapes, including the number of edges, faces and vertices they have. • I can tell you which 2-D shapes appear as the faces on 3-D shapes, such as triangles on a pyramid. • I can compare 2-D and 3-D shapes with everyday objects around me. | <ul style="list-style-type: none"> • I draw 2-D shapes and make 3-D shapes using modelling materials. • I recognise and can describe 3-D shapes even when they have been turned about in different ways. • I know an angle is used to measure how far something turns. An angle is also the point in a 2-D shape. • I know what a right angles is and I know that two right angles make a half-turn, three make three quarters of a turn and four right angles make a complete turn. • I can tell whether an angle is greater than or less than a right angle. • I know when a line is horizontal or vertical or when two lines are perpendicular or parallel. |

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| Position | | <ul style="list-style-type: none"> I can describe my position, direction and movement, including whole turns, half turns, quarter turns and three-quarter turns. | <p>I can order combinations of mathematical objects in patterns and sequences.</p> <ul style="list-style-type: none"> I can describe my position, direction and movement, including describing turns as quarter, half and three-quarter turns in clockwise and anti-clockwise directions. | <ul style="list-style-type: none"> None |
| Statistics | | | <ul style="list-style-type: none"> I can read and construct picture graphs, tally charts and tables. I can sort objects into categories and tell you how many objects are in each category and show which category has the most. I work on sorting objects and can answer questions about the groups of objects I have sorted. | <ul style="list-style-type: none"> I can answer questions about bar charts, pictograms and tables and make my own bar charts, pictograms and tables. I can answer maths problems such as 'How many more?' and 'How many fewer?' by finding the information in bar charts, pictograms and tables. |

Mathematics Skills, Year 4, 5, 6:

| Strands | By the end of Year 4 | By the end of Year 5 | By the end of Year 6 |
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| Number Place Value | <ul style="list-style-type: none"> I can count in multiples of 6, 7, 9, 25 and 1000. I can find 1000 more or less than a given number. I can count backwards to negative numbers below zero. I know what each digit means in Thousands, Hundreds Tens and Unit numbers such as 2024. I can order and compare numbers above 1000. I can make estimates of a range of things - such as how many small objects there are in a large jar, how long in cm an object is, how heavy an object may weigh in kg. I can round a number to the nearest 10, 100 or 1000. I can solve number and practical problems that involve rounding, ordering and | <ul style="list-style-type: none"> I can read, write, order and compare numbers to at least 1 000 000 and know the value of each digit. I count forwards or backwards in steps 10, 100, 1000, 10000 or 100000 for any given number up to 1000000. I can use negative numbers in my work and can count backwards and forwards to and from negative numbers. I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. I can solve number problems and practical problems that involve numbers up to 1000000, negative numbers, rounding or jumping in steps. I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals. | <ul style="list-style-type: none"> I can work with numbers up to 10 000 000 and know what each digit represents. I can round a whole number as requested - for example to the nearest 10 or 1000 or 100000. I understand and use negative numbers in my work, for example - working out how much is between -7 and +8. I can solve number and practical problems that involve large numbers, rounding and negative numbers. |

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| | <p>exploring negative numbers and with increasingly large positive numbers.</p> <ul style="list-style-type: none"> I can read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. | | |
| <p>Addition Subtraction</p> | <ul style="list-style-type: none"> I can add and subtract numbers with up to 4 digits using written methods (for example, using column addition and subtraction). I can estimate an answer and check my answer using inverse operations. I can solve longer addition and subtraction problems and explain all the steps I took and why I worked things out as I did. | <ul style="list-style-type: none"> I can add and subtract whole numbers with more than 4 digits using written methods such as column addition and subtraction. I can add and subtract larger numbers in my head. I round numbers to check the accuracy of my solution. I can solve addition and subtraction multi-step problems, deciding which operations and methods to use and why. | <ul style="list-style-type: none"> None |
| <p>Multiplication Division</p> | <ul style="list-style-type: none"> I know all my times table up to the 12 times tables. I know what the outcome is when I multiply a number by 1 or by zero. I know what the outcome is when I divide a number by 1. I can multiply three numbers together, such as $3 \times 6 \times 9$. I know what factor pairs are how I can multiply numbers in any order and use my knowledge to work out questions in my head. I can multiply a two-digit or a three-digit number by a one-digit number using written methods. I can solve maths problems such as - how many different outfits can I make from 3 hats and 4 coats. | <ul style="list-style-type: none"> I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. I know whether a number up to 100 is prime and recall prime numbers up to 19. I can multiply 4 digit numbers by a one- or two-digit number using a written method, including long multiplication for two-digit numbers. I multiply and divide numbers mentally drawing upon my times table knowledge and other number facts. I can divide 4 digit numbers by a one-digit number using the written method of short division and find the remainder. I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. I know what square numbers and cube numbers are, including the notation for squared (2) and cubed (3). I can solve multiplication and division | <ul style="list-style-type: none"> I can multiply 4 digit numbers by a two-digit number (for example 4307×34) using the written method of long multiplication. I can divide 4 digit numbers by a two-digit number using the written method of long division - and tell you the remainder. I can choose to divide 4 digit numbers by a two-digit number using the written method of short division if this is possible. I can multiply, divide, add and subtract large numbers in my head. I identify common factors, common multiples and prime numbers. I know that addition, subtraction, multiplication and division should be carried out in a specific order when looking at problems. I can solve addition and subtraction multi-step problems, deciding where to add or subtract. I can solve problems involving addition, subtraction, multiplication and division. I always estimate my answer before I begin calculating - this helps me to check at the end to make sure I am correct. |

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| | | <p>problems using my knowledge of factors and multiples, squares and cubes.</p> <ul style="list-style-type: none"> I can solve more difficult problems involving addition, subtraction, multiplication and division and a combination of these. I can solve problems including scaling by simple fractions and problems involving simple rates. | |
| <p>Fractions</p> | <ul style="list-style-type: none"> I can show in drawings why a number of fractions equal each other (such as $\frac{3}{5}$ and $\frac{6}{10}$) and are called equivalent fractions. I can count up and down in hundredths and know that a hundredth is made by dividing an object by one hundred and a tenth is made by dividing an object by ten. I can work out the fractions of numbers such as $\frac{4}{5}$ of 25 or $\frac{7}{10}$ of 700. I can add and subtract fractions with the same denominator. I can tell you the decimal equivalents of any number of tenths or hundredths - such as $\frac{1}{10} = 0.1$ and $\frac{23}{100} = 0.23$. I know what the decimal equivalents are for $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$. I can divide a one- or two-digit number by 10 and 100 and I know what the tenths and hundredths mean after the decimal point. I can round decimals with one decimal place to the nearest whole number. I can compare numbers such as 0.26 and 0.56 to say which is bigger or lower. I can solve measure and money problems involving fractions and decimals to two decimal places. | <ul style="list-style-type: none"> I can compare and order fractions whose denominators are all multiples of the same number. I can name and write equivalent fractions of a given fraction, and show these in a drawing (including tenths and hundredths). I know what mixed numbers and improper fractions are and I can convert from one to the other [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]. I can add and subtract fractions with the same denominator and denominators that are multiples of the same number. I use diagrams and some fraction tools to multiply proper fractions ($\frac{7}{10}$) and mixed numbers ($1\frac{7}{10}$) by whole numbers. I can read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]. I know what thousandths are and how to use them with tenths, hundredths and decimals. I can round decimals with two decimal places to the nearest whole number and to one decimal place. I can read, write, order and compare numbers with up to three decimal places. I can solve problems involving numbers with up to three decimal places. I know what the per cent symbol is (%) 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. I work on problems which require knowing | <ul style="list-style-type: none"> I can use common factors to simplify fractions and use common multiples to express fractions in the same denomination. I can compare and order fractions, including fractions greater than 1. I add and subtract fractions with different denominators and mixed numbers. I can multiply fractions such as $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$. I know how to divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]. I can change a fraction into a decimal - for example, I can change $\frac{3}{8}$ to 0.375 by dividing 1 by 8 and multiplying by 3. I can multiply and divide numbers by 10, 100 and 1000 and know what each digit means up to three decimal places. I can multiply numbers such as 1.45 by a one digit number - for example 1.45×7. I use written division methods in cases where the answer has up to two decimal places. I can solve problems which include rounding to a required accuracy such as the nearest 10, 100 or 10000. I know the decimal value, percentage and fraction of a range of values - such as 0.5, 50 per cent and $\frac{1}{2}$. |

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| | | <p>percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.</p> | |
| <p>Measure</p> | <ul style="list-style-type: none"> I can convert one unit of measurement to another, such as kilometre to metre, hour to minute and cm to mm. I can measure and calculate the perimeter of a rectangle (including a square). I can find the area of a rectangular shape by counting the number of squares the shape takes up. I can estimate and compare the measurements of a range of measures (such as cm, km, g, litres) and money. I can read, write and convert time between clocks with hands (analogue clocks) and digital 12- and 24-hour clocks. I can convert hours to minutes, minutes to seconds, years to months and weeks to days. | <ul style="list-style-type: none"> I can convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). I can change metric units to become imperial units such as inches, pounds and pints. I can calculate the perimeter of multi-shape shapes in centimetres and metres. I can calculate the area of rectangles in square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes. I can estimate volume [for example, using 1 cm³ blocks to build cuboids] and capacity [for example, using water]. I can convert between the units of time. I can solve more difficult problems which involve units of measurement, decimal numbers and scales. | <ul style="list-style-type: none"> I solve problems about different units of measures with three decimal places. I can convert measurements of length, weight, volume and time up to three decimal places in length (for example 0.345kg = 345g). I can convert between miles and kilometres. I know that even though shapes may have the same area, the perimeter may be different - or a shapes with the same perimeter may have a different areas. I can use a formulae for area and volume of shapes. I can calculate the area of parallelograms and triangles. I can work with the volume of cubes and cuboids using cubic centimetres (cm³) and cubic metres (m³), and other units too such as mm³ and km³. |
| <p>Shape</p> | <ul style="list-style-type: none"> I can group 2-D shapes based on their properties (such as the number of sides) and sizes. I can find acute and obtuse angles and order a set of given angles by size. I can find all the lines of symmetry in 2-D shapes. If I have been given one half of a symmetrical shape, I can complete the other half based on the position of the line of symmetry. | <ul style="list-style-type: none"> I can Identify 3-D shapes, including cubes and other cuboids, from 2-D drawings. I know that angles are measured in degrees and I can estimate and compare acute, obtuse and reflex angles. I can draw a given angle (such as 47°), and then measure them in degrees (°). I know one whole turn - or a set of angles all around a point - measure a total of 360°. I know that a straight line - or angles that add up to a straight line - measure 180°. I can identify multiples of 90° (right angles). I can find the missing lengths and angles | <ul style="list-style-type: none"> I accurately draw 2-D shapes using given dimensions and angles. I can recognise, describe and build 3-D shapes, including making nets. I can classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. I know the parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. I can work with angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. |

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| | | <p>of a rectangle.</p> <ul style="list-style-type: none"> I know regular shapes have equal sides and angles and irregular shapes do not have equal sides and angles. | |
| Position | <ul style="list-style-type: none"> I can find the coordinates of a point on a grid. I can move (translate) a point on a grid by a given set of jumps either up/down or left/right. I can plot points using coordinates and join up the points to create a shape. | <ul style="list-style-type: none"> I can reflect or translate a shape on a grid. | <ul style="list-style-type: none"> I can use the four quadrants in a coordinate grid. I can draw and translate shapes using coordinates or reflect a shape on the grid. |
| Statistics | <ul style="list-style-type: none"> I can take continuous and discrete data and create a bar chart or time graph. I can solve comparison, sum and difference problems using information in bar charts, pictograms, tables and other graphs. | <ul style="list-style-type: none"> I can solve problems using a line graph to find the answers. I can find the information I need from a timetable or large table of data. | <ul style="list-style-type: none"> I can use and construct pie charts and line graphs and use these to solve problems. I can calculate the mean as an average. |
| Ratio | <ul style="list-style-type: none"> None | <ul style="list-style-type: none"> None | <ul style="list-style-type: none"> I can solve problems about relative sizes (ratio). I can find the percentage of an amount - such as finding 15 per cent of 360. I can solve similar shape problems. I can solve problems about unequal sharing - such as 'I need four eggs and for every egg I need three spoonful's of flour. How much flour do I need?' |
| Algebra | <ul style="list-style-type: none"> None | <ul style="list-style-type: none"> None | <ul style="list-style-type: none"> I know how to use simple formulae such as $n - 10 = 2$. I can create a sequence of numbers that follow a rule. I can use a letter (such as n or x) to show a missing number - such as $10 - x = 5$. I can find pairs of numbers that satisfy an equation with two unknowns. I can list possible answers to missing numbers such as listing the possible answers of a and b in $a + 6 = b - 10$. |

Mathematics Skills, Years 7, 8, 9:

| Strand | Objective – Not Child Speak |
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| Number Place Value Multiplication Division | <ul style="list-style-type: none"> • Understand and use place value for decimals, measures and integers of any size. • Order positive and negative integers, decimals and fractions; use the number line as a model for ordering of the real numbers; use the symbols equals, not equals, less than, greater than, less than or equal, greater than or equals. • Use the concepts and vocabulary of prime numbers, factors (or divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple, prime factorisation, including using product notation and the unique factorisation property. • Use the four operations, including formal written methods, applied to integers, decimals, proper and improper fractions, and mixed numbers, all both positive and negative. • Use conventional notation for the priority of operations, including brackets, powers, roots and reciprocals. • Recognise and use relationships between operations including inverse operations. • Use integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5 and distinguish between exact representations of roots and their decimal approximations . • Interpret and compare numbers in standard form $A \times 10^n$ where A greater than or equal to 1 less and A is less than 10, where n is a positive or negative integer or zero. |
| Fractions | <ul style="list-style-type: none"> • Work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and $7/2$ or 0.375 and $3/8$). • Define percentage as 'number of parts per hundred', interpret percentages and percentage changes as a fraction or a decimal, interpret these multiplicatively, express one quantity as a percentage of another, compare two quantities using percentages, and work with percentages greater than 100%. • Interpret fractions and percentages as operators. |
| Measurement | <ul style="list-style-type: none"> • Use standard units of mass, length, time, money and other measures, including with decimal quantities. |
| Number Place Value | <ul style="list-style-type: none"> • Round numbers and measures to an appropriate degree of accuracy [for example, to a number of decimal places or significant figures]. • Use approximation through rounding to estimate answers and calculate possible resulting errors expressed using inequality notation a less than x less than or equal to b. • Use a calculator and other technologies to calculate results accurately and then interpret them appropriately. • Appreciate the infinite nature of the sets of integers, real and rational numbers. |

Algebra

- ab in place of $a \times b$.
- $3y$ in place of $y + y + y$ and $3 \times y$.
- A^2 in place of $a \times a$, a^3 in place of $a \times a \times a$; a^2b in place of $a \times a \times b$.
- A/b in place of a divided by b .
- Coefficients written as fractions rather than as decimals.
- Brackets.
- Substitute numerical values into formulae and expressions, including scientific formulae.
- Understand and use the concepts and vocabulary of expressions, equations, inequalities, terms and factors.
- Collecting like terms.
- Multiplying a single term over a bracket.
- Taking out common factors.
- Expanding products of two or more binomials.
- Understand and use standard mathematical formulae; rearrange formulae to change the subject.
- Model situations or procedures by translating them into algebraic expressions or formulae and by using graphs.
- Use algebraic methods to solve linear equations in one variable (including all forms that require rearrangement).
- Work with coordinates in all four quadrants.
- Recognise, sketch and produce graphs of linear and quadratic functions of one variable with appropriate scaling, using equations in x and y and the Cartesian plane.
- Interpret mathematical relationships both algebraically and graphically.
- Reduce a given linear equation in two variables to the standard form $y = mx + c$; calculate and interpret gradients and intercepts of graphs of such linear equations numerically, graphically and algebraically.
- Use linear and quadratic graphs to estimate values of y for given values of x and vice versa and to find approximate solutions of simultaneous linear equations.
- Find approximate solutions to contextual problems from given graphs of a variety of functions, including piece-wise linear, exponential and reciprocal graphs.
- Generate terms of a sequence from either a term-to-term or a position-to-term rule.
- Recognise arithmetic sequences and find the n th term.
- Recognise geometric sequences and appreciate other sequences that arise.

Ratio

- Change freely between related standard units [for example time, length, area, volume/capacity, mass].
- Use scale factors, scale diagrams and maps.
- Express one quantity as a fraction of another, where the fraction is less than 1 and greater than 1.
- Use ratio notation, including reduction to simplest form.
- Divide a given quantity into two parts in a given part:part or part:whole ratio; express the division of a quantity into two parts as a ratio.
- Understand that a multiplicative relationship between two quantities can be expressed as a ratio or a fraction.
- Relate the language of ratios and the associated calculations to the arithmetic of fractions and to linear functions.
- Solve problems involving percentage change, including: percentage increase, decrease and original value problems and simple interest in financial mathematics.
- Solve problems involving direct and inverse proportion, including graphical and algebraic representations.
- Use compound units such as speed, unit pricing and density to solve problems.

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| <p>Shape Position</p> | <p>Derive and apply formulae to calculate and solve problems involving: perimeter and area of triangles, parallelograms, trapezia, volume of cuboids (including cubes) and other prisms (including cylinders).</p> <ul style="list-style-type: none"> • Calculate and solve problems involving: perimeters of 2-D shapes (including circles), areas of circles and composite shapes. • Draw and measure line segments and angles in geometric figures, including interpreting scale drawings. • Derive and use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle); recognise and use the perpendicular distance from a point to a line as the shortest distance to the line . • Describe, sketch and draw using conventional terms and notations: points, lines, parallel lines, perpendicular lines, right angles, regular polygons, and other polygons that are reflectively and rotationally symmetric. • Use the standard conventions for labelling the sides and angles of triangle ABC, and know and use the criteria for congruence of triangles. • Derive and illustrate properties of triangles, quadrilaterals, circles, and other plane figures [for example, equal lengths and angles] using appropriate language and technologies. • Identify properties of, and describe the results of, translations, rotations and reflections applied to given figures. • Identify and construct congruent triangles, and construct similar shapes by enlargement, with and without coordinate grids. • Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles. • Understand and use the relationship between parallel lines and alternate and corresponding angles. • Derive and use the sum of angles in a triangle and use it to deduce the angle sum in any polygon, and to derive properties of regular polygons. • Apply angle facts, triangle congruence, similarity and properties of quadrilaterals to derive results about angles and sides, including Pythagoras' Theorem, and use known results to obtain simple proofs. • Use Pythagoras' Theorem and trigonometric ratios in similar triangles to solve problems involving right-angled triangles. • Use the properties of faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres to solve problems in 3-D. • Interpret mathematical relationships both algebraically and geometrically. |
| <p>Statistics</p> <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Record, describe and analyse the frequency of outcomes of simple probability experiments involving randomness, fairness, equally and unequally likely outcomes, using appropriate language and the 0-1 probability scale. • Understand that the probabilities of all possible outcomes sum to 1. • Enumerate sets and unions/intersections of sets systematically, using tables, grids and Venn diagrams. • Generate theoretical sample spaces for single and combined events with equally likely, mutually exclusive outcomes and use these to calculate theoretical probabilities. • Describe, interpret and compare observed distributions of a single variable through: appropriate graphical representation involving discrete, continuous and grouped data; and appropriate measures of central tendency (mean, mode, median) and spread (range, consideration of outliers). • Construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data. • Describe simple mathematical relationships between two variables (bivariate data) in observational and experimental contexts and illustrate using scatter graphs. |

Science:

| Strands | By the end of FS | By the end of Year 2 | By the end of Year 4 | By the end of Year 6 |
|---|------------------|--|---|---|
| Ideas and evidence | | | <ul style="list-style-type: none"> They recognise why it is important to collect data to answer questions | <ul style="list-style-type: none"> Pupils recognise that scientific ideas are based on evidence Pupils describe how experimental evidence and creative thinking have been combined to provide a scientific explanation |
| Planning <u>ELGs:</u> <u>Understanding the World:</u> 1. Children know about similarities and differences in relation to places, objects, materials and living things. | | <ul style="list-style-type: none"> Pupils respond to suggestions about how to find things out and, with help, make their own suggestions about how to collect data to answer questions. They use simple texts, with help, to find information. | <ul style="list-style-type: none"> Pupils respond to suggestions and put forward their own ideas about how to find the answer to a question. They use simple texts to find information. Where appropriate, they carry out a fair test with some help, recognising and explaining why it is fair. | <ul style="list-style-type: none"> In their own investigative work, they decide on an appropriate approach <i>for example, using a fair test</i> to answer a question. Where appropriate, they describe, or show in the way they perform their task, how to vary one factor while keeping others the same. Where appropriate, they make predictions. They select information from sources provided for them When they try to answer a scientific question, they identify an appropriate approach. They select from a range of sources of information. When the investigation involves a fair test, they identify key factors to be considered. Where appropriate, they make predictions based on their scientific knowledge and understanding. |
| Carrying out | | <ul style="list-style-type: none"> They use simple equipment provided and make observations related to their task. They observe and compare objects, living things and events. | <ul style="list-style-type: none"> They make relevant observations and measure quantities, such as length or mass, using a range of simple equipment | <ul style="list-style-type: none"> They select suitable equipment and make a series of observations and measurements that are adequate for the task They select apparatus for a range of tasks and plan to use it effectively. They make a series of observations, comparisons or measurements with precision appropriate to the task. |
| Interpreting and evaluating | | <ul style="list-style-type: none"> They say whether what happened was what they expected | <ul style="list-style-type: none"> They provide explanations for observations and for simple patterns in recorded measurements. They suggest improvements in their work. | <ul style="list-style-type: none"> They use their graphs to point out and interpret patterns in their data. They begin to relate their conclusions to these patterns and to scientific knowledge and understanding. They suggest improvements in their work, giving reasons. They begin to repeat observations and measurements and to offer simple explanations for any differences they encounter. They draw conclusions that are consistent with the evidence and begin to relate these to scientific knowledge and understanding. They make practical suggestions about how their working methods could be improved. |
| Recording and presenting data | | <ul style="list-style-type: none"> Pupils describe or respond appropriately to simple features of objects, living things and events they observe, communicating their findings in simple ways <i>for example, talking about their work, through drawings, simple charts</i> They describe their observations using scientific vocabulary and record them, using simple tables when appropriate | <ul style="list-style-type: none"> They record their observations in a variety of ways. They communicate in a scientific way what they have found out. | <ul style="list-style-type: none"> They record their observations, comparisons and measurements using tables and bar charts. They begin to plot points to form simple graphs. They begin to communicate their conclusions with appropriate scientific language. They record observations and measurements systematically and, where appropriate, present data as line graphs. They use appropriate scientific language and conventions to communicate quantitative and qualitative data. |

Computing: Exchanging and Sharing Information:

| Strands | By the end of Foundation Stage | By the end of Year 2 | By the end of Year 4 | By the end of Year 6 |
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| Extract from Attainment Target | | <ul style="list-style-type: none"> • Share ideas using text, images and sounds. • Generate, amend and record work. Share ideas in diff. forms including text, tables, images and sound. | <ul style="list-style-type: none"> • Generate, develop, organise and present work. Share and exchange ideas with others. | <ul style="list-style-type: none"> • Present information in different forms. Show an awareness of intended audience. Show the need for quality in presentations. Exchange info. & ideas with others in a variety of ways including email. • Structure, refine and present information • in different forms and styles for specific purpose and audiences. Exchange info. & ideas with others in a variety of ways including email. |
| Text & Multimedia | <p><u>ELGs:</u> <u>Technology:</u></p> <p>1. Children recognise that a range of technology is used in places such as homes and schools.</p> | <ul style="list-style-type: none"> • Work with others and with support to contribute to a digital class resource which includes text, graphic and sound. • Generate own work, (with help with multimedia) combining text, graphics and sound. • Save and retrieve and edit work. | <ul style="list-style-type: none"> • Record & present information integrating a range of appropriate media combining text and graphics in printable form and sound and video for presentations which include hyperlinks. • Begin to show awareness of audience and seek feedback. | <ul style="list-style-type: none"> • Use advanced tools in word processing / DTP software such as tabs, appropriate text formatting, line spacing etc appropriately to create quality presentations appropriate for a known audience. • Multimedia work shows restrained use of effects that help to convey meaning rather than impress. • Independently create an interactive presentation, with hyperlinks, using resources they have created or found. • Make independent choices about the best media to use and consider the needs of their audiences and the impact their presentation will have. • Finished presentation demonstrates an understanding of good design principles. |
| Digital Image | <p>2. They select and use technology for particular purposes.</p> | <ul style="list-style-type: none"> • Use a range of simple tools in a paint package / image manipulation software to create / modify a picture. • Use a range of tools to create / modify a picture to communicate an idea. • Create a simple animation to tell a story. | <ul style="list-style-type: none"> • Manipulate digital images using a range of tools in appropriate software to convey a specific mood or idea. • Make a short film / animation from images (still and / or moving) that they have sourced, captured or created. | <ul style="list-style-type: none"> • Use images they have sourced / captured / manipulated as part of a bigger project. • Add special effects, transitions, titles etc. to their films / animations as appropriate, considering the effect on the viewer. • Independently select, use and evaluate ICT applications to locate, generate, amend and combine digital images / movies from different sources for a specific audiences or tasks. • Finished presentation shows an understanding of style appropriate to the tasks / audiences. |
| Sound and Music | | <ul style="list-style-type: none"> • Chose suitable sounds from a bank to express ideas. • Record short speech. • Compose music from icons. • Produce a simple presentation incorporating captured or created sounds. | <ul style="list-style-type: none"> • Create a simple podcast, selecting and importing already existing music and sound effects as well as recording their own. • Create multiple track compositions that contain a variety of sounds | <ul style="list-style-type: none"> • Create and share more sophisticated podcasts and consider the effect on the audience. • Use ICT to compose appropriate music for podcasts and evaluate its impact. • Manipulate music and sounds to enhance presentations / films / images / photos relevant to audiences and purpose. • Examples will include compositions from music software which include multiple voices mixed on multiple tracks as well as sound captured or sourced independently and edited and mixed using a variety of tools and techniques. |
| Electronic Communication | | <ul style="list-style-type: none"> • Contribute ideas to a class email to another class / school etc. • Work collaboratively by email to share and request information of another class or story character. • Begin to understand the need to abide by school e-safety rules. | <ul style="list-style-type: none"> • Share ICT work they have done electronically by email, VLE, or uploading to authorised sites. Where possible seek and respond to feedback. • Abide by school rules for e-safety. | <ul style="list-style-type: none"> • Create, send and reply to emails, making use of an address book and sending attachments. • Participate in video conferencing as a group, appreciating the need to abide by certain rules. • Understand the need for e-safety rules and abide by them both in and out of school. • Independently engage in electronic communication (email, VLE, video conferencing, web logs, etc) in the course of work. • Identify when such technology is helpful and comment on effectiveness, advantages and disadvantages of it. <p>Understand the implications for e-safety and use the rules learned and developed, at all times.</p> |

Computing: Finding Things Out:

| Strands | By the end of FS | By the end of Year 2 | By the end of Year 4 | By the end of Year 6 |
|--|---|--|--|---|
| Extract from Attainment Target | | <ul style="list-style-type: none"> • Explore information from various sources. Show they know information exists in different forms. • Organise and classify information • Present their findings. Enter, save and retrieve work | <ul style="list-style-type: none"> • Save, find and use appropriate information. Follow straight forward lines of enquiry | <ul style="list-style-type: none"> • Understand the need for care in framing questions when collecting, finding and interrogating information. • Interpret their findings Question plausibility. • Recognise that poor-quality information leads to unreliable results. • Add to, amend and combine different forms of information from a variety of sources. • Select the information they need for different purposes, check its accuracy and organise it in a form suitable for processing. |
| Research (internet & CD ROM) | <p><u>ELGs:</u> <u>Technology:</u></p> <p>1. Children recognise that a range of technology is used in places such as homes and schools.</p> <p>2. They select and use technology for particular purposes.</p> | <ul style="list-style-type: none"> • As a class explore information from a variety of sources • Show an awareness of different forms of information • Use a search engine to find specific relevant information to use in a presentation for a topic. • Save and retrieve their work. | <ul style="list-style-type: none"> • Ask own questions then use ICT sources to find answers, making use of search engines, an index, menu, hyperlinks as appropriate. • Use the information or resources they have found. • Talk about using ICT to find information / resources noting any frustrations and showing an emerging understanding of internet safety. | <ul style="list-style-type: none"> • Make use of copy and paste, beginning to understand the purpose of copyright regulations and the need to repurpose information for a particular audience. • Show an understanding that not all information on the internet is accurate. • Develop a growing awareness of how to stay safe when using the internet (in school and at home) and abide by the school's internet safety policy. • Independently and with due regard for safety, search the internet using a variety of techniques to find a range of information and resources on a specific topic. • Use appropriate methods to validate information and check for bias and accuracy. • Repurpose and make appropriate use of selected resources for a given audiences, acknowledging material used where appropriate. |
| Handling Information (Database and graphing) | | <ul style="list-style-type: none"> • As a class or individually with support, use a simple pictogram or painting program to develop simple graphical awareness / one to one correspondence • Use a graphing package to collect, organise and classify data, selecting appropriate tools to create a graph and answer questions. • Enter information into a simple branching database, database or word processor and use it to answer questions. • Save, retrieve and edit their work. | <ul style="list-style-type: none"> • Use a simple database (the structure set up for them) to enter and save and save information on a given subject. • Follow straight forward lines of enquiry to search their data for their own purposes. • Talk about their experiences of using ICT to process data compared with other methods. | <ul style="list-style-type: none"> • Work as a class or group to create a data collection sheet and use it to setup a straight forward database to answer questions. • Enter information and interrogate it (by searching, sorting, graphing etc). • Begin to reflect on how useful the collected data and their interrogation was and whether or not their questions were answered. • Independently solve a problem by planning and carrying out data collection, by organising and analysing data involving complex searches using a database, and by drawing conclusions and presenting findings. • The need for accuracy is demonstrated and strategies for spotting implausible data are evident. • Be able to talk about issues relating to data protection and the need for data security in the world at large (eg health, police databases). |

Computing: Developing ideas and making things happen:

| Strands | By the end of FS | By the end of Year 2 | By the end of Year 4 | By the end of Year 6 |
|---|---|---|---|--|
| Extract from Attainment Target | <p><u>ELGs:</u> <u>Technology:</u></p> <p>1. Children recognise that a range of technology is used in places such as homes and schools.</p> <p>2. They select and use technology for particular purposes.</p> | <ul style="list-style-type: none"> Recognise that many everyday devices respond to signals and instructions Make choices when using such devices to produce different outcomes Plan and give instructions to make things happen. Describe the effects. Explore what happens in real and imaginary situations. | <ul style="list-style-type: none"> Use sequences of instructions to control devices and achieve specific outcomes. Make appropriate choices when using ICT-based models or simulations to help them find things out and solve problems | <ul style="list-style-type: none"> Use ICT systems to control events in a predetermined manner. Sense physical data. Use models and simulations to explore patterns and relationships. Make predictions about the consequences of decisions. Create sequences of instructions to control events. Understand the need to be precise when framing and sequencing instructions. Understand how ICT devices with sensors can be used to monitor and measure external events. Explore the effects of changing the variables in an ICT-based model. |
| Logo & Control (Control links to D+T) | | <ul style="list-style-type: none"> Control simple everyday devices to make them produce different outcomes. Control a device, on and off screen, making predictions about the effect their programming will have. Can plan ahead. | <ul style="list-style-type: none"> Able to type a short sequence of instructions and to plan ahead when programming devices on and off screen. | <ul style="list-style-type: none"> Engage in Logo based problem solving activities that require children to write procedures etc. and to predict, test and modify. Use control software to control devices (using output commands) or to simulate this on screen. Predict, test and refine their programming. Independently create sequences of commands to control devices in response to sensing (i.e. use inputs as well as outputs). Design, build, test, evaluate and modify the system; ensuring that it is fit for purpose. |
| Modelling and Simulations | | <ul style="list-style-type: none"> Make simple choices to control a simple simulation program. Able to play an adventure game and use a simple simulation, making choices and observing the results. Conversation shows they understand that computers are good at replicating real life events and allowing them to explore contexts that are otherwise not possible. | <ul style="list-style-type: none"> Use models and simulations to find things out and solve problems. Recognise that simulations are useful in widening experience beyond the classroom. Make simple use of a spreadsheet to store data and produce graphs. | <ul style="list-style-type: none"> Set up and use a spreadsheet model to explore patterns and relationships. Make predictions. Know how to enter simple formulae to assist this process. Set up and use own spreadsheet, which contains formulae to investigate mathematical models. Ask "what if ..." questions and change variable in their model. Understand the need for accuracy when creating formulae and check regularly for mistakes, by questioning results. Relate use of spreadsheets to model situations to the wider world. |
| Data Logging (links to Science and Maths) | | | | <ul style="list-style-type: none"> Begin to use a data logger to sense physical data (sound, light, temperature). |

Geography:

| Strands | By the end of FS | By the end of Year 2 | By the end of Year 4 | By the end of Year 6 |
|---|---|---|--|---|
| 1. Geographical Enquiry and Skills | <p>ELGs: The World: 1. Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>2. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>3. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> | <ul style="list-style-type: none"> They use resources, and their own observations, to ask and respond to questions about places and environments. They carry out simple tasks and select inform information from resources. They use this info and their own observations to help them ask and respond to questions about places and environments. They begin to use appropriate geographical vocabulary. | <ul style="list-style-type: none"> They offer reasons for some of their observations, and for their views and judgements. They use skills and sources of evidence to respond to a range of geographical questions. They begin to use appropriate geographical vocabulary to communicate their findings. | <ul style="list-style-type: none"> They use their knowledge and understanding to suggest suitable questions and use a range of skills to investigate places and environments; They use primary and secondary sources and use appropriate vocabulary to communicate their findings. Pupils explain their own views and begin to suggest relevant geographical questions and issues; They use their knowledge and understanding to select the appropriate skills for investigating places and environments; They select information and sources of evidence, suggest plausible conclusions to their investigations and present their findings both graphically and in writing. |
| 2. Knowledge and Understanding of Places | | <ul style="list-style-type: none"> Pupils show their knowledge, skills and understanding in studies at a local scale Pupils show their knowledge, skills and understanding in studies at a local scale. They show an awareness of places beyond their own locality | <ul style="list-style-type: none"> Pupils show their knowledge, skills and understanding in studies at a local scale. They are aware that different places may have both similar and different characteristics. | <ul style="list-style-type: none"> Pupils show their knowledge, skills and understanding in studies of a range of places at more than one scale and in different parts of the world. They begin to recognise geographical patterns and to appreciate the importance of wider geographical location in understanding places Pupils show their knowledge, skills and understanding in studies of a range of places at more than one scale and in different parts of the world. They recognise some of the links and relationships that make places dependent on each other. |
| 3. Knowledge and Understanding of Patterns and Processes | | <ul style="list-style-type: none"> They recognise and make observations about physical and human features of localities They describe physical and human features of places and; recognise and make observations about those features that give places their character. | <ul style="list-style-type: none"> They describe and compare the physical and human features of different localities and; Offer explanations for the location of some of those features. | <ul style="list-style-type: none"> They recognise and describe physical and human processes. They begin to understand how these can change the features of places and how these changes affect the lives and activities of people living there. They describe and begin to explain geographical patterns and physical and human processes. They describe how these processes can lead to similarities and differences in the environments of different places and the lives of people who live there. |
| 4. Knowledge and Understanding of Environmental Change | | <ul style="list-style-type: none"> They express their views on features of the environment of a locality. They express views on the environment of a locality and; recognise how people affect the environment | <ul style="list-style-type: none"> They recognise how people seek to improve and sustain environments. | <ul style="list-style-type: none"> They understand how people can both improve and damage the environment. They explain their own views and the views that others hold about an environmental change They suggest explanations for the ways in which human activities cause changes to the environment and the different views people hold about them. They recognise how people try to manage environments sustainably. |
| New NC Geography Thinking Skills across all year groups: | | <ul style="list-style-type: none"> <i>Sequencing and ordering information</i> <i>Sorting, classifying, grouping.</i> <i>Analysing, identifying relationships.</i> <i>Comparing and contrasting.</i> <i>Making predictions and hypothesising.</i> <i>Drawing conclusions.</i> | <ul style="list-style-type: none"> <i>Distinguishing facts and opinion.</i> <i>Bias and reality.</i> <i>Generating ideas and brainstorming.</i> <i>Cause and effect, fair tests.</i> | <ul style="list-style-type: none"> <i>Defining and clarifying problems.</i> <i>Thinking up solutions, evaluating outcomes.</i> <i>Planning and monitoring.</i> <i>Making decisions.</i> <i>Prioritising.</i> <i>Pros and cons.</i> <i>Reflecting on one's own thinking.</i> |

History:

| Strands | By end of EFYS | By the end of KS1 | By the end of KS2 | Mastery at UKS2 /By the end of KS3 |
|---|--|--|---|--|
| 1. Chronological knowledge / understanding (including characteristic features of periods) | <p><u>ELGs:</u> <u>Listening and Attention</u></p> <ul style="list-style-type: none"> • Children listen attentively in a range of situations. • They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. | <ul style="list-style-type: none"> • Develop an awareness of the past • Use common words and phrases relating to the passing of time • Know where all people/events studied fit into a chronological framework • Identify similarities / differences between periods | <ul style="list-style-type: none"> • Continue to develop chronologically secure knowledge of history • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time | <ul style="list-style-type: none"> • Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning • Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time |
| 2. Historical terms e.g. empire, peasant | | <ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms | <ul style="list-style-type: none"> • Develop the appropriate use of historical terms | <ul style="list-style-type: none"> • Use historical terms and concepts in increasingly sophisticated ways |
| 3. Historical enquiry - Using evidence / Communicating ideas | <ul style="list-style-type: none"> • They give their attention to what others say and respond appropriately, while engaged in another activity. | <ul style="list-style-type: none"> • Ask and answer questions * • Understand some ways we find out about the past • Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below) | <ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions * • Understand how knowledge of the past is constructed from a range of sources • Construct informed responses by selecting and organising relevant historical information. | <ul style="list-style-type: none"> • Pursue historically valid enquiries * including some they have framed • Understand how different types of sources are used rigorously to make historical claims • Create relevant, structured and evidentially supported accounts |
| 4. Interpretations of history | | <ul style="list-style-type: none"> • Identify different ways in which the past is represented | <ul style="list-style-type: none"> • Understand that different versions of the past may exist, giving some reasons for this | <ul style="list-style-type: none"> • Discern how and why contrasting arguments and interpretations of the past have been constructed |

• 5 – Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:

| | | | | |
|--|--|--|---|--|
| 5a. Continuity and change in and between periods | <p><u>ELGs:</u> <u>People and Communities</u></p> <ul style="list-style-type: none"> • Children talk about past and present events in their own lives and in the lives of family members. | <ul style="list-style-type: none"> • Identify similarities / differences between ways of life at different times | <ul style="list-style-type: none"> • Describe / make links between main events, situations and changes within and across different periods/societies | |
| 5b. Cause and consequence | <ul style="list-style-type: none"> • They know that other children don't always enjoy the same things, and are sensitive to this. | <ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result | <ul style="list-style-type: none"> • Identify and give reasons for, results of, historical events, situations, changes | <ul style="list-style-type: none"> • Analyse / explain reasons for, and results of, historical events, situations, changes |
| 5c. Similarity / Difference within a period / situation (social diversity including beliefs and attitudes) | <ul style="list-style-type: none"> • They know about similarities and differences between themselves and others, and | <ul style="list-style-type: none"> • Make simple observations about different types of people, events, beliefs within a society | <ul style="list-style-type: none"> • Describe social, cultural, religious and ethnic diversity in Britain & the wider world | <ul style="list-style-type: none"> • Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies |
| 5d. Significance of events / people | among families, communities and traditions. | <ul style="list-style-type: none"> • Talk about who was important e.g. in a simple historical account | <ul style="list-style-type: none"> • Identify historically significant people and events in situations | <ul style="list-style-type: none"> • Consider / explain the significance of events, people and developments in their context and in the present day |

Art: Part 1:

| Strands | By the end of FS | By the end of Year 2 | By the end of Year 4 | By the end of Year 6 |
|--|--|--|---|--|
| Exploring and developing ideas (ongoing) | <p><u>ELGs:</u></p> <p>1. Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>2. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>3. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>4. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> | <ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures | <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes Question and make thoughtful observations about starting points and select ideas to use in their work Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures | <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes Question and make thoughtful observations about starting points and select ideas to use in their work Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures |
| Evaluating and developing work (ongoing) | | <ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it e.g. annotate sketchbook Identify what they might change in their current work or develop in their future work Annotate work in sketchbook | <ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further | <ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further |
| Drawing | | <ul style="list-style-type: none"> Use a variety of tools inc pencils, crayons, rubbers, pastels, felt tips, charcoal, ball points, chalk and other dry media Use a sketchbook to gather and collect artwork Begin to explore the use of line, shape and colour Layer different media e.g. crayons, pastels, felt tips, charcoal and ballpoint Draw for a sustained period of time from the figure and real objects, including single and grouped objects Experiment with the visual elements; line, shape, pattern and colour. | <ul style="list-style-type: none"> Make informed choices in drawing inc paper and media Alter and refine drawings and describe changes using art vocabulary Collect images and information independently in a sketchbook Use research to inspire drawings from memory and imagination Explore relationships between line and tone, pattern and shape, line and texture | <ul style="list-style-type: none"> Demonstrate a wide variety of ways to make different marks with dry and wet media Identify artists who have worked in a similar way to their own work Develop ideas using different or mixed media, using a sketchbook Manipulate and experiment with the elements of art: line tone, pattern, texture, form, space, colour and shape |
| Painting | | <ul style="list-style-type: none"> Use a variety of tools and techniques including the use of different brush sizes and types Mix and match colours to artefacts and objects Mix secondary colours and shades using different types of paint Create different textures e.g. use of sawdust Mix a range of secondary colours, shades and tones Experiment with tools and techniques inc layering, mixing media, scraping through etc Name different types of paint and their properties Work on a range scales e.g. large brush on large paper etc Mix and match colours using artefacts and objects | <ul style="list-style-type: none"> Make and match colours with increasing accuracy Use more specific colour language eg tint, tone, shade, hue Chose paints and implements appropriately Plan and create different effects and textures with paint according to what they need for the task Show increasing independence and creativity with the painting process | <ul style="list-style-type: none"> Create shades and tints using black and white Choose appropriate paint, paper and implements to adapt and extend their work Carry out preliminary studies, test media and materials and mix appropriate colours Work from a variety of sources inc those researched independently Show an awareness of how paintings are created (composition) |

Art: Part 2:

| | By the end of FS | By the end of Year 2 | By the end of Year 4 | By the end of Year 6 |
|------------------|---|---|---|---|
| Printing | <p>variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>3. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>4. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> | <ul style="list-style-type: none"> • Make marks in print with a variety of objects including natural and made objects • Carry out different printing techniques e.g. mono print, block, relief and resist printing • Make rubbings • Build a repeating pattern and recognise pattern in the environment • Use a variety of techniques inc carbon printing, relief, press and fabric printing and rubbings • Design patterns of increasing complexity and repetition • Print using a variety of materials, objects and techniques | <ul style="list-style-type: none"> • Print using a variety of materials, objects, and techniques including layering • Talk about the processes used to produce a simple print to explore pattern and shape creating designs for printing • Research, create and refine a print using a variety of techniques • Select broadly the kinds of material to print with in order to get the effect they want • Resist printing including marbling, silkscreen and coldwater paste | <ul style="list-style-type: none"> • Explain a few techniques inc the use of poly-blocks, relief, mono and resist printing • Chose the printing method appropriate to task • Build up layers and colours/textures • Organise their work in terms of pattern, repetition, symmetry, or random printing styles • Chose inks and overlay colours • Describe varied techniques • Be familiar with layering prints • Be confident with printing on paper and fabric • Alter and modify work • <u>Work relatively independently</u> |
| Textiles/Collage | | <ul style="list-style-type: none"> • How to thread a needle, cut, glue and trim material • Create images from imagination, experience or observation • Use a wide variety of media inc photocopied material, fabric, plastic, tissue, magazines, crepe paper etc • Use a variety of techniques inc weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery • Create textured collages from a variety of media • Make a simple mosaic • Stitch, knot and use other manipulative skills | <ul style="list-style-type: none"> • Use a variety of techniques inc printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué • Name the tools and materials they have used • Develop skills in stitching, cutting and joining • Experiment with a range of media eg overlapping, layering etc • Match the tool to the material • Combine skills more readily • Choose collage or textiles as a means of extending work already achieved • Refine and alter ideas and explain choices using art vocabulary • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements • <u>Experiment with paste resist</u> | <ul style="list-style-type: none"> • Join fabrics in different ways, including stitching • Use different grades and uses of threads and needles • Extend their work within a specified techniques • Use a range of media to create collage • Experiment with using batik safely • Awareness of the potential of the uses of material • Use different techniques, colours, and textures etc when designing and making pieces of work • To be expressive and analytical to adapt, extend and justify their work |
| 3D form | | <ul style="list-style-type: none"> • Manipulate clay in a variety of ways eg rolling, kneading, and shaping • Explore sculpture with a range of malleable media, especially clay • Experiment with, construct and join recycled, natural and man made materials • Explore shape and form • Manipulate clay for a variety of purposes inc thumb pots, simple coil pots and models • Build a textured relief tile • Understand the safety and basic care of materials and tools • Experiment with, construct and join recycled, natural and man-made materials more confidently | <ul style="list-style-type: none"> • Join clay adequately and work reasonably independently • Construct a simple clay base for extending and modelling other shapes • Cut and join wood safely and effectively • Make a simple papier-mache object • Plan, design and make models • Make informed choices about the 3D technique chosen • Show an understanding of shape, space and form • Talk about their work understanding that it has been sculpted, modelled or constructed • Use a variety of materials | <ul style="list-style-type: none"> • Describe the different qualities involved in modelling, sculpture and construction • Use recycled, natural and man made materials to create sculpture • Plan a sculpture through drawing and other preparatory work • Develop skills in using clay inc slabs, coils, slips etc • Make a mould and use plaster safely • Create sculpture and constructions with increasing independence |

Design Technology:

| | Foundation Stage | By the end of year 2 | By the end of year 4 | By the end of year 6 |
|---|--|---|---|----------------------|
| <p><u>Developing, planning and communicating ideas</u></p> <p><u>ELGs:</u></p> <p><u>Self Confidence and Self Awareness:</u></p> <ol style="list-style-type: none"> 1. Children are confident to try new activities. 2. They can say why they like some activities more than others. 3. They are confident to speak in a familiar group. 4. They will talk about their ideas. 5. They will choose the resources they need for their chosen activities. 6. They say when they do or don't need help. <p><u>Understanding the World:</u></p> <ol style="list-style-type: none"> 1. Children recognise that a range of technology is used in places such as homes and schools. 2. They select and use technology for particular purposes. <p><u>Expressive Arts and Design:</u></p> <ol style="list-style-type: none"> 1. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. 2. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. | <ul style="list-style-type: none"> • To draw on their own experience to help generate ideas • To suggest ideas and explain what they are going to do • To identify a target group for what they intend to design and make • Generate ideas by drawing on their own and other people's experiences • To develop their design ideas through discussion, observation, drawing and modelling • To identify a purpose for what they intend to design and make | <ul style="list-style-type: none"> • To generate ideas for an item, considering its purpose and user/s • How to generate ideas, considering the purposes for which they are designing • To identify a purpose and establish criteria for a successful product • To make labelled drawings from different views showing specific features • To plan the order of their work before starting • To develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail | <ul style="list-style-type: none"> • To generate ideas through brainstorming and identify a purpose for their product • To communicate their ideas through detailed labelled drawings • To draw up a specification for their design • To develop a design specification • To develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail • To explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways • To plan the order of their work, choosing appropriate materials, tools and techniques | |
| <p><u>Working with tools, equipment, materials and components to make quality products.</u></p> | <ul style="list-style-type: none"> • To model their ideas in card and paper • To develop their design ideas applying findings from their earlier research • To make their design using appropriate techniques • With help, measure, mark out, cut and shape a range of materials • To identify simple design criteria • To make simple drawings and label parts • Begin to select tools and materials; use vocabulary to name and describe them • To measure, cut and score with some accuracy | <ul style="list-style-type: none"> • To explore, develop and communicate design proposals by modelling ideas • To evaluate products and identify criteria that can be used for their own designs • To use results of investigations, information sources, including ICT when developing design ideas • To select appropriate tools and techniques for making their product • To select appropriate materials, tools and techniques • To make drawings with labels when designing • To select tools and techniques for making their product • Measure, mark out, cut, score and assemble components with more accuracy | <ul style="list-style-type: none"> • To measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques • To measure and mark out accurately • To join and combine materials and components accurately in temporary and permanent ways • To use skills in using different tools and equipment safely and accurately • To select appropriate materials, tools, components and techniques • To assemble components to make working models • To use tools safely and accurately | |

Music:

| Strands | By the end of Foundation Stage | By the end of Year 2 | By the end of Year 4 | By the end of Year 6 |
|--|--|---|---|---|
| Singing songs with control and using the voice expressively. | <p>ELGs:</p> <p><u>Expressive Arts and Design:</u> Children sing songs, make music and dance, and experiment with ways of changing them.</p> | <p>To find their singing voice and use their voices confidently. Sing a melody accurately at their own pitch. Sing with a sense of awareness of pulse and control of rhythm. Recognise phrase lengths and know when to breathe. Sing songs expressively. Follow pitch movements with their hands and use high, low and middle voices. Begin to sing with control of pitch (e.g. following the shape of the melody). Sing with an awareness of other performers.</p> | <p>Sing with confidence using a wider vocal range. Sing in tune. Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases). Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. Sing songs and create different vocal effects. Understand how mouth shapes can affect voice sounds. Internalise sounds by singing parts of a song 'in their heads.'</p> | <p>Sing songs with increasing control of breathing, posture and sound projection. Sing songs in tune and with an awareness of other parts. Identify phrases through breathing in appropriate places. Sing with expression and rehearse with others. Sing a round in two parts and identify the melodic phrases and how they fit together. Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</p> |
| Listening, Memory and Movement. | <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> | <p>Recall and remember short songs and sequences and patterns of sounds. Respond physically when performing, composing and appraising music. Identify different sound sources. Identify well-defined musical features.</p> | <p>Identify melodic phrases and play them by ear. Create sequences of movements in response to sounds. Explore and chose different movements to describe animals. Demonstrate the ability to recognise the use of structure and expressive elements through dance. Identify phrases that could be used as an introduction, interlude and ending.</p> | <p>Internalise short melodies and play these on pitched percussion (play by ear). Create dances that reflect musical features. Identify different moods and textures. Identify how a mood is created by music and lyrics. Listen to longer pieces of music and identify features.</p> |
| Controlling pulse and rhythm | <p><u>Physical Development:</u> Children show good control and co-ordination in large and small movements. Children move confidently in a range of ways, safely negotiating space.</p> | <p>Identify the pulse in different pieces of music. Identify the pulse and join in getting faster and slower together. Identify long and short sounds in music. Perform a rhythm to a given pulse. Begin to internalise and create rhythmic patterns. Accompany a chant or song by clapping or playing the pulse or rhythm.</p> | <p>Recognise rhythmic patterns. Perform a repeated pattern to a steady pulse. Identify and recall rhythmic and melodic patterns. Identify repeated patterns used in a variety of music. (Ostinato).</p> | <p>Identify different speeds of pulse (tempo) by clapping and moving. Improvise rhythm patterns. Perform an independent part keeping to a steady beat. Identify the metre of different songs through recognising the pattern of strong and weak beats. Subdivide the pulse while keeping to a steady beat.</p> |
| Exploring sounds, melody and accompaniment. | <p>They handle equipment and tools effectively, including pencils for writing.</p> <p><u>Personal, Social and Emotional Development:</u> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to</p> | <p>To explore different sound sources. Make sounds and recognise how they can give a message. Identify and name classroom instruments. Create and chose sounds in response to a given stimulus. Identify how sounds can be changed. Change sounds to reflect different stimuli</p> | <p>Identify ways sounds are used to accompany a song. Analyse and comment on how sounds are used to create different moods. Explore and perform different types of accompaniment. Explore and select different melodic patterns. Recognise and explore different combinations of pitch sounds</p> | <p>Skills development for this element are to be found within 'Control of instruments' and 'Composition'</p> |
| Control of instrument | <p>others' needs and feelings. They form positive relationships with adults and other children</p> | <p>Play instruments in different ways and create sound effects. Handle and play instruments with control. Identify different groups of instruments</p> | <p>Identify melodic phrases and play them by ear. Select instruments to describe visual images. Choose instruments on the basis of internalised sounds.</p> | <p>Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy. Create different effects using combinations of pitched sounds. Use ICT to change and manipulate sounds</p> |
| Composition | | <p>Contribute to the creation of a class composition. Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.</p> | <p>Create textures by combining sounds in different ways. Create music that describes contrasting moods/emotions. Improvise simple tunes based on the pentatonic scale. Compose music in pairs and make improvements to their own work. Create an accompaniment to a known song. Create descriptive music in pairs or small groups.</p> | <p>Identify different starting points or composing music. Explore, select combine and exploit a range of different sounds to compose a soundscape. Write lyrics to a known song. Compose a short song to own lyrics based on everyday phrases. Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.</p> |
| Reading and writing notation | | <p>Perform long and short sounds in response to symbols. Create long and short sounds on instruments. Play and sing phrase from dot notation.</p> | <p>Record their own ideas. Make their own symbols as part of a class score.</p> | <p>Perform using notation as a support. Sing songs with staff notation as support.</p> |
| Performance skills | | <p>Perform together and follow instructions that combine the musical elements.</p> | <p>Perform in different ways, exploring the way the performers are a musical resource. Perform with awareness of different parts.</p> | <p>Present performances effectively with awareness of audience, venue and occasion.</p> |
| Evaluating and appraising | | <p>Choose sounds and instruments carefully and make improvements to their own and others' work.</p> | <p>Recognise how music can reflect different intentions.</p> | <p>Improve their work through analysis, evaluation and comparison.</p> |

Physical Education:

By the end of Foundation Stage: ELGs

- Children show good control and co-ordination in large and small movements.
- Children move confidently in a range of ways, safely negotiating space.
- They handle equipment and tools effectively, including pencils for writing.
- Children know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe.
- They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Physical Education: Progression in Gymnastics:

| | By end of Year 2 | | By end of Year 4 | | By end of Year 6 | |
|--|--|---|--|--|---|---|
| Acquiring and developing skills | explore gymnastics actions and still shapes move confidently and safely in their own and general space, using change of speed and direction | remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision | consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements | develop the range of actions, body shapes and balances they include in a performance perform skills and actions more accurately and consistently | perform actions, shapes and balances consistently and fluently in specific activities | combine and perform gymnastic actions, shape and balances more fluently and effectively across the activity areas |
| Selecting and applying skills, tactics and compositional ideas | copy or create and link movement phrases with beginnings, middles and ends perform movement phrases using a range of body actions and body parts | choose, use and vary simple compositional ideas in the sequences they create and perform | improve their ability to select appropriate actions and use simple compositional ideas | create gymnastic sequences that meet a theme or set of conditions use compositional devices when creating their sequences, such as changes in speed, level and direction | choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations | develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles |
| Knowledge and understanding of fitness and health | know how to carry and place equipment recognise how their body feels when still and when exercising | recognise and describe what their bodies feel like during different types of activity lift, move and place equipment safely | recognise and describe the short term effects of exercise on the body during different activities know the importance of suppleness and strength | describe how the body reacts during different types of activity and how this affects the way they perform | know and understand the basic principles of warming up and why it is important for good quality performance understand why physical activity is good for their health | understand why warming up and cooling down are important understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves carry out warm ups safely and effectively |
| Evaluating and improving performance | watch, copy and describe what they and others have done | improve their work using information they have gained by watching, listening and investigating | describe and evaluate the effectiveness and quality of a performance recognise how their own performance has improved | describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved | choose and use information and basic criteria to evaluate their own and others' work | evaluate their own and others' work suggest ways of making improvements |
| Computing | Use of digital cameras, video recorders to record and evaluate performance | | | | | |

Physical Education: Progression in Games:

| | By end of Year 2 | | By end of Year 4 | | By end of Year 6 | |
|--|--|---|--|--|--|--|
| QCA Units | | | | | | |
| Acquiring and developing skills | be confident and safe in the spaces used to play games explore and use skills, actions and ideas individually and in combination to suit the game they are playing | improve the way they coordinate and control their bodies and a range of equipment remember, repeat and link combinations of skills | consolidate and improve the quality of their techniques and their ability to link movements -develop the range and consistency of their skills in all games | -develop the range and consistency of their skills in all games | develop a broader range of techniques and skills for attacking and defending develop consistency in their skills | choose, combine and perform skills more fluently and effectively in invasion, striking and net games |
| Selecting and applying skills, tactics and compositional ideas | choose and use skills effectively for particular games | choose, use and vary simple tactics | improve their ability to choose and use simple tactics and strategies keep, adapt and make rules for striking and fielding and net games | devise and use rules keep, adapt and make rules for striking and fielding and net games use and adapt tactics in different situations | know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations choose and apply skills more consistently in all activities | understand, choose and apply a range of tactics and strategies for defence and attack use these tactics and strategies more consistently in similar games |
| Knowledge and understanding of fitness and health | know that being active is good for them and fun | recognise and describe what their bodies feel like during different types of activity | know and describe the short term effects of different exercise activities on the body know how to improve stamina begin to understand the importance of warming up | recognise which activities help their speed, strength and stamina and know when they are important in games recognise how specific activities affect their bodies | know and understand the basic principles of warming up, and understand why it is important for a good quality performance understand why exercise is good for their fitness, health and wellbeing | understand why exercise is good for their fitness, health and wellbeing understand the need to prepare properly for games |
| Evaluating and improving performance | watch, copy and describe what others are doing describe what they are doing | recognise good quality in performance use information to improve their work | recognise good performance and identify the parts of a performance that need improving use what they have learned to improve their work | explain their ideas and plans recognise aspects of their work which need improving suggest practices to improve their play | choose and use information to evaluate their own and others' work suggest improvements in their own and others' performances | develop their ability to evaluate their own and others' work, and to suggest ways to improve it know why warming up and cooling down are important |
| Computing | Use of digital cameras, video recorders to record and evaluate performance Videos of professional teams, training videos, to improve understanding of team play and tactics | | | | | |

Physical Education: Progression in Dance:

| | By end of Year 2 | | By end of Year 4 | | By end of Year 6 | |
|--|---|---|---|--|--|---|
| Acquiring and developing skills | <ul style="list-style-type: none"> Explore movement ideas and respond imaginatively to a range of stimuli Move confidently and safely in their own and general space, using changes of speed, level and direction | <ul style="list-style-type: none"> Explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance | <ul style="list-style-type: none"> Improvise freely on their own and with a partner, translating ideas from a stimulus into movement | <ul style="list-style-type: none"> Explore and create characters and narratives in response to a range of stimuli | <ul style="list-style-type: none"> Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group | <ul style="list-style-type: none"> Explore, improvise and combine movement ideas fluently and effectively |
| Selecting and applying skills, tactics and compositional ideas | <ul style="list-style-type: none"> Compose and link movement to make simple dances with clear beginnings, middles and ends Perform movement phrases using a range of body actions and body parts | <ul style="list-style-type: none"> Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings Choose and vary simple compositional ideas | <ul style="list-style-type: none"> Create and link dance phrases using a simple dance structure or motif Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups | <ul style="list-style-type: none"> Use simple choreographic principles to create motifs and narrative. Perform complex dance phrases and dances that communicate character and narrative | <ul style="list-style-type: none"> Compose dances by using adapting and developing steps, formations and patterning from different dance styles Perform dances expressively, using a range of performance skills | <ul style="list-style-type: none"> Create and structure motifs, phrases, sections and whole dances Begin to use basic compositional principles when creating their dances |
| Knowledge and understanding of fitness and health | <ul style="list-style-type: none"> Recognise how their body feels when still and exercising | <ul style="list-style-type: none"> Recognise and describe how different dance activities make them feel Understand the importance of warming up and cooling down | <ul style="list-style-type: none"> Keep up activity over a period of time and know they need to warm up and cool down for dance | <ul style="list-style-type: none"> Know and describe what you need to do to warm up and cool down for dance | <ul style="list-style-type: none"> Organise their own warm-up and cool-down activities to suit the dance Show an understanding of why it is important to warm up and cool down | <ul style="list-style-type: none"> Understand why dance is good for their fitness, health and wellbeing Prepare effectively for dancing |
| Evaluating and improving performance | <ul style="list-style-type: none"> Talk about dance ideas inspired by different stimuli Copy, watch and describe dance movement | <ul style="list-style-type: none"> Watch and describe dance phrases and dances and use what they learn to improve their own work | <ul style="list-style-type: none"> Describe and evaluate some of the compositional features of dances performed with a partner and in a group Talk about how they might improve their dances | <ul style="list-style-type: none"> Describe, interpret and evaluate their own and others dances, taking account of character and narrative | <ul style="list-style-type: none"> Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context | <ul style="list-style-type: none"> Understand how a dance is formed and performed Evaluate, refine and develop their own |

Physical Education: Progression in Athletics:

| | By end of Year 2 | By end of Year 4 | By end of Year 6 |
|--|--|--|--|
| Acquiring and developing skills | <ul style="list-style-type: none"> Remember, repeat and link combinations of actions Use their bodies and a variety of equipment with greater control and coordination | <ul style="list-style-type: none"> Consolidate and improve the quality, range and consistency of the techniques they use for particular activities | <ul style="list-style-type: none"> Develop the consistency of their actions in a number of events Increase the number of techniques they use |
| Selecting and applying skills, tactics and compositional ideas | <ul style="list-style-type: none"> Use their bodies and a variety of equipment with greater control and coordination | <ul style="list-style-type: none"> Develop their ability to choose and use simple tactics and strategies in different situations | <ul style="list-style-type: none"> Choose appropriate techniques for specific events |
| Knowledge and understanding of fitness and health | <ul style="list-style-type: none"> Recognise and describe what their bodies feel like during different types of activity | <ul style="list-style-type: none"> Know, measure and describe the short-term effects of exercise on the body Describe how the body reacts to different types of activity | <ul style="list-style-type: none"> Understand the basic principles of warming up Understand why exercise is good for fitness, health and wellbeing |
| Evaluating and improving performance | <ul style="list-style-type: none"> Watch, copy and describe what they and others have done | <ul style="list-style-type: none"> Describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving | <ul style="list-style-type: none"> Evaluate their own and others work and suggest ways to improve it |

Physical Education: Progression in Swimming and Water Safety:

| Acquiring and developing skills | <ul style="list-style-type: none"> • Work with confidence in the water • Explore and use skills, actions and ideas individually and in combination eg use arms to pull and push the water; use legs in kicking actions; hold their breath under water • Remember, repeat and link skills | <ul style="list-style-type: none"> • Consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, survival skills • Improve linking movements and actions |
|--|---|--|
| Selecting and applying skills, tactics and compositional ideas | <ul style="list-style-type: none"> • Know how to choose and use skills for different swimming tasks e.g. using arms to stay balanced, knowing what to push against the water to move in a particular direction • Improve the control and co-ordination of their bodies in water | <ul style="list-style-type: none"> • Choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges |
| Knowledge and understanding of fitness and health | <ul style="list-style-type: none"> • Know that being active is fun and good for them • Recognise what their bodies feel like during different activities | <ul style="list-style-type: none"> • Know and describe the short-term effects of exercise on the body and how it reacts to different types of activity |
| Evaluating and improving performance | <ul style="list-style-type: none"> • Watch, copy and describe what they and others have done and use the information to improve their work | <ul style="list-style-type: none"> • Describe and evaluate the quality of swimming and recognise what needs improving |

Citizenship, Personal, Social, and Health Education: Linked to S.M.S.C. and Religious Education

| Strands | By end of FS | By end of Year 2 | By end of Year 4 | By end of Year 6 |
|--|--|---|--|---|
| Knowledge and understanding about becoming informed citizens | <p>ELGs:</p> <p><u>Physical Development:</u></p> <ul style="list-style-type: none"> Children know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. <p><u>Making relationships:</u></p> <ul style="list-style-type: none"> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings. They form positive relationships with adults and other children. <p><u>Managing Feelings and Behaviour:</u></p> <ul style="list-style-type: none"> Children talk about how they and others show feelings. Children talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable. | <ul style="list-style-type: none"> Begin to show understanding of simple citizenship concepts, for example right and wrong, fairness and rules Begin to show understanding of values, for example honesty, tolerance, respect and concern for others. Talk about and consider topics and issues, including moral and social dilemmas with others | <ul style="list-style-type: none"> Investigate topical issues and problems using a range of sources, including the media, to find answers to simple questions or information and advice Show understanding of values, for example honesty, tolerance, respect and concern for others. | <ul style="list-style-type: none"> Show understanding of some citizenship concepts, for example rights, responsibilities, rules, right and wrong and fairness Demonstrate a broad knowledge and understanding of the topics and issues they have explored Understand the role of the media in presenting information to the public and appreciate that information can be interpreted in different ways. Demonstrate understanding of key citizenship concepts, for example rights and responsibilities, democracy, government, fairness, justice, rules, laws, diversity, identities and communities, power and authority, sustainable development and so on, and values, for example honesty, tolerance, respect and concern for others |
| Skills of enquiry and communication | <ul style="list-style-type: none"> They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations. They take changes of routine in their stride. | <ul style="list-style-type: none"> Respond to simple questions and explain their own views and ideas in pairs and to the class Listen to the views of others. Take part in simple discussions and debates on topical issues that affect themselves and others Understand that people may have different views on issues and use imagination to understand other people's experiences. | <ul style="list-style-type: none"> Talk and write about their opinions explaining their views Ask and respond to questions and listen to the view of others | <ul style="list-style-type: none"> Identify questions, consider and discuss different issues, drawing simple conclusions and justifying personal views and opinions Listen to and consider the views and experiences of others and can express views that are not necessarily their own. Through investigation of topical issues, problems and events, analyse and evaluate a range of sources of information, including ICT and the media Through group and class discussion and debate, present and develop ideas and views |
| Skills of participation and responsible action | <ul style="list-style-type: none"> They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations. They take changes of routine in their stride. | <ul style="list-style-type: none"> Make real choices and know how to ask for help. Take part in class and school citizenship activities, demonstrating they can play and work cooperatively and take and share responsibility | <ul style="list-style-type: none"> Take part responsibly in group, class and school citizenship activities such as resolving differences by exploring alternatives and making choices Meet and talk with different adults from the community, for example nurse, police officer, councillor Begin to recognise that their actions affect themselves and others around them. | <ul style="list-style-type: none"> Take part in group and decision-making activities, demonstrating Responsibility in their attitudes to themselves and others Reflect on their participation in citizenship activities. Negotiate, decide and take part in responsible actions, both in the school and in the wider community, and reflect on their participation Communicate their findings and experiences with others and make suggestions for improvements or changes |