JOHN CLARE PRIMARY SCHOOL

Curriculum and Assessment Policy

Implementation: September 2019
Review: September 2021

At John Clare Primary School, we follow the English and mathematics Programmes of Study for each year group, as detailed in the National Curriculum (2014).

Subjects which are not included in our long-term curriculum plan also follow the National Curriculum, 2014.

For PSHE, John Clare School follows the scheme issued by Cambridgeshire County Council.

OUR CURRICULUM

At John Clare Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework in Reception. We have a personalised reading scheme that follows the National Bookband Benchmarks and follows the Letters and Sounds phonics scheme.

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities (trips, clubs, residentials, experiences) that the school organises in order to enrich the experiences of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

At John Clare Primary School we strive to enjoy our learning and make it as much fun and as meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our community. Our learning environment is respected and used by all in school and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

ASSESSMENT PROCESSES

Effective assessment provides information to improve teaching and learning. At John Clare Primary School, we give our children regular feedback on their learning so that they understand what to do in order to improve. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are working together to raise standards for all our children.

There are different types of assessment: Formative assessment is the ongoing assessment carried out by teachers both formally and informally during lessons and units of lessons. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Summative assessment occurs at pre-defined periods of the academic year such as SATs tests and through our use of PiXL diagnostic/progress tests. Summative tests help teachers to benchmark pupils and also to make mid-year and end of year assessments. They are also of use in determining a pupil's attainment against a year group's programme of study objectives.

Aims and objectives:

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide information to the Headteacher, senior leaders and governors to enable them to make judgements about the provision and effectiveness of the school.

Statutory assessment:

Early Years Foundation Stage: The Early Years teaching staff record their initial assessments of the children in a form of a baseline, observational assessment. These take into account all available information from parents and previous settings. We continue to observe children and will regularly record our observations, particularly when we see 'wow' moments, which are often recorded on the Tapestry programme. We analyse and review what we see or know about each child's development and learning, and then we will make informed decisions about the child's progress. This enables us to plan appropriate next steps. Each child has their own Learning Journey within Tapestry, which documents their learning. This includes: observations, photos and examples of their work in school. We assess each child in each area against the Early Learning Goals (ELGs). As well as the baseline data, we also gather data at three other points in the academic year. Profiles are moderated within school, with colleagues from other schools and with the Local Authority.

We formally report to parents three times a year: in October, March and July. The report in July is a detailed, written summary and contains information about how each child learns and an assessment against each of the seven areas of learning.

Year One phonics screening check:

All children in Year 1 will participate in a phonics screening check. This assessment will be administered by the Key Stage 1 team. The phonics screening check is a short and simple assessment of phonic decoding. It consists of a list of 40 words, half real words and half non-words, which Year 1 children read to a teacher. Administering the assessment usually takes between four and nine minutes per child. Results are included within the Year 1 end of year report. If a pupil's score falls below the pass threshold standard, they will be given extra phonics help and can re-take the Phonics screening check in Year 2. The threshold is subject to change on an annual basis and the school is informed of this after the test. If, in the opinion of year 1 teachers and the Headteacher, a pupil cannot access the test, they can be disapplied and parents will be consulted if this course of action is undertaken, however the final decision rests with the Headteacher.

SATs:

Children in Year 2 and Year 6 sit SATs (Standard Assessment Tests) during May each year. These tests cover the content taught by the National Curriculum. At the end of Key Stage 1 (Year 2), pupils will take SATs in reading, mathematics and grammar, punctuation and spelling (GPS). They will also be assessed by their teacher on writing, speaking and listening and science.

At the end of Key Stage 2 (Year 6), pupils sit tests in reading, mathematics and GPS. Teachers are also required to submit their own teacher assessment for writing and science. Children are expected to reach the national standard in both Year 2 and Year 6. This is a particular score that reflects where the Department for Education thinks children should be by that stage of their education. The national standard score for KS1 SATs and KS2 SATs is 100. Towards the end of the summer term, year 6 parents are given a report stating each child's raw score (the actual number of marks they got in their SATs), their scaled score (a conversion score that allows results to be compared year on year) and whether or not they have achieved the national standard. Teacher assessments will also be used to build up a picture of each pupil's learning and achievements.

Target setting:

At the beginning of the academic year, teachers use historic and current data on each pupil to set them an end of year target for attainment and progress in reading, writing and mathematics. During Pupil Progress Meetings (PPMs), held three times a year, progress against these targets is reviewed by class teachers and senior leaders and support is put in place where needed.

Monitoring pupil progress:

Children's progress is closely monitored at John Clare Primary School so that we can provide the best possible opportunities and highest levels of support for all children. PPMs are held three times throughout the year, once in each term (autumn, spring and summer). These meetings are held in year group teams and led by senior leaders. During these meetings, the progress of the all children is discussed by referring to teacher knowledge

and by looking at data that has been collected over the period that a child has been at the school. Points for action are made and specific areas of support are identified.

These meetings are integral to the school being able to allow children to make progress that is at least in line with the national average.

Reporting to parents:
We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work as we believe that effective communication between home and school has a positive impact on children's outcomes.

We offer parents the opportunity to meet their child's teacher three times a year. At the first meeting of the school year, we discuss the child's progress to date and explain the targets that have been set for their child and what can be done to help the child achieve them. At the second meeting of the year (which we hold in the spring term), we evaluate their child's progress as measured against the targets. During the summer term, we give all parents a written report of their child's progress and achievements during the year, including how they have performed in relation to end of year national expectations. In this report, we also identify target areas for the next school year. We write general comments on the pupil, plus individual comments for the core subjects of the National Curriculum and also provide a summary on their effort and progress in the Foundation subjects. We also include a space for parental feedback.

Distance Marking

Our aim is to make marking effective and meaningful i.e. feed forwards, influence the teacher's planning and the pupils' next steps. Staff are encouraged to trial this method over the next few weeks using the following guidance (from NAHT):

1. Teachers only provide written feedback if they have worked with that child in the lesson and they do so there and then in the lesson.

2. Each piece of work has a symbol to note whether the pupil was working with the teacher or independently.

3. Independent work is marked in around 15-30 minutes either during breaks or at the end of the day using a system of signs and symbols (with various stamps and stickers to speed things up). Teachers are expressly forbidden from writing anything, which proved hard to enforce at first.

4. Each day the teacher compiles a summary sheet which fits on a single side of A4, highlighting specific actions they will take in future lessons (such as working directly with a child, changing their group, offering some advice, providing more challenging work, etc.). If a pupil features in the summary sheet there is a specific symbol placed in their book. Children get used to this and often prompt the teacher to find out what they need to do.

There are many advantages to this approach. Obviously, all marking workload fits within the working day. Given the summary sheet, marking is directed at adapting future teaching and learning, which is the whole point of assessment. For those worried about what people might think during a 'book flick', the work is visibly marked and evaluated, with symbols on every page. The children feel that their efforts are recognised and rewarded (indeed, their perception is that their teachers work extremely hard). The system of signs and symbols also works well for children with SEN and with English as an additional language.

Key:

No.	Symbol	Example
1	VF	VF – check own punctuation; capital letters and full stops.
2	T/TA/I  T/TA initials	Stamp indicates if whole piece of work is supported or independent Green stick man – to indicate section of work supported by Teacher Blue stick man – to indicate section of work supported by Teaching Assistant Initial to sign off from supported work and to indicate work is now independent
3	 	Green face stamp = LO achieved, no further action Pink face stamp = See teacher/adult for intervention LO achieved/exceeded, action/next step entered on DM sheet OR support/intervention needed, action/next step entered on DM sheet
4	DM sheet	Distance marking sheet (see next page) to include actions/next steps for individual chn or groups

Child/Group	**Action/Intervention/Next step**	**√ Done**

English Curriculum Overview

At John Clare Primary we understand that English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

In line with The National Curriculum for English, our aims are to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Spoken language

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Our curriculum aims to ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils will develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They are assisted in making their thinking clear to themselves as well as to others, and adults ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils are taught to understand and use the conventions for discussion and debate.

All pupils participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils are able to adopt, create and sustain a range of roles, responding appropriately to others in role. They have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Spoken language is highly valued at John Clare and is promoted throughout all curriculum areas. Pupils are expected to respond to questions in whole sentences and are provided with 'stem sentences' to facilitate this.

Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the National Curriculum. These are reflected and contextualised within the reading and writing domains which can be found at https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study

Reading

At John Clare School we follow the National Curriculum programmes of study for reading at key stages 1 and 2, which focuses on the 2 dimensions of word reading and comprehension (both listening and reading). Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words: this knowledge is emphasised through the systematic teaching of phonics from Early Years Foundation Stage using the Letters and Sounds programme.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds. Our aim is to foster a love for reading in all of our children! The importance of reading underpins our English curriculum: each class follows the Power of Reading approach, which explores high quality texts and uses these to underpin the teaching of spoken language, reading and writing and explore the wider world around them through making links with other subjects.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading, with transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing) being at the heart. In addition, pupils are taught how to plan, revise and evaluate their writing. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity,

awareness of audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Spelling, vocabulary, grammar, punctuation and glossary

Teachers are skillful in using opportunities to enhance pupils' vocabulary which arise naturally from their reading and writing. As vocabulary increases, teachers show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They also teach pupils how to work out and clarify the meanings of unknown words and words with more than 1 meaning.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They are taught to use the elements of spelling, grammar, punctuation and 'language about language' listed.

Pupils have daily English sessions, alongside dedicated time for phonics, Guided Reading and Guided Writing. Pupils are expected to apply their English skills in a range of contexts, across the curriculum.

Early Years Foundation Stage (under consultation, new curriculum 2020)

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Literacy

Reading consists of two dimensions: word reading and comprehension (both listening and reading). It is important to develop both aspects. Good language comprehension, necessary for both reading and writing, draws from linguistic knowledge and knowledge of the world. By listening and talking about stories, rhymes and poems, and non-fiction books, children develop knowledge of themselves and the world in which they live. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech

and writing). It is also crucial for children to develop a life-long love of reading; by reading books in class and demonstrating their own enjoyment, teachers will pass on the joy of reading.

Mathematics Curriculum Overview

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

In line with The National Curriculum for mathematics, our aims are to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions
- enjoy mathematics and have a strong belief in their own mathematic capabilities.

Our curriculum design, from Early Years Foundation Stage through to the end of Key Stage 2, enables children many opportunities to apply their mathematical knowledge to science and other subjects.

We follow a Teaching for Mastery approach, which is support by the use of the Power Maths scheme, White Rose and high-quality reasoning materials. We expect that the majority of pupils will move through the National Curriculum programmes of study at broadly the same pace. However, we use ongoing assessment to enable us to establish the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly are challenged through being offered rich and sophisticated problems to deepen their understanding. Those who are not sufficiently fluent with earlier material consolidate their understanding, including through additional practice and interventions, before moving on. Therefore, Children are grouped by mixed ability; this also facilitates opportunities for exploring, discussing and sharing their understanding with others. In addition, this approach fosters our strong belief that **everyone can do maths!**

We understand the importance of mathematical talk and promote this within our classrooms. When children learn to talk purposefully together about mathematics, barriers of fear and anxiety are broken down and they grow in confidence, skills and understanding. We have a culture of 'maths talk' and encourage children to respond to questions and each other, using whole sentences. Children are provided with opportunities to think and talk through their ideas so that 'talk' is purposeful, relevant and reflective. We operate a no-hands up policy to ensure that all children are challenged to participate fully. Teachers and adults promote effective 'maths talk' through their own explanations and responses, by providing stem sentences and through accurate use of mathematical vocabulary.

Early Years Foundation Stage (under consultation, new curriculum 2020)

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep conceptual understanding of the numbers to 10, the relationships between them and the patterns therein. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives – children will develop a secure base of knowledge from which mathematical mastery is built. In addition, children's curiosity about number, shape, space and measure should be encouraged and furthered through opportunities to apply their growing understanding of the mathematical world to the world around them.

Science Curriculum Overview

At John Clare Primary we understand that a high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and our pupils will be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, our pupils will be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. As one of the core subjects taught in Primary Schools, we give the teaching and learning of Science the prominence it requires.

In line with The National Curriculum for mathematics, our aims are to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future
- acquire a cohesively planned sequence of knowledge and concepts to enable progress. These blocks of understanding facilitate good progress as pupils develop a secure understanding of each key block of knowledge and concepts in order to progress to the next stage
- are familiar with, and can use, technical terminology accurately and precisely. Throughout their learning journey, they will build up an extended specialist vocabulary
- are provided with opportunities to apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data
- will be provided with extensive opportunities to 'Work scientifically' throughout their curriculum 'blocks'. pupils will be taught the importance of scientific enquiry and be able to: observe over time; seek patterns; identify, classify and group; set up comparative and fair testing (controlled investigations); and how to research using secondary sources
- use a range of methods to communicate their scientific information and present it in a systematic, scientific manner, including I.C.T., diagrams, graphs and charts
- develop a respect for the materials and equipment they handle with regard to their own, and other children's safety
- develop an enthusiasm and enjoyment of scientific learning and discovery.

Children have weekly lessons in science throughout Key Stage 2, using various programmes of study and resources. In Key Stage 1, science is taught in context and with real-life meaning through the Power of reading book studied. In Early years, science is taught through the children learning about the world around them in their learning through play. Additional opportunities are provided in science, such as our annual Easter Technology Day and educational visits linked to the science curriculum.

We endeavour to ensure that the science curriculum we provide will give children the confidence and motivation to continue to further develop their skills into the next stage of their education and life experiences.

Early Years Foundation Stage (under consultation, new curriculum 2020)

Understanding the World

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

Art, Craft and Design Curriculum Overview

At John Clare School, Art, craft and design embody some of the highest forms of human creativity. Our high-quality art and design education engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they are able to think critically and develop a more rigorous understanding of art and design. They also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

In line with the National Curriculum, our Art, craft and design Curriculum aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

In Early Years Foundation Stage (under consultation, new curriculum 2020)
Expressive Arts and Design The development of children's artistic and cultural awareness supports their imagination and creativity. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Computing Curriculum Overview

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which our pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, our pupils are equipped to use information technology to create programs, systems and a range of content.

Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

In line with The National Curriculum for computing, our aims are to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems are responsible, competent, confident and creative users of information and communication technology.

Throughout School, we use Discovery Coding to support the teaching and learning of computing. In Key Stage 2, all children have access to their own Chromebook and Google Drive account, which they can use to store and share their learning between home and school.

Design and Technology Curriculum Overview

At John Clare School, Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

In line with the National Curriculum, our Design and Technology Curriculum aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

In Early Years Foundation Stage (under consultation, new curriculum 2020)
Expressive Arts and Design The development of children's artistic and cultural awareness supports their imagination and creativity. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Geography Curriculum Overview

Our high-quality geography education inspires in our pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our pupils are equipped with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As our pupils progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

In line with The National Curriculum for geography, our aims are to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
    - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
    - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Early Years Foundation Stage (under consultation, new curriculum 2020)

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

History Curriculum Overview

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

In line with The National Curriculum for history, our aims are to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

- **Early Years Foundation Stage (under consultation, new curriculum 2020)**
- **Understanding the World**
- The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. And enriching and widening their vocabulary will support later reading comprehension.

Modern Foreign Languages Curriculum Overview

We believe that learning a foreign language provides an opening to other cultures. Our languages education fosters pupils' curiosity and deepen their understanding of the world. Our pupils will be able to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It provides opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language.

As we study four different languages across school, our language teaching provides the foundation for learning further languages, equipping pupils to study and work in other countries.

In line with the National Curriculum, our Modern Foreign Languages (MFL) Curriculum aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

As languages are not a compulsory subject in Key Stage 1, MFL does not form part of our KS1 curriculum. However, teachers explore the pupils' interest and plan in opportunities for them to begin to experience songs, words and phrases in different languages, for example saying 'Good morning' in a variety of languages from around the world.

During their Key Stage 2 journey, our pupils will be taught the following languages:

Year 3	**Year 4**	**Year 5**	**Year 6**
Spanish	**German**	**French**	Latin
Following the 'Early Start' scheme	Following the 'Early Start' scheme	Following the 'Early Start' scheme	Following the 'Minimus, starting out in Latin' scheme

Music Curriculum Overview

Music is a universal language that embodies one of the highest forms of creativity. Our high quality music education engages and inspires our pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and a sense of achievement. As our pupils progress, they develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

In line with The National Curriculum for music, our aims are to ensure that all pupils:

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

We follow the Charanga Music scheme within School to ensure progression and engagement of our children.

In addition to our music curriculum, our children also have access to learning to play a variety of instruments, through high-quality peripatetic teaching, including: drums, guitar, piano, recorders, singing (individual and choral), ukulele and woodwind. We also offer a Boys' Singing and Girls' Singing groups to foster a love for music, singing and performance.

Each year, we hold a music evening at a local venue. During this evening, children perform and are keen to share their musical talents and skills.

Early Years Foundation Stage (under consultation, new curriculum 2020)
Expressive Arts and Design
The development of children's artistic and cultural awareness supports their imagination and creativity. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

Physical Education Curriculum Overview

At John Clare School, we believe that a high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. Our curriculum provides opportunities for pupils to become physically confident in a way which supports their health and fitness. We provide pupils with many opportunities to compete in sports and other activities to build character and help to embed values such as fairness and respect.

In line with the National Curriculum, our Physical Education (PE) Curriculum aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

In Early Years Foundation Stage:

In key stage 1 our pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They are able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Our pupils are taught to: master basic movements including running, jumping, throwing and catching; develop balance, agility and co-ordination and begin to apply these in a range of activities; and participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.

In key stage 2 our pupils continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils are taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis],
- apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team

- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

By the end of their school journey with us, our pupils are able to swim competently, confidently and proficiently over a distance of at least 25 metres, using a range of strokes effectively. They are also able to perform safe self-rescue in different water-based situations.

Early Years Foundation Stage (under consultation, new curriculum 2020)

Physical Development

Physical activity is important in children's all-round development and to enable them to pursue healthy and active lives. Through opportunities to be active, children develop coordination, control and precision of movement. Children need to develop strength and the habit of exercise, as well as precision when using small tools correctly.

Religious Education Curriculum Overview

“The ability to understand the faith or belief of individuals and communities, and how these may shape their culture and behaviour, is an invaluable asset for children in modern day Britain. Explaining religious and non-religious worldviews in an academic way allows young people to engage with the complexities of belief, avoid stereotyping and contribute to an informed debate” – Why RE Matters -The RE Council

In line with The National Curriculum for Religious Education and The Cambridgeshire Agreed Syllabus for Religious Education, our aims are to ensure that all pupils:

- to develop religious literacy;
- to acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom;
- to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures;
- to develop attitudes of respect towards other people who hold views and beliefs different from their own;
- to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom.

We understand that religions deal with some of the most profound and difficult questions in human life, questions such as:

- What is the purpose of life?
- How should people treat each other?
- How do we explain and cope with death and suffering?

Religions approach these issues in complex ways, in ways of life, culture and action, as well as ritual, tradition, story, symbol and belief. Our Religious Education takes account of this depth and complexity, helping our pupils to an understanding appropriate to their age and aptitude.
Our RE curriculum:

- develops pupils' skills;
- enable pupils to ask questions;
- allows pupils to discover information, to approach new material with empathy;

- provides opportunities for our pupils to reflect on their learning.
- our pupils not only acquire knowledge but also be able to use their knowledge to understand their world, build community, and develop their personal position.
- encourages pupils to explore religions, engage with their knowledge, and reflect on their learning and their lives.

Early Years Foundation Stage (under consultation, new curriculum 2020)

Understanding the World

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

EYFS/Key Stage 1 Curriculum

		AUTUMN	SPRING	SUMMER
Personal Development				
Making Relationships	R	Play co-operatively, taking turns with others. Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Take account of one another's ideas about how to organize their activity.		
	KS1	Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.		
Self-care and Self-awareness	R	Be confident to try new activities, and say why they like some activities more than others. Be confident to speak in a familiar group. Say when they do or don't need help. Talk about their ideas, and choose the resources they need for their chosen activities. Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.		
	KS1	Children are confident to speak to a class group. They can talk about things they enjoy, and are good at, and about the things they don't find easy. They are resourceful in finding support when they need help of information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.		
Managing Feelings and Behaviour	R	Work as part of a group or class, and understand and follow the rules Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. Adjust their behaviour to different situations, and take changes of routine in their stride.		
	KS1	Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan for how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.		
Characteristics of Effective Learning				
Unique Child	Playing and Exploring -	Find out and explore • Show curiosity about objects, events and people • Use senses to explore the world around them • Engage in open-ended activity • Show particular interests	Active Learning	Be involved and concentrate • Maintain focus on their activity for a period of time • Show high levels of energy, fascination • Not easily distracted • Pay attention to details
	Creating and Thinking	Have their own ideas • Think of ideas • Find ways to solve problems • Find new ways to do things		

		Play with what they know • Pretend objects are things from their experience • Represent their experiences in play • Take on a role in their play • Act out experiences with other people		Keep on trying • Persist with activity when challenges occur • Show a belief that more effort or a different approach will pay off • Bounce back after difficulties		Make links • Make links and noticing patterns in their experience • Make predictions • Test their ideas • Develop ideas of grouping, sequences, cause and effect
		Be willing to 'have a go' • Initiate activities • Seek challenge • Show a 'can do' attitude • Take a risk, engaging in new experiences, and learning by trial and error.		Enjoy achieving what they set out to do • Show satisfaction in meeting their own goals • Be proud of how they accomplished something – not just the end result • Enjoy meeting challenges for their own sake rather than external rewards or praise		Choose ways to do things • Plan, make decisions about how to approach a task, solve a problem and reach a goal • Check how well their activities are going • Change strategy as needed • Review how well the approach worked

		AUTUMN	SPRING	SUMMER
Physical Development				
Movement and Handling	R	Show good control and co-ordination in large and small movements.	Move confidently in a range of ways, safely negotiating space.	Move confidently in the water.
	KS1	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.	Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke. Perform safe self-rescue in different water-based situations.
Handwriting	R	Handle equipment and tools effectively, including pencils for writing.		
	Y1	Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters correctly. Form capital letters. Form digits 0-9. Understand which letters belong to which handwriting 'families' and to practise these.		
	Y2	Form lower-case letters of the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters.		

English - Communication and Language				
Listening and Attention	R	Listen attentively in a range of situations.	Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	Give their attention to what others say and respond appropriately, while engaged in another activity.
	KS1	Listen and respond appropriately to adults and peers.	Ask relevant questions to extend their understanding and knowledge.	Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Understanding	R	Follow instructions involving several ideas or actions.	Answer 'how' and 'why' questions about their experiences.	Answer 'how' and 'why' questions in response to stories or events.
	KS1	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	Articulate and justify answers, arguments and opinions.
Speaking	R	Express themselves effectively, showing awareness of listeners' needs.	Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	Develop their own narratives and explanations by connecting ideas or events.
	KS1	Participate in discussions, presentations, performances, role-play, improvisations and debates. Gain and maintain and monitor the interest of the listener.	Speak audibly and fluently with an increasing command of Standard English. Use spoken language to develop understanding through speculating,hypothesizing, imagining and exploring ideas.	Use relevant strategies to build their vocabulary. Select and use appropriate registers for effective communication.

		AUTUMN	SPRING	SUMMER
English - Reading				
Word Reading	R	Use phonic knowledge to decode regular words and read them aloud accurately.	Also read some common irregular words.	
	Y1	Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. Read other words of more than one syllable that contain taught GPCs. Read words with contractions [e.g. I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).	Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Re-read these books to build up their fluency and confidence in word reading.
	Y2	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	Read accurately words of two or more syllables that contain the same graphemes as Above. Read words containing common suffixes. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read these books to build up their fluency and confidence in word reading.
Comprehension	R	Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	Read and understand simple sentences.	Demonstrate understanding when talking with others about what they have read.
	Y1	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Be encouraged to link what they read or hear read to their own experiences. Recognise and join in with predictable phrases. Learn to appreciate rhymes and poems, and to recite some by heart. Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Discuss word meanings, linking new meanings to those already known. Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correct inaccurate reading. Discuss the significance of the title and events.	Make inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read so far.

	Y2	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. Be introduced to non-fiction books that are structured in different ways. Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear. Answer and ask questions. Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, take turns and listen to what others say.	Discuss the sequence of events in books and how items of information are related. Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. Recognise simple recurring literary language in stories and poetry. Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss their favourite words and phrases.	Make inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read so far. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
	Develop pleasure and motivation to read!			

		AUTUMN	SPRING	SUMMER
English - Writing				
Transcription	R	Use their phonic knowledge to write words in ways which match their spoken sounds.	Some words are spelt correctly and others are phonetically plausible. Write some irregular common words.	Write simple sentences which can be read by themselves and others.
	Y1	Spell words containing each of the 40+ phonemes already taught, common exception words and days of the week. Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound.	Add prefixes and suffixes: Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. Use the prefix un– Use –ing,–ed,–er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

	Y2	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. Learn to spell common exception words.	Learn to spell more words with contracted forms. Learn the possessive apostrophe (singular) [for example, the girl's book] Distinguish between homophones and near-homophones. Add suffixes to spell longer words, including –ment,–ness,–ful, –less, –ly.	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Composition	Y1	Say out loud what they are going to write about. Compose a sentence orally before writing it.	Sequence sentences to form short narratives. Re-read what they have written to check that it makes sense.	Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.
	Y2	Write narratives about personal experiences and those of others (real and fictional). Write about real events, poetry and for different purposes. Plan or say out loud what they are going to write about. Write down ideas and/or key words, including new vocabulary. Encapsulate what they want to say, sentence by sentence.	Evaluate their writing with the teacher and other pupils. Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	Read aloud what they have written with appropriate intonation to make the meaning clear.
Vocab, Grammar & Punctuation	Y1	Leave spaces between words. Join words and join clauses using 'and'. Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	Learn the grammar for year 1 in English Appendix 2. Use the grammatical terminology in English Appendix 2 in discussing their writing.	
	Y2	Learn how to use both full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).	Use a statement, question, exclamation, command. Use expanded noun phrases to describe and specify [for example, the blue butterfly]. Use the present and past tenses correctly and consistently including the progressive form. Use subordination (when, if, that, or because) and co-ordination (or, and, or but).	Proof-read to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly].

		AUTUMN	SPRING	SUMMER
Mathematics - Number				
Place value	R	Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.	Count reliably with numbers from one to 10, place them in order and say which number is one more or one less than a given number. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them.	Count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.
	Y1	Count forwards from 1-100 Count beads in 2s Record familiar numbers and identify numbers beyond 20 Can answer 9 when asked 'I have eaten 8 grapes and eat one more, how many have I eaten?' Identify the largest or smallest of a set of numbers below 10 and compare 2 of them saying which is smaller. Use the language of first and second Can make numbers below ten using a range of practical resources Match the numeral 5 to the word five and fill in the missing word or numeral for numbers to 10. The pupil can solve problems such as 'There are three people on the bus. One more gets on, how many are on the bus now?', with supporting equipment.	Can count forwards from 94 to 210 and backwards from 125 The pupil can answer 27 when asked 'I have 28 grapes and eat one of them. How many are left?' The pupil can count beads in groups of two, five and ten The pupil can record the page number in their reading book and identify a friend's house from the number. The pupil can match the numeral 13 to the word 'thirteen' and fill in the missing word or numeral for numbers to 20. The pupil can place numbers on an empty number line The pupil can compare three numbers using sets of counters, making statements such as 12 is more than 5; 27 is the number with the most counters; 5 is fewer counters than 12. They use the language of 'first', 'second' and 'third' The pupil can solve problems such as 'There are five birds in a nest. One flies off, how many are left?'	Count forwards from 180 to 220 and backwards from 205 Predict whether a given number will in the sequence in twos, fives and tens Write the counting sequence in numerals and complete a jigsaw of a 100 square Can answer 27 when asked I have 29 grapes and eat 2 of them how many are left? Can sort sets of objects using a venn diagram labelled smaller than or equal to 12 and greater than or equal to 12. Use the language or ordinal numbers up to 9th and 10th Can represent and recognise number from a wide variety of representations Arrange the words for numbers to 20 in alphabetical order and then replace them with their numeral. The pupil can solve problems such as 'I am thinking of a number. It is greater than seven and smaller than ten. I don't say it when I count in multiples of two. What is my number?'
		Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals **Count in multiples of twos, fives and tens. Given a number, identify one more and one less.** **Identify and represent numbers using objects and pictorial representations including the number line** **Use the language of: equal to, more than, less than (fewer), most, least. Read and write numbers from 1 to 20 in numerals and words. Solve number problems with number and place value**		

	Y2	Can count forward in tens from 5 Can count out the number of counters represented by any two-digit number to 20 Can partition 54 as 50+4 and show this using at least one type of manipulative. Can choose the larger number out of 28 and 64 and place the correct sign < or > between 8 and 32 Can find a given page in a book with 40 pages and write it in words Can continue the sequence 2,4,6 to determine whether 22 is an even number Can solve problems such as 'I have two cards. One shows the digit 2 and the other shows the digit 5. What is the largest two-digit number I can make by putting them side by side? With prompting	Can count up in tens from 43 Can count out the number of counters represented by any two-digit number Can partition 54 as 50+5 and 40 + 14 and 52+2, showing these on a number line and using concrete objects Can order the numbers 13,31,3, and 30 and place the correct sign (<,> or =) in statements such as between 34 and 17 and between 45 and 34+11 Can form a two-digit number from two-digit cards and write it in words. Can continue the sequence 3,6,9 to determine whether the number 41 is in it. Can solve problems such as 'I have two cards. One shows the digit 4 and the other shows the digit 8. What is the largest two-digit number I can make by putting them side by side?	Can count backward in 20s from 120 Can solve problems such as 'Find the two-digit number such that the tens digit is 7 more than the ones digit and the ones digit is an odd number. Can find partitions of 54 and relate them to addition and subtraction, choosing the most efficient partition for a particular mental calculation, justifying their choice. Can solve problems involving ordering numbers in the correct of measures and solve missing number problems such as 1+36 < 73, what values could I have? Can make all the possible two-digit numbers using2,5 and 7 and arrange them in alphabetical order Can count up in 3's from any number. Can make up problems such as 'I have 2 cards, One shows the digit 4 and the other shows the digit 7. What is the largest two-digit number I can make by putting them side by side? And justify their answer.
		Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. **Recognise the place value of each digit in a two-digit number (tens, ones).** **Identify, represent and estimate numbers using different representations, including the number line and partitioning in different ways. Compare and order numbers from 0 up to 100; use <, > and = signs.** **Read and write numbers to at least 100 in numerals and in words.** **Use place value and number facts to solve problems**		

		AUTUMN	SPRING	SUMMER
Mathematics - Number				
Addition and subtraction	R	Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects.	In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations.	Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer.

	Y1	Use counters to demonstrate 3+5=8 with prompting Use manipulatives to find pairs of numbers that add to totals less than 20 Calculate the sum and difference of numbers up to 10 Use counters to work out simple number problems such as 2+3=? The pupil can add another three counters to a set of three counters to double it. The pupil can recall number bonds to 10 with prompting.	The pupil can deduce from 3 + 12 = 15, that 15 – 12 = 3 or 4 + 12 = 16 or 3 + 13 = 16. The pupil can find pairs of numbers below 20 with a difference of four or a sum of 18 The pupil can answer six when asked to double three. The pupil can use counters to work out the missing number in 8 + ? = 14. The pupil can recall number bonds to 10 and 20 and reason with them. The pupil can use counters to demonstrate 3 + 7 = 10 and write the correct number sentence for five counters, remove two counters to leave three counters.	Can match a set of number sentences involving addition and subtraction with their representations using counters Solve problems such as use the numbers 1,3,6,11 adding and subtracting them in pairs to make as many different numbers as possible. Solve problems such as 2 numbers have a sum of 19 and a difference of 5, what are they? Can solve missing number problems such as 28-?=11 The pupil can answer 16 when asked to double eight. The pupil can recall number bonds to 10 and 20 in both additive and subtractive forms
		Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. **Represent and use number bonds and related subtraction facts within 20.** **Add and subtract one-digit and two-digit numbers to 20, including zero.** **Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9. Begin to memorise number bonds to 10 and 20 including noticing the effect of adding or subtracting zero.** **Can mentally double numbers up to 10**		
	Y2	The pupil can demonstrate that 8 + 2 is the same as 2 + 8 but that 8 – 2 is not the same as 2 – 8, using appropriate images or manipulatives with appropriate supportive questioning. The pupil can correctly answer questions such as 3 + 5 + 2, 27 + 12 and 25 – 9 with the help of some jottings. The pupil can correctly answer 6 + 12 = 18 and deduce that 16 + 12 = 28. The pupil can solve problems such as 'Gemma has five more marbles than Bob. Bob has 12 marbles. How many does Gemma have?', with manipulatives. The pupil can solve problems such as 'I think of a number, add five and get the answer 11. What is my number?' using subtraction, with prompting. The pupil can list the pairs of numbers that add to ten without prompting, and can solve missing number problems such as ? + 12 = 20 with prompting.	The pupil can demonstrate that 8 + 2 is the same as 2 + 8 but that 8 – 2 is not the same as 2 – 8, using appropriate images or manipulatives. The pupil can correctly answer questions such as 3 + 5 + 2, 27 + 12 and 65 – 29 with no jottings. The pupil can deduce that 20 + 70 = 90 and 42 + 37 = 79 from 2 + 7 = 9. The pupil can solve problems such as 'Jane's mother is 32 years older than her. Jane is 6 years old. How old is her mother?' The pupil can solve problems such as 15 = ? – 12 using addition. The pupil can solve missing number problems such as 5 + ? = 20 and 17 = 8 + ?.	The pupil can provide a general argument that the result of adding two numbers does not depend on the order in which they are written, and a general argument that this does not work with subtraction. The pupil can keep a mental running total of a sequence of two-digit numbers and correctly find their total The pupil can solve problems such as 'I am thinking of two numbers. Their sum is 87 and their difference is 17. What are the numbers?' The pupil can make up questions that require addition or subtraction in context. The pupil can solve problems such as 18 + ? = 28 – 9. The pupil can solve problems such as 'I am thinking of two numbers. Their sum is 20 and their difference is six. What are they?

		Solve problems with addition and subtraction: **Use concrete objects and pictorial representations, including those involving numbers, quantities and measures.** **Apply their increasing knowledge of mental and written methods.** **Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.** **Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:** **□ a two-digit number and ones□ a two-digit number and tens** **□ two two-digit numbers□ adding three one-digit numbers** **Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.** **Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.**

		AUTUMN	SPRING	SUMMER
Mathematics - Number				
Multiplication and division	R			Solve problems, including doubling, halving and sharing.
	Y1	Work out how many pieces of paper are needed on a table with 4 children if each child has 2 pieces each The pupil can select three more counters in order to double the set of three counters they already have. The pupil can draw two lines of five dots to represent repeated addition, with prompting.	The pupil can arrange a set of 12 counters into two groups of six each. The pupil can work out how many grapes each child gets if 12 are shared between four children using counters to represent the grapes. The pupil can draw two lines of five dots to represent repeated addition independently.	Work out how many pencils each child gets when 20 pencils are shared equally between 5 children by imaging the pencils. The pupil can predict the number of counters in a set when an equal number of counters is added to it for small numbers. The pupil can draw an array to represent multiplication
		Begin to understand multiplication, division and doubling through grouping and sharing small quantities. Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Mentally double numbers up to 10+. Use arrays to represent multiplication and record grouping when doing division.		
	Y2	The pupil can recall multiplication table facts such as 4 x 5 = 20 and write down one of the associated division facts. The pupil can solve problems such as 'Jon goes to the shop and buys five packs of apples. There are four apples in each pack. How many apples does he buy?', with supporting equipment. The pupil can respond correctly when asked for answers to multiplication questions involving facts from the 2, 5 and 10 multiplication tables.	The pupil can recall or deduce 5 x 7 = 35, 35 ÷ 5 = 7 and 35 ÷ 7 = 5 to solve problems. The pupil can solve problems such as 'Jon goes to the shop and buys five packs of apples. There are four apples in each pack. how many apples does he buy?' The pupil can recognise even numbers and recognise the 10 multiplication table as even multiples of 5. They also work out 40 ÷ 5 = 8 from 8 x 5 = 40.	The pupil can predict whether the answer to a 2, 5 or 10 multiplication table question will be odd or even The pupil can make up questions that require multiplication or division in context. The pupil can solve problems such as 'Using 2, 2, 5 and 10, make as many numbers from 1 to 20 as you can'

		Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. **Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.** **Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Calculate mentally using multiplication and division facts for the 2,5 and 10 x tables**		
Fractions				Solve problems, including doubling, halving and sharing.
	Y1	Identify that 10 counters can be grouped into 2 sets in several ways and with prompting, conclude that only the 5 and 5 partition represents a half The pupil can group 12 counters into four equal groups of three each and choose one of them as a quarter, with supporting prompts.	The pupil can identify when a shape, such as a rectangle is divided into two equal pieces and so each is a half, and when the two pieces are unequal and so each is not a half. The pupil can identify four equal parts of a rectangle and choose one of them as a quarter	Can sort a number of situations consisting of 4 parts to select those which are 1 of 4 equal parts and those which are one of 4 unequal parts Can explain why the term 'bigger half' does not make sense.
		Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.		
	Y2	The pupil can arrange a set of 12 counters into four groups of three counters each and identify, with prompting, that each of them represents a quarter. The pupil can arrange a set of 12 counters into four groups of three counters each and identify, with prompting, that three of them represent 3/4. The pupil can arrange a set of 12 counters into four equal sets of three each and identify two of these sets as two quarters as well as one half. The pupil can work out 1/2 of 8 with supporting diagrams	The pupil can identify three equal parts of a rectangle and know that each of them represents 1/3 The pupil can identify four equal parts of a rectangle and know that two of them represent 2/4 and three of them represent 3/4. The pupil can count in steps of 1/4, saying half rather than 2/4 and 1 1/2 instead of 6/4. The pupil can work out 1/2 of 8 = 4 and 1/3 of 6 = 2 using manipulatives or images as appropriate.	The pupil can divide a rectangle into three or four equal parts and explain how to represent 1/2, 1/4 and 1/3 using them. The pupil can divide a rectangle into three or four equal parts and explain how to represent 1/2, 2/4, 3/4, 1/3 and 2/3 using them. The pupil can explain that 2/4 is equivalent to 1/2 and give an example of when that might be used. The pupil can work out half of any even number up to 24 and a fifth of any multiple of 5 up to 60.
		Recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity. Write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of2/4 and 1/2.		
Statistics	Y2	Can answer questions such as How many people had school lunch on Tuesday? From an appropriate tally chart or pictogram, with prompting. Can construct a tally chart to show how many children are in each class in the school. Can use appropriate data to solve problems such as 'How many people choose blue as their favourite colour?'	Can answer questions such as How many people had school lunch on Tuesday? From an appropriate tally chart or pictogram. Can construct a tally chart and a pictogram to show how many children are in each class in the school. Can use appropriate data to solve problems such as 'How many more people choose blue than yellow as their favourite colour?	Can answer questions such as How many more people had school lunch on Tuesday than on a Monday? From an appropriate tally chart or pictogram. Can choose the most appropriate representation for data about the number of children in each class in the school, justifying their choice. Can solve problems such as 'Which category has the most objects in it? And make up some questions of their own about the situation.
		Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data. Present data in simple tables, simple pictograms, tally charts and block diagrams.		

		AUTUMN	SPRING	SUMMER
Mathematics - Measurement				
Measures	R	Orders two or three items by length or height. Children use everyday language to compare quantities and objects and to solve problems.	Orders two items by weight or capacity. Children use everyday language to compare quantities and objects and to solve problems.	Orders two items by capacity. Children use everyday language to compare quantities and objects and to solve problems.
	Y1	Solve problems such as 'using a balance, compare two boxes to find out which is heavier'. Measure the length of the playground using non-standard units such as paces and a trundle wheel to measure it in metres. The pupil can pace out the length of a path to measure its length. The pupil can measure the length of the playground using non-standard units such as paces and a trundle wheel to measure it in metres, with prompts to support the accuracy of the measurement.	The pupil can measure weight by balancing an object with a number of plastic cubes, for example. The pupil can measure the length of the playground using non-standard units such as paces and a trundle wheel to measure it in metres. The pupil can use both standard and non-standard units to measure capacity and weight, recognising the advantages of standard units. The pupil can solve problems such as 'Using a balance, compare four boxes to find out which is heaviest'.	Solve problems such as 'using a balance, compare four boxes and arrange them in ascending order of weight.' Use standard units to measure length, capacity and weight, estimating before doing so to develop their intuitive grasp of how long, big/heavy things are. The pupil can measure length, weight and capacity using non-standard units and describe some of the disadvantages of them. The pupil can use standard units to measure length, capacity and weight, estimating before doing so to develop their intuitive grasp of how long, big/heavy things are.
		Compare, describe and solve practical problems for mass/weight, length/height, capacity/volume **Measure and begin to record, length/height, mass/weight, capacity/volume** **Use non- standard units to measure length, mass and capacity.**		
	Y2	The pupil can select from a set of measurements pairs of measurements that satisfy conditions such as 'is less than', 'is greater than' and 'is the same as' and record them using symbols, with prompting. The pupil can select a ruler marked in centimetres to measure the length of a pencil and interpret the scale to read the length. The pupil can compare the length of two pencils saying 'One is half the length of the other'.	The pupil can select from a set of measurements pairs of measurements that satisfy conditions such as 'is less than', 'is greater than', 'is the same as' and 'is twice' and record them using symbols where appropriate. The pupil can select centimetres to measure the length of a pencil and read from the scale on a watering can that it contains 15 litres of water. The pupil can compare the capacity of two jugs saying 'One holds twice as much as the other'.	The pupil can create a set of four measurements from which pairs can be chosen that satisfy conditions such as 'is less than', 'is greater than', 'is the same as' and 'is twice' The pupil can read scales on a wide range of measuring instruments and interpret the display beyond 100 to measure grams and millilitres. The pupil can compare the capacity of two jugs saying 'One holds five times as much as the other'.
		Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers. **Choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using scales.** **Compare and order lengths, mass/weight/volume/capacity and record the results using >, < and = as well as simple multiples** **Solve problems comparing measures of length, mass and capacity/volume**		

Money	R	Beginning to use everyday language related to money.		Children use everyday language to talk about money and to solve problems.
	Y1	Identify the 1p 2p and 5 p coins The pupil can identify the 1p, 2p and 5p coins.	The pupil can role play buying an item in a shop. The pupil can select the correct coins to pay for an item costing 23p and know that, if they hand over a £5 note, they should get some change. The pupil can sort a collection of coins up to 20p and form equivalences such as two 1p coins are worth the same as one 2p coin, up to four 5p coins are worth the same as one 20p coin.	Solve some problems such as how many different ways can you make 25p? How do you know you have them all? The pupil can solve some problems such as 'How many different ways can you make 25p? How do you know you have them all?
		Begin to handle coins and become familiar with coins up to 20 p. Recognise and know the value of different denominations of coins and notes.		
	Y2	The pupil can assemble the coins to match an amount of money written using £ and p, with prompts. The pupil can solve problems such as 'It costs 50p to park a car for two hours. Show some of the ways you can make up 50p using coins'. The pupil can solve problems such as 'I buy a pencil for 20p and a ruler for 45p. What do I pay altogether?'	The pupil can assemble the coins to match an amount of money written using £ and p and describe an amount of money in writing using £ and p. The pupil can solve problems such as 'It costs £1 to park a car for two hours. Show all the ways you can make up £1 using six coins'. The pupil can solve problems such as 'I buy a pencil for 20p and a ruler for 45p. What change do I get from £1?	The pupil can assemble coins and notes to match a given amount of money expressed in £ and p using the minimum number of coins/notes and being able to explain why they are certain that it is the minimum number. The pupil can solve problems such as 'It costs £1 or £1.50 or 90p or 75p to park a car for two hours depending which car park you go to. You need to take £1.50 in coins so that you can pay the exact money in any of the car parks. What coins do you need to do it with the minimum number of coins? The pupil can make up problems involving giving change when several items are purchased
		Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.		
Time	R	Uses everyday language related to time. Orders and sequences familiar events.	Measures short periods of time in simple ways.	Children use everyday language to talk about time and to solve problems.

	Y1	Can describe lunchtime as being later in the day then morning break Can tell when it is 12 o'clock and with support identify half past 2 Can chant the days of the week and months of the year in order and with support identify todays date The pupil can draw hands on a clock face and respond orally to simple questions about time.	The pupil can describe events in chronological order such as 'Monday comes before Tuesday', 'Yesterday evening I did my homework, then I went to bed' and 'Tomorrow afternoon I have to visit the dentist'. The pupil can say the date 'Tuesday the 2nd of June' and describe future events as 'in two weeks' time' and 'In three years I shall be in Year 4' The pupil can tell when it is 12 o'clock and half past two and draw a clock face with hands to show these times. The pupil can draw hands on a clock face and identify the correct answer from a number of possibilities to questions about time. The pupil can pour water from one container to another and describe the water as pouring more quickly or more slowly than on a previous occasion.	Combine 2 ideas of time such as, I walked to school more quickly today so I arrived earlier Tell which of the o'clock and half past times is the next to occur and draw a clock face with hands to show these times Interpret a calendar for the year, labelling significant dates and making statements such as 'Christmas day is on the 4th Wednesday in December and my birthday is 3 weeks before Easter. The pupil can both draw hands on a clock face and write down the time in words.
		Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] **Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]** **Recognise and use language relating to dates, including days of the week, weeks, months and years.** **Measure, Compare, describe and solve practical problems, begin to record for time (hours, minutes, seconds)** **Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.**		
	Y2	The pupil can use their knowledge that there are five minutes between each number on a clock face for the minute hand to compare time intervals with some prompting. The pupil can work out from an analogue clock face that there are 60 minutes in an hour by counting in fives with prompting, and be aware that the hour hand goes round twice during the course of a whole day The pupil can tell when it is ten past two and twenty to two, interpreting the homophones of 'to' correctly with appropriate prompts.	The pupil can work out the time between 'five past' and '20 past' an hour and know that it is shorter than from 'quarter to' until 'ten past' an hour. The pupil can work out that half an hour is 30 minutes and knows that two times 12 hours is one day because there are 24 hours in a day The pupil can tell when it is ten past two and twenty to two, interpreting the homophones of 'to' correctly. The pupil can draw the hands on a clock face to show quarter past three or quarter to eleven.	The pupil can work out time intervals for times expressed using multiples of five minutes and check their answer by considering the amount of turn of the minute hand The pupil can use their knowledge of minutes and hours to work out time intervals The pupil can confidently tell the time to within five minutes and work out how long it is (to within five minutes) to significant times such as lunchtime
		Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day. Compare and sequence intervals of time.		

		AUTUMN	SPRING	SUMMER
Mathematics - Geometry				
Properties of Shapes	R	Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe them. Selects a particular named shape.	Beginning to use mathematical names for 'solid' 3D shapes, and mathematical terms to describe them. Uses familiar objects and common shapes to create and recreate patterns and build models.	Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Recognise, create and describe patterns using objects and shapes.
	Y1	Recognise and name rectangles, triangles and circles around the classroom and in the outdoor area when prompted Can select a pyramid from a set of 3d shapes with support	The pupil can independently and spontaneously identify rectangles, triangles and circles around the classroom and in the outdoor area. The pupil can name rectangles, triangles and circles around the classroom correctly. The pupil can select a pyramid from a set of 3-D shapes	Name and explain what is the same and what is different about shapes Sort a collection of 3D shapes while naming them correctly Use related mathematical language to describe them
		Recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]. **Recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].**		
	Y2	The pupil can select from a set of 3-D shapes those with a rectangle as one of the faces. The pupil can sort 2-D shapes according to whether they have a curved edge, with prompting. The pupil can draw a line of symmetry on a drawing of a square. The pupil can count the number of faces, edges and vertices of a triangular prism, with support.	The pupil can sort 3-D shapes into a Carroll diagram according to the 2-D shapes that are faces of that 3-D shape. The pupil can sort 2-D shapes according to whether they have a curved edge or whether they have more than three corners, and 3-D shapes according to how many faces they have. The pupil can identify that a rectangle has line symmetry but a triangle may not have line symmetry. The pupil can state that a triangular prism has five faces, nine edges and six vertices.	The pupil can create a 3-D shape with particular 2-D shapes forming its faces. The pupil can sort shapes into a Carroll diagram according to two properties The pupil can amend a design so that it has line symmetry. The pupil can state that a triangular prism has five faces, nine edges and six vertices using a representation of the prism.
		Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. **Compare and sort common 2-D shapes and everyday objects.** **Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.]** **Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.** **Compare and sort common 3-D shapes and everyday objects.**		
Po	R	Can describe the relative position of shapes or objects such as '*behind*' or '*next to*'.		Use everyday language to talk about size and position and to solve problems.

	Y1	Arrange 4 objects in a 2 by 2 array and describe the position of one of them by referring to another object in the array with support. Identify a sequence such as RBG RBG RBG and continue it with support (Red, blue, green) Follow instructions from another pupil to walk to a particular place including the turns either left or right with prompts. Follow instructions from another pupil to walk around a shape including the quarter turns either clockwise or anticlockwise referring to a clock face to establish a direction	The pupil can arrange nine objects in a 3 by 3 array and describe the position of one of them by referring to another object or the array. The pupil can identify a sequence such as RBBGRBBGRBBG and continue it (R=red, B=blue, G=green) The pupil can give instructions to another pupil to walk to a particular place including the turns either left or right. The pupil can give instructions to another pupil to walk around a shape including the quarter turns either clockwise or anti-clockwise, referring to a clock face to establish the direction.	Arrange 9 objects in a 3 by 3 array and describe the position of one of them by referring to another object or the array and do so in a variety of ways. Make up their own sequence and extend it describing the rule they are following Write a series of instructions to another pupil to walk to a particular place including the turns either left or right. Give instructions to a beetbot to walk around a shape, including the quarter turns either clockwise or anti clockwise referring to a clock to establish the direction/
		Describe position using everyday language eg top, middle, bottom, in front of, between, near inside. Recognise and create simple repeating patterns with objects and shapes Describe movement in straight lines suing every day language and describe turns including half, quarter and three quarter turns in both directions and connect turning clockwise with movement on a clockface.		
	Y2	Can choose an object in the classroom and describe where it is using mathematical vocabulary, with prompts. Can arrange a selection of shapes such as squares, triangles, circles and rectangles into a pattern, using different orientations with support Can arrange a selection of shapes such as squares, triangles, circles and rectangles into a pattern, using different orientations, with support.	Can choose an object in the classroom and describe where it is using mathematical vocabulary Can arrange a selection of shapes such as squares, triangles, circles and rectangles into a pattern using different orientations. Can arrange a selection of shapes such as squares, triangles, circles and rectangles into a pattern, using different orientations.	Can choose pairs of objects in the classroom that can be described in relation to each other using mathematical vocabulary. Can arrange a selection of shapes such as squares, triangles, circles and rectangles into a pattern with sequences within it, using different orientations. Can arrange a selection of shapes such as squares, triangles, circles and rectangles into a pattern with sequences within it, using different orientations.
		Order and arrange combinations of mathematical objects in patterns and sequences Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).		

		AUTUMN	SPRING	SUMMER
Science				
Working scientifically	R	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Looks closely at similarities, differences, patterns and change.		
	KS1	Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions. Maths Links- fractions vocabulary eg equal, part full, half, measuring, adding, subtracting, sorting, problem solving, explaining and reasoning, recording date eg tally, pictogram, accuracy		
Living things & their habitats	R	Know about similarities and differences in relation to places and living things.		
	Y2	Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Sort and classify things according to whether they are living, dead or were never alive, and record their findings using charts. They should describe how they decided where to place things, exploring questions for example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could construct a simple food chain that includes humans (e.g. grass, cow, human). They could describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there. Maths Links: Sorting, venn diagrams, counting legs (e.g mini beasts) spotting symmetry, measuring plants, finding the difference, measuring animal footprints, wing spans, hand spans, temperature of different habitats, diets-link to human diet, ordering size, tally, multiplication, addition and subtraction, fractions, position and direction		
Pla	R	Make observations of animals and plants and explain why some things occur, and talk about changes.		

	Y1	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.(leaves, flowers, blossom, petals, fruit, roots, bulb, seed, trunk, branches, stem). Observe the growth of flowers and vegetables that they have planted. Observe closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.
	Y2	Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Observe and record, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy. Maths Links- Measuring plants, pictograms, tally how many, healthy diet, leaf patterns, time, seasons, days, months, years, weeks, seconds, counting seeds, conkers, acorns etc, measuring circumferences of trunks, capacity and volume, temperature, position and direction of plant growth, spotting patterns in nature, testing hypoesthesia, colour sorting

		AUTUMN	SPRING	SUMMER
Science				
Animals (including humans)	R	Know about similarities and differences in relation to people and animals. Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.		
	Y1	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. Use their senses to compare different textures, sounds and smells.		
	Y2	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (including pets). Describe and compare their structure. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Use their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; group animals according to what they eat. Maths Links-hand spans, heights, weight, temperature, blood pressure, sorting animals in venn diagrams, pictogram of pets, position and direction, healthy eating,		
Materials	R	Safely use and explore a variety of materials. Know about similarities and differences in relation to objects and materials.		
	Y1	Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, rock, brick, paper, fabrics, elastic, foil. Describe the simple physical properties of a variety of everyday materials such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Perform simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'		

	Y2	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam. Compare the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations. Maths Links: sorting, time experiments, volume and capacity, measure, weight, length, 2d/3d shape, rotation, symmetry, conservation of mass, fractions, money, role play

		AUTUMN	SPRING	SUMMER
Geography				
Locational and Place Knowledge	R	Talk about the features of their own immediate environment and how environments might vary from one another. Know about similarities and differences in relation to places.		
	KS1	Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Maths Links- shape of countries and planets, percentages, counting countries, temperature, seasons,		
Human and physical geography		Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Maths Links-Days of the week, months, money- shopping, heights of mountains, rainfall, compass directions,		
Geographical skills and fieldwork		Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Maths Links- co-ordinates, direction, position, shapes, traffic survey- tally chart,		

		AUTUMN	SPRING	SUMMER
History				
	R	Talk about past and present events in their own lives and in the lives of family members.		
	KS1	Develop an awareness of the past, using common words and phrases relating to the passing of time. Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Content: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]. Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]. Significant historical events, people and places in their own locality.		
Religious Education				
	R	Know about similarities and differences between themselves and others, and among families, communities and traditions. Content: Where do we belong? Special books Celebrations and special times		

	KS1	Learn about different beliefs about God and the world around them. Develop a sense of wonder about the world and a sense of belonging. Content: Stories and symbols (Sikh gurus) The family in Christianity Places in Christianity Islam Why is Christmas important to Christians?

		AUTUMN	SPRING	SUMMER
Design and Technology				
Design and make and evaluate	R	Experiment with design. Represent their own ideas through design and technology. Safely use and explore a variety of tools and techniques. Use what they have learnt about media in original ways, thinking about uses and purposes. Recognise that a range of technology is used in places such as homes and schools. Select and use technology for particular purposes.		
	KS1	Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.		
Technical Knowledge	R	Use familiar objects and common shapes to build models. Constructs with a purpose in mind, using a variety of resources.		
	KS1	Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers sliders, wheels and axles], in their products.		
Cooking and nutrition	R	Know the importance for good health of a healthy diet, and talk about ways to keep healthy and safe.		
	KS1	Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.		
Computing	R	Complete a simple program on a computer. Use ICT hardware to interact with age-appropriate computer software.		
	KS1	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.		

		AUTUMN	SPRING	SUMMER
Art and Design				
Media and materials	R	Safely use and explore a variety of materials, tools and techniques, experimenting with colour and texture. Experiment with design, form and function. Represent their own ideas, thoughts and feelings through art, role-play and stories.		
	KS1	Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Investigate the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		
Music and Dance	R	Sing songs, make music and dance, and experiment with ways of changing them. Represent their own ideas, thoughts and feelings through music and dance.		
	KS1	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of` music. Perform dances using simple movement patterns.		

Key Stage 2 Curriculum
Art/DT

ART/DT	A (even)			B (odd) Starting September 2019		
	Y3/4	Y4/5	Y6	Y3/4	Y4/5	Y6
Autumn Term	**BIG ARTS WEEK** **Art – Autumn** How to use pencil, colour, paint, print, collage and paper to create quality art work that shows progression in skills. The children will also have the opportunity to explore the work of several paintings of Autumn scenes, also works by Matisse and by Cezanne. **DT-** Christmas Fayre - Bake cakes Calendar and Christmas Card Year 4 Electricity –simple	**BIG ARTS WEEK** **Art – Sense of Place** How to use bright colours and bold brushstrokes like those used by the Impressionists, and other artists, when painting landscapes and cityscapes. They will be introduced to the work of Claude Monet, Vincent van Gogh, and Jean Metzinger. They will think about the similarities and differences between the work of the different artists, looking at the colours, painting styles, settings, and times of day **DT-** Christmas Fayre – Bake bread Calendar and Christmas Card Year 4 Electricity –simple	**BIG ARTS WEEK** **Art – North American** How to draw the other half of a famous image, make collage landscapes, create body abstracts, make 'building block' houses, draw patterned skulls and be an artist's model to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of American artists John Singer Sargent, Helen Frankenthaler, Jean-Michel Basquiat, Mary Cassatt, architect Frank Lloyd Wright and photographer Ansel Adams **DT-** Christmas Fayre – develop and make own products to sell Calendar and Christmas Card	**BIG ARTS WEEK** **Art – Fruit and Vegetables** How to use pencil, colour, paint, clay peppers and textiles to create quality art work that shows progression in their skills. The children will also have the opportunity to explore the work of the designer, Carl Warner, textile artist, Michael Brennand-Wood and Italian painter, Caravaggio. **DT-** Christmas Fayre - Bake cakes Calendar and Christmas Card	**BIG ARTS WEEK** **Art – British Art** how to make 'sensory' boxes, create abstract 'cut ups', tell stories in pictures and write memory postcards to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of British artists Thomas Gainsborough, Lucian Freud, Howard Hodgkin, Anish Kapoor, Paula Rego and Sonia Boyce. Wider **DT-** Christmas Fayre – Bake bread Calendar and Christmas Card	**BIG ARTS WEEK** **Art – North American** How to draw the other half of a famous image, make collage landscapes, create body abstracts, make 'building block' houses, draw patterned skulls and be an artist's model to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of American artists John Singer Sargent, Helen Frankenthaler, Jean-Michel Basquiat, Mary Cassatt, architect Frank Lloyd Wright and photographer Ansel Adams **DT-** Christmas Fayre – develop and make own products to sell Calendar and Christmas Card Electricity – complex

	circuits and application	circuits and application				circuits and application
Spring Term	**Art- Nature Sculpture** How to use natural materials; model making, observational drawing, collecting material, ephemeral land art and group sculpture building. The children will learn about different kinds of nature sculptures and to explore the work of Andy Goldsworthy and other artists. **DT –** Easter Tech. Day Cards, baking, STEM	**Art- Wildlife Birds** How to use pencil, white pencil, print, make clay tiles and model to create quality art work that shows progression in skills. The children will have the opportunity to explore the work of the sculptor, Brancusi, and the paper designer, Richard Sweeney. **DT –** Easter Tech. Day Cards, baking, STEM Year 5 - Mechanised systems	**Art- Bodies** How to use pen, charcoal, felt tip, make maquettes, make paper models to create quality artwork. The children will also have the opportunity to explore the work of 'Bodies' artists Julian Opie, Alberto Giacometti and Henry Moore clothes and sculpt Giacometti-inspired **DT –** Easter Tech. Day Cards, baking, STEM	**Art- The Seaside** How to use pen and colour, how to print, weave and make lanterns to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of 'The Seaside' artists Alfred Wallis and Hokusai. **DT –** Easter Tech. Day Cards, baking, STEM	**Art - Insects** How to use pencil, colour, paint, clay peppers and textiles to create quality art work. The children will also have the opportunity to explore the work of the designer, Carl Warner, textile artist, Michael Brennand-Wood and Italian painter, Caravaggio. **DT –** Easter Tech. Day Cards, baking, STEM	**Art- Bodies** How to use pen, charcoal, felt tip, make maquettes, make paper models to create quality artwork. The children will also have the opportunity to explore the work of 'Bodies' artists Julian Opie, Alberto Giacometti and Henry Moore clothes and sculpt Giacometti-inspired **DT –** Easter Tech. Day Cards, baking, STEM Mechanised systems
Summer Term	**Art- Ancient Egypt** How to use a pencil, pen and charcoal, how to make clay faces and model in paper and papier mache to create quality artwork that shows progression in their skills. The children will also have the opportunity to explore the work of Leger, Hockney and a photograph taken by	**Art- South and Central America** How to make clay monkeys, make picture puzzles, make dream catchers, draw an important person, create a collage and make traditional drums to create quality artwork. The children will explore the work of South American artists Frida Khalo, Joaquin	**Art- Plants and Flowers** How to use pencil, colour, Hapa Zome printing, sculpture and paper modelling to create quality artwork that shows progression in their skills. The children will also have the opportunity to explore the work of India Flint, Alexander Calder, David Oliveira and Henri Rousseau.	**Art – Colour Chaos** How to use colour to reflect mood and purpose. Use a range of media and explore the works of Roy Lichtenstein, Andy Warhol and Keith Haring to create own interpretation of colour.	**Art- The Seaside** How to print, weave and make lanterns to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of 'The Seaside' artists Alfred Wallis and Hokusai. Wider	**Art - Plants and Flowers** How to use pencil, colour, Hapa Zome printing, sculpture and paper modelling to create quality artwork that shows progression in their skills. The children will also have the opportunity to explore the work of India Flint, Alexander Calder, David Oliveira and Henri Rousseau.

	Man Ray **DT –** Design, make and evaluate masks	Torres Garcia, Leonora Carrington and Diego Rivera. **DT –** Design, make and evaluate drums	Wider **DT –** Use a range of skills to manipulate paper – folding, cutting, tearing, scoring etc	**DT –** Grow a selection of vegetables and use to prepare a range of dishes – herbs, peas, beans, tomatoes, strawberries etc	**DT -** Design, make and evaluate lanterns	Wider **DT –** Use a range of skills to manipulate paper – folding, cutting, tearing, scoring etc

Computing

Computing	Throughout the year, children will learn:			
	Y3	Y4	Y5	Y6
Computers	• What input and output device are and how they are used • How to use a range of input and output devices efficiently.	• To use more complicated devices		
Networks	• How computer networks allow data to be transferred and shared • That the internet is a large network that enables computers to share information	• That some computers on a network serve particular functions, such as controlling printers or sharing files	• How to use the internet to allow me to share data with another person •	• How computers are able to communicate and share information • How to use and combine services on the internet to share information
Using Computer	• To make choices on which program is best suited to a given task	• How to use different software programs and different types of hardware • How to use a range of programs to complete a task	• How to confidently use a range of software tools	• How to use more than one piece of software to complete a task • To design a program for a given audience
E-Safety	• The importance of keeping passwords and personal information secure • How to recognise acceptable and unacceptable behaviour online.	• That what they say or post on the internet might be copied, shared and stored by others • What to do if they see anything worrying online	• How to choose online content for my age group	• How to protect computers or devices from harm on the internet • How to report concerns about content and contact in and out of school
Net Searching	• How to use a search engine to find web pages • That not all websites are as reliable as others	• How search engines order their search results	• How to use more advanced features when searching online • How to use a range of search tools to find exactly what they are looking for	• How to recognise trustworthy sources of information on the internet • How to use a broad range of resources online to find exactly what I am looking for

Coding	• How to produce a simple program that completes a given task • How simple algorithms solve a given problem	• How to break up programs into smaller parts • To use logical thinking to identify and solve potential bugs during coding • To use other programs whilst coding.	• How to control external hardware from within programs • How to use loops to repeat tasks within a program • How to use IF statements to alter the way programs run • How increasingly complex algorithms solve problems	• Combine software and hardware to solve real-life problems • How to break up code into related instructions, making debugging easier and quicker • How to store and retrieve variables in a program • How to use loops, variables and IF statements to alter the way my programs run • To use logical thinking to identify and solve potential bugs during coding

Humanities

Autumn Term	A (even)			B (odd) Starting September 2019		
	Y3/4	Y4/5	Y6	Y3/4	Y4/5	Y6
Possible Power of Reading Texts		There's a boy in the girls' bathroom	Treason Macbeth & Shakespeare stories	The Miraculous Journey of Edward Tulane	Street Child, The Railway Children Tom's Midnight Garden	The Arrival Shackleton's Journey
Autumn Term – Local Study	**<u>Local study – Tudors What was life like for children during the Tudor period?</u>** <u>Pupils will be able to</u> **History:** • State when the Tudor period was. • Describe how Tudor children lived and how this differs from modern life. • Explain what life was like for children in Tudor times and present their findings to an audience. • Understand how our locality has been shaped by what happened in the past. • Describe how the lives of wealthy children were different from the lives of poorer	**<u>Local study – Tudors How did the Tudors influence their world and ours today?</u>** <u>Pupils will be able to</u> **History:** • State when the Tudor period was. • Describe how The Tudors lived and how this differs from modern life. • Name key historical Tudor figures and relevant dates. • Talk about the impact that this period of history had on the world. • Describe events from the past using dates when things happened. • Explain how an event/events from the past has shaped our life today • Understand the	**<u>Local study – Tudors How did the Tudor dynasty shape modern Britain?</u>** <u>Pupils will be able to</u> **History:** • State when the Tudor period was. • Describe how The Tudor Monarchy lived and how this differs from modern life. • Name key historical Tudor figures and relevant dates. • Name and identify key Tudor figures relevant to the local area e.g. Why was Katherine of Aragon buried at Peterborough Cathedral? • Describe aspects of crime and punishment during the Tudor period.	**<u>Local study – Victorians What was it like to be a child in Victorian Britain?</u>** <u>Pupils will be able to</u> **History:** • Explain what life was like for children in Victorian times and present their findings to an audience. • Understand how our locality has been shaped by what happened in the past. • Describe how the lives of wealthy children were different from the lives of poorer children. • Research to find answers to specific questions to our locality.	**<u>Local study – Victorians What impact did the railways have on Helpston, Peterborough and the nation?</u>** <u>Pupils will be able to</u> **History:** • Describe the impact of the development of the railways and extended trading had on prosperity and local community. • Explain how historic items, artefacts and inventions can be used to help build up a picture of life in the past.	**<u>Local study Victorians - What impact did the Industrial Revolution have on Britain and the world? *</u>** <u>Pupils will be able to</u> **History** • Describe the impact of the development of the railways and extended trading had on prosperity and local community. • Describe the impact that the industrial revolution had on the World. • Explain how the Industrial Revolution was a turning point in British History.

	children. • Research to find answers to specific questions to our locality. **Geography:** • Locate local areas of significance to the Tudors on a map e.g. Peterborough, Stamford, Fotheringhay etc. • Carry out research to discover features of our local villages, towns and cities. • Explain why people may choose to live in one place rather than another.	impact that Tudor exploration had on our lives today. • Summarise how Britain has had a major influence on the world. • Summarise how Britain may have learnt from other countries and civilisations. **Geography:** • Locate local areas of significance to the Tudors on a map e.g. Peterborough, Stamford, Fotheringhay etc. • Name and locate countries on a world map that Tudor explorers visited. • Recognise the importance of ports and the role they play in distributing	• Explain how the Tudor period affected Christianity. • Place features of historical events and people from the past societies and periods in a chronological framework. • Summarise the main events from the Tudor period, explaining the order of events and what happened. • Summarise how Britain has had a major influence on the world. **Geography:** • Locate local areas of significance to the Tudors on a map e.g. Peterborough, Stamford, Fotheringhay etc. • Recognise the importance of ports and the role they play in distributing goods around the world. • State the countries that make up the European Union.	**Geography:** • Carry out research to discover features of our local villages, towns and cities. • Explain why people may choose to live in one place rather than another.	**Geography:** • Name and locate the major cities of the UK on a map. • Locate the railways of the UK on a map. • Plan a journey from my town/city to another place in England. • Describe how the development of the railways has changed land-use. • Explain the importance of the railways for	**Geography:** • State the countries that make up the European Union. • Name and locate the capital cities of neighbouring European countries. *[*The Legacy of the British Empire - positives and negatives (2019-20)]*

		goods around the world. • Explain how time zones work and calculate time differences around the world.	• Name and locate the capital cities of neighbouring European countries.		developing trade links with the rest of the UK.	

SPRING TERM	A (even)			B (odd) Starting September 2019		
	Y3/4	Y4/5	Y6	Y3/4	Y4/5	Y6
Possible Power of Reading Texts	Pebble in my pocket & Stone Age Boy	Monster Slayer: The Sleeping Army Beowulf (2021)	The Highwayman Wonder	Jemmy Button & The Borrowers	Varjak Paw	Wonder
Spring Term	**Time Travellers: Stone Age** **What was life like during the Stone Age?** Pupils will be able to: **History** • Describe how Stone Age settlers communicated and recorded their ideas. • Describe the Neolithic and Mesolithic. • Describe the features of a Stone Age settlement. • Make comparisons between the Stone Age, Bronze Age and Iron Age.	**Time Travellers: Anglo Saxons and Vikings** **Why did the Vikings invade Saxon Britain?** Pupils will be able to: **History:** • Locate the Viking era on a timeline and compare with the time period of the Anglo-Saxons. • Research in order to find similarities and differences between two or more periods of history. • Describe why the Vikings invaded Britain. • Explain the differences between an invasion and settlement. • Describe the Anglo-Saxon kings' resistance to the invasion.	**Time Travellers: Roman Britain** **What impact did the Romans have on modern Britain?** Pupils will be able to: **History:** • Describe how the Roman Empire had developed by 42AD. • Describe why the Roman army was powerful. • Explain why Hadrian's wall was built. • Explain the significance of Boudicca's revolt. • Describe how the Romans lived and how this impacts on our modern lives.	**Life since 1066** **How have homes changed through time?** Pupils will be able to: **History:** • Describe changes to homes from the Anglo-Saxons to the present day. • Describe the impact of changes to homes on society and compare with present day. • Explain the importance of building castles and explain aspects of castle life.	**Life since 1066** **How has medicine changed through history?** Pupils will be able to: **History:** • Describe changes to health and medicine from the Anglo-Saxons to the present day. • Describe the impact of changes in health and medicine on society and compare with present day. • Develops in homeopathic remedies and medicines. • Describe medical advances and the impact of these e.g. anaesthesia, penicillin.	**Life since 1066** **How have attitudes towards crime and punishment changed?** Pupils will be able to: **History:** • Describe the changes in crime and punishment from the Anglo-Saxons to the present day. • Consider what constitutes 'crime' in different periods of history and how this affected society. • Understand the differences in 'legal age of criminal responsibility'. • Debate the use of different forms of punishment i.e. stocks, corporal punishment, penal colonies, prisons/prison

	Geography: • Describe the types of settlement during the Stone Age and how natural resources were distributed. • Name and locate places of Stone Age settlements. • How they used natural resources to live (hunter gatherers) and why these were important.	• Describe the weaponry used during the period. • Describe how the Vikings wrote Kennings and used Runes. **Geography:** • Locate key European countries on a map. • Describe the invaders' journey to the UK. • Name and locate key UK cities that the invaders travelled to. • Describe how the invaders settled and link to natural resources.	**Geography:** • Use maps to describe how the Roman Empire developed. • Describe how the Roman invaders used topographical features of the UK to facilitate their invasion. • Describe how the Romans developed a transport infrastructure to move goods, legions and people throughout the UK quickly. • Use ordnance survey maps to locate Hadrian's wall and draw its location on a map.	**Geography** • Understand where place names originate from. • Understand that settlements are based around land use and economic activity i.e. trade links, distribution of natural resources. • Describe changes in settlements and land use. • Compare and contrast the homes of rich and poor through the ages and discuss demographic features.	**Geography:** • Understand how human geography affects the spread of disease. • Understand the differences in health in different societal groups. • Understand how physical geography can affect health e.g. famine, drought, flooding etc.	reform. **Geography:** • Recognise where Australia, New Zealand and Tasmania are and describe the journey that penal ships made. • Indentify the availability of resources in these countries and the impact on crime and punishment.

SUMMER TERM	A (even)			B (odd) Starting September 2019		
	Y3/4	Y4/5	Y6	Y3/4	Y4/5	Y6
Possible Power of Reading Texts	The Egyptian Echo & The Day of Ahmed's secret	The last wild	Odysseus	Oral retelling Creation stories	Noah Barleywater	1001 nights Sinbad/Aladdin
Summer Term	**Early civilisation – Ancient Egypt** **What was life like in Ancient Egypt?** Pupils will be able to: **History:** • Explain features of the ancient Egyptian civilisation, including explaining why Ancient Egyptians settled around The Nile and how this has changed over time; explain the natural resources that the settlers gained from The Nile.	**Early civilisation – Aztecs** **How did the beliefs of the Aztec people affect their day to day life?** Pupils will be able to: **History:** • Find out about people from artefacts. • Describe the social, cultural and religious beliefs of Aztec society. • Explain key features of everyday life in the Aztec civilisation. • Identify significant places in Aztec society. • Describe the reasons for rise and fall of the Aztec civilisation. • Evaluate aspects of war and warfare on the Aztec	**Early civilisation - Ancient Greece** **How did democracy shape Ancient Greece and modern day?** Pupils will be able to: **History** • Describe how the Ancient Greeks lived. • Describe the achievements of the Ancient Greeks e.g. Democracy. • Explain how the Ancient Greeks influenced the western World. e.g. democracy, theatre, sport, architecture, mythology etc. • Compare Ancient and Modern Greece.	**Non-European: Benin** **What is the significance of the Benin civilization?** Pupils will be able to: **History:** • Place the significance of Benin on a timeline of African history. • Recall key facts and terms about the Benin Kingdom (such as definitions of Ogiso, Edo etc.) as well as important dates in history. • Examine and raise questions about key sources of evidence and artefacts about the significance of the Benin Kingdom. • Describe some of the beliefs and rituals of the	**Non-European: Mayan** **How do the Mayans' beliefs differ from those today?** Pupils will be able to: **History:** • Discover facts about the Mayan Civilisation. • Evaluate similarities and differences between ancient religions and different religions today. • Describe the characteristics of Maya gods and design your own. • To look at the Maya number system. • To find out what Maya people grew and ate. • To find out what we know about the Maya from the	**Non-European Islamic civilisation, including a study of Baghdad** **What impact has early Islamic culture had on the modern world?** Pupils will be able to: **History:** • Say who Muhammad was and know that he was the founder of Islam. • Know some key facts about Baghdad and give some reasons to explain how it became a major world power. • Describe what the House of Wisdom is and know some key individuals who studied there. • Give some reasons to explain how the work of the early Islamic doctors

		civilisation.		people of the Benin Kingdom • Discuss the significance of the Benin bronzes and the reactions of the Victorian Europeans that discovered them. • Discuss the influence and eventual destruction of the Benin Kingdom by the Portuguese and British from the 15th century.	drawings of Frederick Catherwood.	impacted on modern medicine. • Describe some other important discoveries and inventions that came from the early Islamic civilization. • Describe some features and styles of Islamic art.
	Geography: • Locate Egypt and surrounding countries on a world map. • Name and locate major cities, particularly those around The Nile. • Locate The Nile and other key features and describe how these have changed over time. • Describe and understand the 'Water cycle'. • Describe the key aspects of rivers. • Explain why Ancient	**Geography:** • Locate the Aztec civilization on a world map. • Describe the physical features of the Aztec empire. • Use maps and plans at a range of scales	**Geography:** • Locate Greece on a world map. • Locate the major cities in Greece and surrounding islands.	**Geography:** • Locate the Benin Kingdom on a map of Africa. • Locate Portugal and Benin on a map of the world, including key geographical features including longitude, latitude, equator, Tropics of Cancer and Capricorn.	**Geography:** • To locate the ancient Maya Cities. • To explain the effect of the physical features on Mayan life. • Explain the importance of rivers and natural water sources. • Explain the importance of the river for trade.	**Geography** • Locate Baghdad on a world map. • Explain the physical features of Baghdad and surrounding areas. • Compare and contrast ancient and modern Baghdad. • Plot/plan the journey from Baghdad to London (Silk Road).

	Egyptians settled around The Nile. • Explain the natural resources that the settlers gained from The Nile.					

Music

We use the Charanga Musical School Scheme as it is ideal for specialist and non-specialist teachers and provides clear progression and supports all the requirements of the national curriculum.

The Scheme provides an integrated, practical, exploratory and child-led approach to musical learning.

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities
    a. Warm-up Games
    b. Optional Flexible Games
    c. Singing
    d. Playing instruments
    e. Improvisation
    f. Composition
3. Performing

The Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. The strands of musical learning are part of the learning spiral. Over time, children develop new musical skills and concepts, and re-visit established musical skills and concepts.

All musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning.

Physical Education

Physical Education	Throughout the year, children will develop their skills in:			
	Y3	Y4	Y5	Y6
Autumn	• Fitness • Hockey	• Fitness • Hockey	• Netball • Football	• Netball • Football
Spring	• Gymnastics • Dance	• Gymnastics • Dance	• Table Tennis • Dance/Gymnastics • Athletics	• Table Tennis • Dance/Gymnastics • Athletics
Summer	• Tag Rugby • Tennis • Athletics	• Tag Rugby • Tennis • Athletics	• Cricket • Rounders • Outdoor Adventure activities (residential) • Swimming	• Cricket • Rounders • Outdoor Adventure activities (residential)

Religious Education

Religious Education As per the Cambridgeshire Agreed Syllabus **2018**	**2019 onwards**			
	Y3	**Y4**	**Y5**	**Y6**
Autumn Term	**The Church Year – How has Christianity shaped our year?** Pupils will be able to describe the cycle of the Christian year: the meanings of the major festivals and the use of symbolic colours and special hymns. They will know why the BC/AD dating system is significant, while understanding that this is not applicable to all faiths or in all contexts. Pupils will know that there is variety in Christianity and discover how these can reflect distinct practices and beliefs.	**Sacred texts – Why is the Bible so important to some people?** Pupils will know that the Bible is a 'library' of books and that it contains different 'genres' – and explore some examples of poetry e.g. (Psalm 23), proverbs, laws (e.g. the Ten Commandments), letters as well as stories. They will understand that the different books all teach something about God and His relationship with humankind. Pupils will know that there are four gospels giving 'good news' about Jesus. They will be able to find a reference in a Bible using chapters and verses.	**Does a religious faith influence our response to our planet?** Pupils will investigate the Biblical Creation stories alongside scientific theories about the origins of the universe. They will develop their understanding of how the Biblical stories are written in a different, and ancient, genre yet can still be seen as conveying truths for today. Pupils will explore how the belief in God the creator influences Christian views on environment and climate justice. They will explore New Testament teachings on living a Christian life e.g. "The Fruits of the Spirit" in Galatians 5 and I Corinthians 13 on love and consider their relevance for today's world.	**Why is Jesus an inspirational leader for some people? (Long Unit)** Pupils will discover the two Biblical narratives of the birth of Jesus, the different messages / theology that they convey and how they are now seen as one story (e.g. in a nativity play). Pupils will read some of Jesus' miracle stories and find out what is a miracle and ask why these stories are important. Pupils will explore stories told during Christmas, Holy Week, Easter, Ascension and Pentecost and understand how these relate to Christians' beliefs about God, Jesus Christ and the Holy Spirit (Trinity). Pupils will explore how Jesus is portrayed in art from different ages and cultures and how this can send a message about different beliefs relating to him.
	Is Christmas a festival of light or love? Pupils will explore the importance of Jesus to Christians and the symbolism of light in the celebration of his birth. Children will engage in activities that will allow them to begin to understand why Jesus is so special to Christians and just	**How does the Torah influence the lives of Jewish people?** Pupils explore ways in which being Jewish affects a devout Jew's way of life. The focus is on the importance of God, the Torah, and family to the Jewish people and how their beliefs are expressed in practice. Pupils will look at the connection between the	**Why is Jesus an inspirational leader for some people?** Pupils will discover the two Biblical narratives of the birth of Jesus, the different messages / theology that they convey and how they are now seen as one story (e.g. in a nativity play). Pupils will read some of Jesus' miracle stories and find out what is a	

	what Christians are celebrating at Christmas. Pupils are encouraged to consider what can be learned from the Christmas story, and how this story affects the beliefs of Christians, with examples and teaching and referring to pupils‟ own experiences, beliefs and values.	Creation story and the tradition of Shabbat in Jewish homes today Pupils are encouraged to consider what is important to Jews about being part of a worldwide community of Jews and what can be learned from the Jewish way of life, with examples and teaching referring to their own experiences, beliefs and values.	miracle and ask why these stories are important. Pupils will explore stories told during Christmas, Holy Week, Easter, Ascension and Pentecost and understand how these relate to Christians' beliefs about God, Jesus Christ and the Holy Spirit (Trinity). Pupils will explore how Jesus is portrayed in art from different ages and cultures and how this can send a message about different beliefs relating to him.	
Spring Term	**Sikhism (Long unit):** **Why is Seva (Selfless Service) such an important aspect of human life?** Pupils will explore what influences the ways in which people behave and what is expected of an individual choosing the Sikh way of life. They will learn about meditation, the Sikh beliefs about God and how they celebrate key events.	**The Church and its people – Why do some people go to Church and others don't?** Pupils will be able to describe the cycle of the Christian year, the meanings of the major festivals and how they are celebrated including the use of symbolic colours and special hymns. They will know why the BC/AD dating system is significant, while understanding that this is not applicable to all faiths or in all contexts. Pupils will know that there is variety in Christianity by visiting at least two different churches and explore / compare their different structures and discover how these can reflect distinct practices and beliefs (e.g. font or baptismal tank). **Is Easter a festival of new life or sacrifice?** Pupils will explore the importance of Easter to Christians and the	**Hinduism:** **What can the stories and images of deities tell us about Hindu beliefs about God?** Pupils will understand how most Hindus believe in the Supreme Spirit Brahman and that the different deities represented in the murtis, reflect different aspects of God. They will explore the symbolism of selected murtis and the stories associated with them and what these tell about the nature of God. **How and why do Hindu's worship at home and at the Mandir in Peterborough?** Pupils may visit a Hindu mandir /	**What do Humanists believe? (Long Unit)** Pupils will explore what Humanists decide to believe; how they mark key moments in people's lives; their values; and what they believe is necessary to lead a morally good life.

		symbolism of death and resurrection. Children will engage in activities that will allow them to begin to understand why Easter is so special to Christians and just what Christians are celebrating at Easter. Pupils will understand the events of the Easter story and will be encouraged to consider what can be learned from this story, and how this story affects the beliefs of Christians.	temple and see photographs of other mandirs in India and elsewhere. They will be able to describe the main features of a mandir, including one or more sacred areas dedicated to particular deities. Pupils will understand that it is not compulsory for Hindus to worship at a mandir, although many choose to do so, especially at festival times. Children will find out how there are particular times at the day when puja or arti may be offered, but that mandirs are usually open for most of the day for individual devotion. They will find out what worshippers do when they enter the mandir and acknowledge the importance of the mandir in Hindu communities. Children will explore the idea of karma and how this influences the way Hindus live their lives.	
Summer Term	**Islam – Why is prayer important to Muslims and not for some people?** Pupils will vsit a local mosque and become familiar with the main features of the building: Dome, Minaret, prayer room, washing area for prayers. They will find out what happens in the mosque(prayers, lectures, weddings, funerals, reading the Qur'an) and what children do there. Pupils will explore stories connected with the mosque (name, when was it built) and meet the people who go there.	**Buddhism (Long Unit):** **How do the Four Noble Truths inspire Buddhists to lead a better life?** Pupils will understand the importance of Buddha and enlightenment. They will be able to identify features of Buddhist temples, artefacts, shrines and offerings. Pupils will explore some stories about Buddha and describe the importance of his teachings and how these impact on daily life.	**What is it like to be a Muslim in Peterborough today?** Pupils will learn about the Prophet Muhammad and be able to describe aspects of his teaching. Children will learn about the Five Pillars and the importance of prayer. Children will be able to describe what life is like for Muslim children in Peterborough today.	**How can we build a more respectful Peterborough? (Long Unit)** Pupils will refer to all of the six principal religions in the UK. There is an emphasis in this unit on attitudes of respect, and discussion about what this means for the class. Pupils will have opportunities to encounter some ideas and practices from the six principal religions in the UK. Pupils are encouraged to consider what can be learned from examples of their own experience and from the teaching of different religions

	What can Christian's learn from the life of Jesus? Pupils will know an outline of the ministry of Jesus, with some significant events (use mainly synoptic gospels). They will explore how he related to the marginalised of society (women, children, the sick). Pupils will explore the major aspects of teachings of Jesus; the "Two Great Commandments", some parables and sayings, Kingdom of God.		**Are all Jewish communities the same?** Pupils will learn that there are different groups of the Jewish people and understand the differences between Traditional and Progressive Judaism. Pupils will find out about the festival Sukkot and understand how different Jewish communities celebrate Shabbat.	and beliefs about the values of respect for all.

Science

Science	2020 onwards			
	Y3	Y4	Y5	Y6
Autumn Term	**Animals, including humans:** Pupils will be able to : • Identify that animals, including humans, need the right types and amount of nutrition; they cannot make their own food; they receive nutrition from what they eat; • Identify that humans and some animals have skeletons and muscles for support, protection and movement.	**Animals, including humans:** Pupils will be able to : • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey	**Properties and changes of materials** Pupils will be able to: • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated	**Electricity** Pupils will be able to: • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram **Light** Pupils will be able to: • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • use the idea that light travels in straight lines to explain why

			with burning and the action of acid on bicarbonate of soda	shadows have the same shape as the objects that cast them

Spring Term	**Rocks** Pupils will be able to : • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter **Light** Pupils will be able to: • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change	**States of matter** Pupils will be able to : • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature **Electricity** Pupils will be able to : • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common	**Earth and space** Pupils will be able to : • describe the movement of the Earth and other planets relative to the sun in the solar system • describe the movement of the moon relative to the Earth • describe the sun, Earth and moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky **Forces** Pupils will be able to : • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	**Animals, including humans:** Pupils will be able to : • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans

		conductors and insulators, and associate metals with being good conductors		

Summer Term	**Plants** Pupils will be able to: • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal **Forces and Magnets** Pupils will be able to: • compare how things move on different surfaces • notice that some forces need contact between 2 objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic	**Living things and their habitats:** Pupils will be able to: • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things **Sound** Pupils will be able to: • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases	**Living things and their habitats:** Pupils will be able to : • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals • describe the changes as humans develop to old age	**Evolution and inheritance** Pupils will be able to: • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution **Living things and their habitats:** Pupils will be able to : • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics

	materials • describe magnets as having 2 poles • predict whether 2 magnets will attract or repel each other, depending on which poles are facing			

KS2 Science Transitional Plan for 2019/20

SCIENCE	Transitional plan for 2019/20		
	Y3/4	Y5	Y6
Autumn	**States of matter** Pupils will be able to : • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature **Light** Pupils will be able to: • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change	**Properties and changes of materials** Pupils will be able to: • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda	**Electricity** Pupils will be able to: • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram **Light** Pupils will be able to: • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
Spring	**Rocks** Pupils will be able to : • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are	**Earth and space** Pupils will be able to : • describe the movement of the Earth and other planets relative to the sun in the solar system • describe the movement of the moon relative to the Earth	**Earth and space** Pupils will be able to : • describe the movement of the Earth and other planets relative to the sun in the solar system • describe the movement of the moon relative to the Earth

	formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter **Living things and their habitats:** Pupils will be able to: • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things	• describe the sun, Earth and moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky **Forces** Pupils will be able to : • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	• describe the sun, Earth and moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky **Forces** Pupils will be able to : • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect
Summer	**Plants** Pupils will be able to: • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	**Living things and their habitats:** Pupils will be able to : • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals • describe the changes as humans develop to old age	**Living things and their habitats:** Pupils will be able to : • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals • describe the changes as humans develop to old age **Evolution and inheritance** Pupils will be able to: • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

			• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution