

St. Margaret's, Collier Street CE Primary

Curriculum and Assessment Framework



Inspire Nurture Discover

Our overarching aims and vision

'Learning as we grow. Growing as we learn. Rooted in Jesus.'

A rural community, learning and growing together, sharing the love of God. We believe that each individual will be inspired and nurtured so that they flourish in their learning, relationships and personal growth so that together we discover life in all its fullness.

As an Anglican Church School, we create and sustain an ethos based on the Christian values of friendship, fairness, respect and helpfulness. We aim to nurture and develop positive spiritual, moral, social and cultural attitudes within our community. Religious Education and collective worship are central to the life of our school, whilst reflecting the rich variety of religious traditions and diversity of our society.

We provide a secure, happy and well disciplined environment in which individuals flourish. Our expectations for achievement are high. We inspire children to develop a love of learning, broadening their creativity and enabling them to discover their full potential. The curriculum will aid this by particularly focusing on:

1. Globalisation and interdependence
2. Identity and diversity
3. Concern for the environment
4. Self awareness and reflection/Empathy
5. Critical and creative thinking

Consequently, pupils leave this school as responsible and assured individuals who are well prepared for the next stage of their education and who will make a valuable contribution to society.



Curriculum Statement

Inspire, Nurture, Discover

At St. Margaret's, Collier Street School, we have an established curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all children whatever their starting points. In order to meet the learning and developmental needs of the pupils at this small, rural, faith school, the curriculum incorporates the statutory requirements of the National Curriculum as well as other pertinent themes and experiences which focus on:

1. Globalisation and interdependence
2. Identity and diversity
3. Concern for the environment
4. Self awareness and reflection/ Empathy
5. Critical and creative thinking

The aim of our curriculum is to prepare pupils so that they have both the foundation and desire to be responsible and assured citizens who will make a valuable contribution to society of the future. The spiritual, moral, social and cultural development of our pupils and their understanding of British Values are woven through the curriculum. Pupils must be taught to think globally and act locally.

Our Early Years provision provides our youngest children with a stimulating, inviting and exciting curriculum. Our children are encouraged to take risks in their learning and development while building the skills needed to become an independent learner who is resilient and can persevere when faced with a challenge. Building on the skills they already have, the pupils will learn through their own interests and at a pace suitable for each individual. This will enable them to develop the foundations they need for the rest of their school journey.

The National Curriculum continues to be delivered using an integrated topic approach and assessed using Target Tracker as a basis to ensure coverage and progression of learning. The more able are further challenged in their learning whilst children who find aspects of their learning more challenging are appropriately supported so that everyone experiences success. Key- Stages work collaboratively to ensure progression of skills and knowledge in each of the termly topics. Key skills are developed through practice and experiential learning.

Reading is the bedrock of a child's ability to access and enjoy the curriculum and all classes promote reading and the associated rich and varied vocabulary. In order to support our children's development of early reading, we use the Department for Education phonics scheme, 'Letters and Sounds' to deliver daily phonics lessons in the Foundation Stage and Key Stage 1. 'Talk for Writing' develops children's writing skills through imitation, innovation and independence. Alongside this, children experience lessons promoting grammar, punctuation, spelling as well as handwriting.

White Rose provides the framework for a responsive maths curriculum. We are following a mastery path where pupils are required to reason, problem solve and discuss methods. The mastery approach is further supported by the NCETM spines and 'Maths- No Problem!' resources. Cross curricular opportunities are used to reinforce mathematical skills and understanding. A conceptual approach provides the opportunities for all pupils to truly engage with maths and gain a sense of achievement.

Where links can be made, subjects are taught creatively in a cross curricular thematic manner. Where this is not achievable, subjects are taught discretely. Specialist teachers and instructors working alongside staff ensure music and PE is of a high quality. We go beyond the requirements of the National Curriculum as all children for 2 years whilst in Years 3 and 4 receive on a weekly basis, a music lessons learning to play the flute as well as swimming

lessons. The recently extended school grounds continue to be developed and support learning across many curriculum areas including the productive school garden where fruit and vegetables are grown and then prepared during cookery lessons in the designated children's kitchen.

Themed days, whole school activities and visits outside of school all enrich the children's learning experience. A wide range of lunchtime and after-school activities are also offered. Finally, pupils are offered opportunities to share their learning with each other, their peers across the school and the wider community.



How we build on our identified priorities:

Skills Map				
	Foundation Stage	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Globalisation and Interdependence	<ul style="list-style-type: none"> • Immediate and local environment. • Simple links with other places (e.g. through food) 	<ul style="list-style-type: none"> • Similarities and differences between places in various parts of the world, including own setting. • Links between local community and wider world. 	<ul style="list-style-type: none"> • Global connections between peoples and countries (e.g. through trade and communications) • How local actions affect the wider world. 	<ul style="list-style-type: none"> • Connections and interdependencies between global and local issues. • Changing global forces and effects on people's lives. • Impacts of decisions made at local, national or global levels on people and the environment across national boundaries.
Identity and Diversity	<ul style="list-style-type: none"> • Uniqueness and value of every person. • Similarities and difference between self and others. 	<ul style="list-style-type: none"> • Similarities and differences between peoples in local setting and also in wider contexts. • What contributes to self-identity and belonging. 	<ul style="list-style-type: none"> • Diversity of cultures and societies within and beyond own experience. • Contributions of different cultures to our lives. • Nature of prejudice, racism and sexism and ways to combat these. 	<ul style="list-style-type: none"> • Benefits and challenges of diversity. • Impacts of stereotyping, prejudice and discrimination and how to challenge these. • Importance of language, beliefs and values in cultural identities.
Concern for the environment	<ul style="list-style-type: none"> • Appreciation of, and care for, living things and own environment. • Sense of wonder and curiosity about the world. • Starting to value resources. 	<ul style="list-style-type: none"> • Concern about the local environment and willingness to care for it. • Taking care of resources and not wasting them. 	<ul style="list-style-type: none"> • Sense of responsibility for the environment and the use of resources. • Commitment to taking action to protect and improve the environment and quality of life for people locally and globally. 	<ul style="list-style-type: none"> • Appreciation of interdependence between people and planet. • Concern about the effects of lifestyles and consumer choices on people and the planet.
Self-awareness and reflection	<ul style="list-style-type: none"> • Recognise, name and deal with feelings in a positive way. 	<ul style="list-style-type: none"> • Recognise effects of own behaviour on others and use this to help make choices. 	<ul style="list-style-type: none"> • Identify connections between personal decisions and issues affecting people 	<ul style="list-style-type: none"> • Recognise personal strengths and weaknesses. • Evaluate ways in which own emotions, words and

	<ul style="list-style-type: none"> • Notice some effects of own actions on others. • Identify how people are feeling (e.g. happy, sad, worried.) 	<ul style="list-style-type: none"> • Identify matters that are important to self and others. • Learn from mistakes and use feedback. 	<p>locally and globally.</p> <ul style="list-style-type: none"> • Explore reasons for negative feelings towards others and in new or difficult situations. 	<p>behaviour can affect people both locally and globally.</p>
Empathy	<ul style="list-style-type: none"> • Show sensitivity to people's feelings and needs. 	<ul style="list-style-type: none"> • Show awareness of, and concern for people's feelings. • Show interest in, and concern for, others outside immediate circle and in contexts different to own. 	<ul style="list-style-type: none"> • Adapt behaviour to take into account feelings of others. • Empathise with people in local and more distant contexts. • Understand impacts of prejudice and discrimination. 	<ul style="list-style-type: none"> • Discern how people are feeling through their words, body language, gestures and tone. • Recognise how different backgrounds, beliefs and personalities affect behaviour and world views.
Critical and Creative Thinking	<ul style="list-style-type: none"> • Ask questions • Suggest a way to solve a problem • Wonder about ideas. 	<ul style="list-style-type: none"> • Ask relevant questions. • Consider merits of different viewpoints. • Use different approaches to solve problems. 	<ul style="list-style-type: none"> • Begin to identify bias and opinion. • Give evidence for an argument, assess different viewpoints and present counter-arguments. • Imagine alternative possibilities and suggest new ideas to solve problems. 	<ul style="list-style-type: none"> • Evaluate media and other sources for bias, stereotypes and range of voices and perspectives. • Analyse own and others' assumptions about people about people and issues. • Keep mind open to new ideas.

Curriculum Assessment:

The principle that underpins our assessment system is that every child can achieve. Teachers and their support staff have the mindset, "What do I need to do next to enable the children in my class to achieve?"

Pupils will be assessed as follows:

English – Target Tracker statements/ phonics checks (3 times per year)

Maths – Using emerging, expected or exceeding, 6 times per year

Science - Using emerging, expected or exceeding, after each unit

RE - Using emerging, expected or exceeding, after each unit

Geography - Using emerging, expected or exceeding, against the 4 geographical areas, after each unit

History – Using emerging, expected or exceeding for the 4 areas of chronology, vocabulary, questioning and knowledge and understanding after each unit

Art – Using emerging, expected or exceeding - end of the two year cycle for each of the 6 areas

DT – Using emerging, expected or exceeding - against design/ construct and evaluate for each unit

Computing - Using emerging, expected or exceeding at the end of each unit

Music - Using emerging, expected or exceeding for 3 areas in KS1 and 5 areas for KS2

PE - Using emerging, expected or exceeding, for 3 areas of head, heart (team spirit) and hands (skill)

PSHE – On going from discussion

MFL - Using emerging, expected or exceeding for reading/writing and speaking/ listening twice a year

Our assessment and reporting system includes:

- On-going assessment through mini-plenaries, carefully planned questioning and reasoning opportunities will be effectively used to ensure the correct support is built into lessons to ensure all children achieve.
- Children will know what they are being asked to learn and more importantly, why. They will become increasingly confident when discussing their learning.
- Regular feedback, both written and verbal, between the teacher and pupil.
- Benchmarks are used throughout the year to allow the teacher and pupil to know what has been achieved and the child's next learning steps. These are also used at the end of the year to make judgements as to whether children are working at the expected standard or not.

Getting it right from the start.....Early Years Key Performance Indicators

PRIME AREAS

COMMUNICATION AND LANGUAGE

1. Listening and Attention

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

2. Understanding

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

3. Speaking

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

PHYSICAL DEVELOPMENT

4. Moving and Handling

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

5. Health and Self-care

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

6. Self-confidence and Self awareness

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

7. Managing Feelings and Behaviour

Children 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. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

8. Making relationships

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

SPECIFIC AREAS

LITERACY

9. Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

10. Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

MATHEMATICS

11. Numbers

Children 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. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

12. Shape Space and Measures

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

UNDERSTANDING THE WORLD

13. People and Communities

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

14. The World

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

15. Technology

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

EXPRESSIVE ARTS AND DESIGN

16. Exploring and Using Media and Materials

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

17. Being Imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Essential Benchmarks for each year group

Year 1

Reading

Pupils can:

1. respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes
2. read accurately by blending sounds in unfamiliar words containing GPCs (Grapheme phoneme correspondence)
3. read aloud accurately books that are consistent with their developing phonic
4. read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Across a range of texts, pupils can:

5. check that the text makes sense to them as they read and correcting inaccurate reading
6. predict what might happen on the basis of what has been read so far

Writing

Pupils can:

7. spell words containing each of the 40+ phonemes already taught
8. show some accurate use of –ing –ed –er –est where no change is needed in the spelling of root words for example: helping, helped, helper
9. begin to form lower-case letters in the correct direction, starting and finishing in the right place
10. sequence sentences to form short narratives
11. re-read what they have written to check that it makes sense
12. leave spaces between words
13. use joining words and joining clauses using 'and '.
14. punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
15. use a capital letter for names of people, places, the days of the week
16. use a capital letter for the personal pronoun 'I'

Maths

Pupils can:

17. count to and across 100 forwards and backwards, beginning with 0 or 1, or from any given number
18. count, read and write numbers to 100
19. count in multiples of twos, fives and tens
20. represent (including symbols) and use number bonds and related subtraction facts within 20
21. recognise, find and name a half as one of two equal parts of an object, shape or quantity

Pupils can compare, describe and solve practical problems for:

22. lengths and heights (long/short, double/half)

23. mass/weight (heavy/light)

24. capacity and volume (full/empty)

25. time (quicker, slower, earlier, later)

Pupils can:

26. tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

27. recognise and name common 2-D and 3D shapes

Year 2

Reading

Pupils can:

1. read accurately most words of two or more syllables

2. read most words containing common suffixes

3. read most common exception words

In age-appropriate¹ books, pupils can:

4. read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words

5. sound out most unfamiliar words accurately, without undue hesitation

In a book that they can already read fluently, pupils can:

6. check it makes sense to them, correcting any inaccurate reading

7. answer questions and make some inferences

8. explain what has happened so far in what they have read.

Writing

Pupils can, after discussion with the teacher:

9. write simple, coherent narratives about personal experiences and those of others (real or fictional)

10. write about real events, recording these simply and clearly

11. demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required

12. use present and past tense mostly correctly and consistently

13. use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses

14. segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others

15. spell many common exception words

16. form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

17. use spacing between words that reflects the size of the letters.

Maths

The pupil can:

18. read scales in divisions of ones, twos, fives and tens
19. partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
20. add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
21. recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)
22. recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
23. identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole
24. use different coins to make the same amount
25. read the time on a clock to the nearest 15 minutes
26. name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

Year 3

Reading

Pupils can:

1. draw on contextual evidence to make sense of what is read;
2. ask questions to enhance understanding of the text;
3. make basic comparisons within and across different texts.
4. make predictions based on details stated and implied;
5. explain and discuss their understanding of what they have read
6. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions
7. retrieve and record information from non-fiction

Writing

8. Spelling rules and patterns taught thus far, as listed in the 'English programmes of study: key stages 1 and 2 National Curriculum in England – Appendix 1 for Year 3/4', are accurately applied, including:
accurate spelling of some prefixes and suffixes,
accurate spelling of common homophones

Pupils can:

9. in narratives, creating settings, characters and plot

10. in non-narrative writing, use simple organisational devices [for example, headings and sub-headings]
11. assess the effectiveness of their own and others' writing and suggesting improvements
12. extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
13. using adverbs and prepositions to express time and cause
14. using inverted and punctuating direct speech

Maths

Pupils can:

15. count in multiples of 4, 8, 50 and 100
16. find 10 or 100 more or less than a given number
17. recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
18. recall and use multiplication and division facts for the 3, 4 and 8 times tables
19. write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two digit numbers times one digit numbers, using mental and progressing to formal written methods
20. count up and down in tenths: recognize that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
21. solve number problems and practical problems involving place value add and subtract numbers mentally, including:
 - A 3 digit number and ones
 - A 3 digit number and tens
 - A 3 digit number and hundreds
22. recognize, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
23. recognise and show, using diagrams, equivalent fractions with small denominators
24. measure, compare, add and subtract: lengths (m/cm/mm): mass (kg/g) volume/capacity (l/ml)
25. add and subtract amounts of money to give change using both £ and p in practical contexts
26. tell and write the time from an analogue clock, including using Roman numerals from 1 to X11 and 12 hour and 24-hour clocks
27. identify right angles, recognize that two right angles make a half-turn, three make three quarters of a turn and four a complete turn: identify whether angles are greater than or less than a right angle
28. interpret and present data using bar charts, pictograms and tables

Year 4

Reading

Across a wide range of texts, pupils can:

1. draw on contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings
2. explain and justify personal opinion;
3. comment on how language, including figurative language, is used to contribute to meaning
4. deduce characters' feelings, thoughts and motives from their actions

5. make predictions based on details stated and justifying inferences with evidence
6. distinguish between statements of fact and opinion

Writing

7. Spelling rules and patterns taught thus far, as listed in the 'English programmes of study: key stages 1 and 2 National Curriculum in England – Appendix 1 for Year 3/4', are accurately applied, including:

accurate spelling of some prefixes and suffixes,

Pupils can:

8. place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
9. order writing using structures
10. organise paragraphs around a theme in narratives, creating settings, characters and plot
11. propose changes to grammar and vocabulary to improve consistency
12. choose nouns or pronouns appropriately for clarity and cohesion
13. show appropriate use of fronted adverbials correctly including the appropriate use of a comma
14. use inverted commas and other punctuation to indicate indirect speech
15. use the present perfect form of verbs in contrast to the past tense
16. use noun phrases expanded by the addition of modifying adjectives, nouns and preposition

Maths

Pupils can:

17. count in multiples of 6, 7, 9, 25 and 1000
18. count backwards through zero to include negative numbers
19. order and compare numbers beyond 1000
20. round any number to the nearest 10, 100 or 1000
21. solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why
22. recall multiplication and division facts of multiplication tables up to 12 x 12
23. recognise and show, using diagrams (e.g fraction walls), common equivalent fractions
24. count up and down in hundredths: recognize that hundredths arise when dividing an object by one hundred and dividing tenths by ten
25. round decimals with one decimal place to the nearest whole number
26. solve simple measure and money problems involving fractions and decimals to two decimal places
27. convert between different units of measure (kilometre to metre: hour to minute)
28. compare and classify geometric shapes, using the language of orientation, including quadrilaterals and triangles, based on their properties and sizes
29. identify lines of symmetry in 2-D shapes presented in different orientations

30. plot specified points and draw sides to complete a given polygon

31. solve comparison, sum and difference problems using information presented in bar charts pictograms, tables and other graphs

Year 5

Reading

Pupils can:

1. explain how language, structure, and presentation, can contribute to the meaning of a text.
2. show growing confidence when drawing from contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings.
3. comment on how language, including figurative language, is used to contribute to meaning.
4. make comparisons within and across different texts.
5. draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
6. make predictions based on details stated and implied.
7. identify key details that support main ideas, and to use them to summarise content drawn from more than one paragraph.
8. express views formed through independent reading and books that are read to them, explaining personal opinions
9. identify themes and conventions through discussion and comment

Writing

10. Children can spell accurately some words that need to be specifically learnt, as listed in Years 5/6 word list in English programmes of study: key stages 1 and 2 National curriculum in England – Appendix 1, including:

Endings which sound like spelt –cious or –tious

Words ending in –ant, –ance/–ancy, –ent, –ence/–ency

Words ending in –able and –ible / ably and –ibly

Adding suffixes beginning with vowel letters to words ending in –fer

Use of the hyphen

Words with the /i:/ sound spelt ei after c

Words containing the letter-string ough

Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)

11. Pupils' handwriting is legible, fluent and is usually maintained when writing at efficient speed.

12. Pupils use a range of punctuation accurately, including:

subject, object

active, passive

synonym, antonym

ellipsis, hyphen, colon, semi-colon, bullet points.

Plan

13. Pupils are able to write narratives that develop character, setting and atmosphere.

Draft and write

14. Pupils use progressively more rich and varied grammar and vocabulary selected;

15. Action is advanced through balanced narrative & dialogue;

16. Pupils start using cohesive devices within and across texts.

Evaluate and edit. Pupils can:

17. assess effectiveness of own and others' writing and edit to enhance effect.

18. use correct tense throughout writing;

19. ensure correct subject and verb agreement;

According to audience, purpose and context, pupil's writing demonstrates appropriate use of:

20. expanded noun phrases to convey complicated information concisely

21. relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas

22. the perfect form of verbs to mark relationships of time and cause

23. modal verbs and adverbs to indicate degrees of possibility, probability and certainty

24. the passive voice to affect the presentation of information

25. vocabulary and grammatical choices to suit both formal and informal situations.

Pupils can:

26. read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit

27. interpret negative numbers in context

28. add and subtract whole numbers with more than 4 digits, mentally and including using formal written methods (columnar addition and subtraction)

29. identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Including prime numbers

30. solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes

31. solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple ratios

32. compare and order fractions whose denominators are all multiples of the same number

33. read and write decimal numbers as fractions

34. read, write, order and compare numbers with up to three decimal places

35. solve problems which require knowing percentage and decimal equivalents of a half, quarter, a fifth, two fifths and four fifths and those fractions with a denominator of a multiple of 10 or 25
36. convert between different units of metric measure (k/m) (cm/ml) (g/kg) (l/ml)
37. measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres and calculate and compare the area of rectangles (including squares) and including using standard units, square cm and square m and estimate the area of irregular shapes
38. draw given angles and measure them in degrees
39. distinguish between regular and irregular polygons based on reasoning about equal sides and angles
40. complete, read and interpret information in tables, including timetables

Year 6

Reading:

Pupils can:

1. read age-appropriate books with confidence and fluency (including whole novels)
2. read aloud with intonation that shows understanding
3. work out the meaning of words from the context
4. explain & discuss their understanding of what they have read, drawing inferences & justifying these with evidence
5. predict what might happen from details stated and implied
6. retrieve information from non-fiction
7. summarise main ideas, identifying key details and using quotations for illustration
8. evaluate how authors use language, including figurative language, considering the impact on the reader
9. make comparisons within and across books.

Writing:

Pupils can:

10. write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
11. in narratives, describe settings, characters and atmosphere
12. integrate dialogue in narratives to convey character and advance the action
13. select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
14. use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
15. use verb tenses consistently and correctly throughout their writing
16. use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
17. spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
18. maintain legibility in joined handwriting when writing at speed.

Greater Depth Indicators. Pupils can:

19. write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
20. distinguish between the language of speech and writing and choose the appropriate register
21. exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
22. use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

Maths

Pupils can:

23. demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits; $8.09 = 8 + 9/10$; $28.13 = 28 + \square + 0.03$)
24. calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$; $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$; $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$)
25. use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?)
26. recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $1/5$ or 0.2 or 20% of the whole cake)
27. calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as $7/21$ and that this is equal to $1/3$; 15% of 60; $11/2 + 3/4$; $7/9$ of 108; 0.8×70)
28. substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle)
29. calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm)
30. use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).

Science (All Key-Stages)

	KS1 (Hamilton Scheme of Work)	LKS2	UKS2
<u>Working Scientifically – To be embedded throughout the two year cycle.</u>	<ul style="list-style-type: none"> -asking simple questions and recognising that they can be answered in different ways -observing closely, using simple equipment -performing simple tests -identifying and classifying -using their observations and ideas to suggest answers to questions -gathering and recording data to help in answering questions. 	<ul style="list-style-type: none"> -asking relevant questions and using different types of scientific enquiries to answer them -setting up simple practical enquiries, comparative and fair tests -making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers -gathering, recording, classifying and presenting data in a variety of ways to help in answering questions -recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables -reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions -using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions -identifying differences, similarities or changes related to simple scientific ideas and processes -sing straightforward scientific evidence to answer questions or to support their findings. 	<ul style="list-style-type: none"> -planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary -taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate -recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs -using test results to make predictions to set up further comparative and fair tests -reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations -identifying scientific evidence that has been used to support or refute ideas or arguments.

<p>Term 1a</p>	<p><u>Everyday Materials (year 1)</u></p> <ul style="list-style-type: none"> -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, and rock -describe the simple physical properties of a variety of everyday materials -compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<p><u>Electricity (year 4)</u></p> <ul style="list-style-type: none"> -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 conductors and insulators, and associate metals with being good conductors. 	<p><u>Properties and Changes of Materials (year 5)</u></p> <ul style="list-style-type: none"> -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
<p>Term 2a</p>	<p><u>Animals Including Humans (year 2)</u></p> <ul style="list-style-type: none"> -notice that animals, including humans, have offspring which grow into adults -find out about and describe the basic needs of animals, including humans, for survival (water, food and air) -describe the importance for humans of exercise, eating the right amounts of 	<p><u>States of Matter (year 4)</u></p> <ul style="list-style-type: none"> -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 	<p><u>Living Things and Their Habitats (year 5)</u></p> <ul style="list-style-type: none"> -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.

	different types of food, and hygiene.	(°C) -identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	
Term 3a	<u>Uses of Everyday Materials (year 2)</u> -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.	<u>Sound (year 4)</u> -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.	<u>Earth and Space (year 5)</u> -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.
Term 4a	<u>Plants (year 1)</u> -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.	<u>Living Things and Their Habitats (year 4)</u> -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.	
Term 5a	<u>Seasonal Changes (year 1)</u> -observe changes across the four seasons -observe and describe weather associated with the seasons and how day length	<u>Animals Including Humans (year 4)</u> -describe the simple functions of the basic parts of the digestive system in humans -identify the different types of teeth in	<u>Animals Including Humans (year 5)</u> -describe the changes as humans develop to old age.

	varies.	humans and their simple functions -construct and interpret a variety of food chains, identifying producers, predators and prey	
Term 6a	<p><u>Animals Including Humans (year 1)</u></p> <ul style="list-style-type: none"> -identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals -identify and name a variety of common animals that are carnivores, herbivores and omnivores -describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) -identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 		<p><u>Animals Including Humans (year 6)</u></p> <ul style="list-style-type: none"> -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.
Term 1b	<p><u>Animals Including Humans (year 2)</u></p> <ul style="list-style-type: none"> -notice that animals, including humans, have offspring which grow into adults -find out about and describe the basic needs of animals, including humans, for survival (water, food and air) -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p><u>Rocks (year 3)</u></p> <ul style="list-style-type: none"> -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. 	<p><u>Evolution and Inheritance (year 6)</u></p> <ul style="list-style-type: none"> -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.
Term 2b	<p><u>Seasonal Changes (year 1)</u></p> <ul style="list-style-type: none"> -observe changes across the four seasons -observe and describe weather associated 	<p><u>Animals Including Humans (year 3)</u></p> <ul style="list-style-type: none"> -identify that animals, including humans, need the right types and amount of 	<p><u>Light (year 6)</u></p> <ul style="list-style-type: none"> -recognise that light appears to travel in straight lines

	with the seasons and how day length varies.	<p>nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>-identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>-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</p> <p>-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</p> <p>-use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>
Term 3b	<p><u>Uses of Everyday Materials (year 2)</u></p> <p>-identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>-find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><u>Light (year 3)</u></p> <p>-recognise that they need light in order to see things and that dark is the absence of light</p> <p>-notice that light is reflected from surfaces</p> <p>-recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>-recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>-find patterns in the way that the size of shadows change.</p>	<p><u>Electricity (year 6)</u></p> <p>-associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>-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</p> <p>-use recognised symbols when representing a simple circuit in a diagram.</p>
Term 4b	<p><u>Plants (year 2)</u></p> <p>-observe and describe how seeds and bulbs grow into mature plants</p> <p>-find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><u>Forces and Magnets (year 3)</u></p> <p>-compare how things move on different surfaces</p> <p>-notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>-observe how magnets attract or repel each other and attract some materials</p>	<p><u>Living Things and Their Habitats (year 6)</u></p> <p>-describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</p>

		<p>and not others</p> <ul style="list-style-type: none"> -compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials -describe magnets as having two poles -predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<ul style="list-style-type: none"> -give reasons for classifying plants and animals based on specific characteristics.
Term 5b	<p><u>Living Things and Their Habitats (Year 2)</u></p> <ul style="list-style-type: none"> -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. 	<p><u>Plants (year 3)</u></p> <ul style="list-style-type: none"> -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. 	<p><u>Forces (year 5)</u></p> <ul style="list-style-type: none"> -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.
Term 6b	<p><u>Animals Including Humans (year 1)</u></p> <ul style="list-style-type: none"> -identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals -identify and name a variety of common animals that are carnivores, herbivores and omnivores 		

	<p>-describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>-identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>		
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COMPUTING (All Key-Stages)

Computing		
Early Years		
<i>Problem Solving and Logical Thinking</i>	<i>Creative Content</i>	<i>Digital Literacy</i>
<ul style="list-style-type: none"> To explore and interact with their environment (using a camera to take photos, using an iPad to record videos). To recognise simple icons, buttons or shortcuts. To use appropriate icons, buttons or shortcuts to complete an action. To explore the functions of a simple programming tool. To begin to plan and test instructions. 	<ul style="list-style-type: none"> To use available applications and software to create original content. 	<ul style="list-style-type: none"> To collect information using ICT (e.g. photographs, voice recordings, text.) To recognise and use simple keyboard commands (space bar, enter, delete and backspace.) To input collected material into simple applications and programs. To understand the appropriate vocabulary to equipment available. <p>E-safety</p> <ul style="list-style-type: none"> To understand how to identify age appropriate content. To act if they find something, they are unsure of.
Greater Depth		
<i>Problem Solving and Logical Thinking</i>	<i>Creative Content</i>	<i>Digital Literacy</i>
<ul style="list-style-type: none"> Evaluate a set of instructions. 	<ul style="list-style-type: none"> Save and retrieve their original content. 	<ul style="list-style-type: none"> Use the keyboard for a purpose.

Progression of Skills in Computing

Subject:	COMPUTING							
Cycle	YEAR 1 AND YEAR 2		Year 1			Year 2		
	AUT/SPR/SUM – CONTINUOUS		Autumn	Spring	Summer	Autumn	Spring	Summer
	<u>Key skills and What is a computer?</u>	<u>Online safety</u>	<u>Communicating: Text, Images and Multimedia (Digital media)</u>	<u>Programming and Computational Thinking (Coding)</u>	<u>Understanding and Sharing Data</u>	<u>Communicating: Text, Images and Multimedia (Digital media)</u>	<u>Programming and Computational Thinking (Coding)</u>	<u>Understanding and Sharing Data</u>
Russet Class	<ul style="list-style-type: none"> Use different digital devices Understand that you can access content on a digital device Use appropriate access devices to target and select options on a screen (touchpad) Recognise a range of devices Recognise basic parts of a computer e.g. screen, keyboard and keyboard e.g. space bar, letters Explain what they key parts of a computer are used for. Understand that the same information can be accessed from different devices Add text to a document Know that information and media stored on a device (photos) Recognise that a range of devices contain computers - e.g.washing machines, car Understand that you can use a search engine to find information using key word 	<ul style="list-style-type: none"> Aware that some online content is inappropriate Is aware that information can be public and private Recognise inappropriate content and know to tell an appropriate adult Can describe what makes a good friend Understand you can share digital content on line Know what personal information is and the need to keep it private Can identify rules to add to an acceptable use policy for the class Understand that spending a long time in front of a computer screen can be unhealthy Understand that digital content belongs to the person who first created it. Save and reuse digital content found online. 	<ul style="list-style-type: none"> Use technology to explore and access digital content Operate a digital device with support to fulfil a task e.g. record short speech, make a video Create a simple digital content e.g. digital art, paint. Choose a media to convey information e.g. image for a poster Choose a digital device from a selection to complete a task Select media (images, sound) to make a simple power point on a topic. 	<p>Control simple everyday devices to make them produce different outcomes</p> <ul style="list-style-type: none"> Explore technology Repeat an action with technology to trigger a specific outcome Recognise the success or failure of an action Follow simple instructions to control a digital device Try alternative approaches to achieve a goal Understand that we control computers Understand what an algorithm is create a simple programme - e.g. control a floor robot Can order the steps of a known task (create a simple algorithm) Input a short sequence of instructions to control a device (Algorithms) Recognise patterns in groups of objects 	<ul style="list-style-type: none"> Access content in a range of formats, e.g. image, video, audio Sort familiar objects into 1 or more categories Answer basic questions about information displayed in images, e.g. more or less Can distinguish between text, image, video and audio content Collect simple data (e.g. likes/dislikes) on a topic Identify an object by asking yes or no questions recognise charts, tables or branching data bases and understand why we use them explain information shown in a simple chart, pictogram, or data base use specific software to create simple charts 	<ul style="list-style-type: none"> Use technology to explore and access digital content Operate a digital device with support to fulfil a task e.g. record short speech, make a video Create a simple digital content e.g. digital art, paint. Choose a media to convey information e.g. image for a poster Choose a digital device from a selection to complete a task Select media (images, sound) to make a simple power point on a topic. Combine media with support to present information, e.g. text and images Understand that you can edit and change digital content 	<p>Control simple everyday devices to make them produce different outcomes</p> <ul style="list-style-type: none"> Explore technology Repeat an action with technology to trigger a specific outcome Recognise the success or failure of an action Follow simple instructions to control a digital device Try alternative approaches to achieve a goal Understand that we control computers Understand what an algorithm is create a simple programme - e.g. control a floor robot Can order the steps of a known task (create a simple algorithm) Input a short sequence of instructions to control a device (Algorithms) Recognise patterns in groups of objects 	<ul style="list-style-type: none"> Access content in a range of formats, e.g. image, video, audio Sort familiar objects into 1 or more categories Answer basic questions about information displayed in images, e.g. more or less Can distinguish between text, image, video and audio content Collect simple data (e.g. likes/dislikes) on a topic Identify an object by asking yes or no questions recognise charts, tables or branching data bases and understand why we use them explain information shown in a simple chart, pictogram, or data base use specific software to create simple charts

	searches.							
Key Vocabulary	<ul style="list-style-type: none"> Settings, text, image, size, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present. 	<ul style="list-style-type: none"> safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, key, question, tell, safe, share, stranger, danger, internet. 	Paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, software, click, drag, off, present, audio, sound, video, movie.	Algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink.	Information, stored, software, chart, pictogram, data, question, likes/dislikes, branching data base, table, sort, categories.	Paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, software, click, drag, off, present, audio, sound, video, movie.	Algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink.	Information, stored, software, chart, pictogram, data, question, likes/dislikes, branching data base, table, sort, categories.
Pippins Class	<ul style="list-style-type: none"> Name a range of digital devices Recognise that a range of devices contain computers e.g.. washing machines, car Explain the what the basic parts of a computer are used for e.g. mouse Show an awareness of a range of inputs to a computer e.g. IWB, mouse touch screen, microphone, keyboard Begin to show an awareness that computers can be linked to share resources e.g. share digital content Understand and use websites to find information and demonstrate an awareness of how to manage their journey around them (e.g. using the back/forward button, hyperlinks) Use a simple password to log on Know where to save and open work 	<ul style="list-style-type: none"> Understand you can share digital content on line Know what personal information is and the need to keep it private Know who to tell if concerned about content or contact online understand why we use passwords Remember a simple password and know not to tell anyone understand what makes a good friend and the need to be kind and thoughtful both online and in the real world Understand that digital content belongs to the person who first created it. Save and reuse digital content found online. Can identify rules to add to an acceptable use policy for the class Understand that spending a long time in front of a computer screen can be unhealthy Understand that once we share 	PowerPoint <ul style="list-style-type: none"> Work with others and with support to contribute to a digital class resource which includes text, graphic and sound. Select media (images, sound) to make a simple power point on a topic. combine media with support to present information, e.g. text and images Generate their own work, (with help where appropriate with multimedia) combining text, graphics and sound. Understand you can save and retrieve and edit their work with support if needed. Use a range of simple tools in a paint package / image manipulation software to create / modify a picture. 	Coding, Algorithms and SCRATCH junior Control a device, on and off screen, making predictions about the effect their programming will have. <ul style="list-style-type: none"> Identify and list the steps of a known task in order Understand that we control computers by giving them instructions Create a simple program e.g. to control a floor robot Understand what an algorithm is Create a simple algorithm Identify and explain patterns in groups of objects Debug an error in a simple algorithm or program e.g. for a floor robot Predict the outcome of a simple algorithm or program Understand that computers have no intelligence and we have to program them to do things Understand that the order of instructions in an algorithm is important 	Branching databases, Pictograms, simple charts – organising information <ul style="list-style-type: none"> Identify an object by asking yes/no questions Recognise charts, tables or branching databases and understand why we use them Explain information shown in a simple chart, pictogram, or database Use specific software to create simple charts Collect data on a topic (eye colour, pets etc.) Present data in a pictogram independently Identify an object using a branching database Recognise an error in a branching database. Create a branching database using pre-prepared images and questions Find out similar information in different formats, e.g. text, video, audio 	PowerPoint <ul style="list-style-type: none"> Select media (images, sound) to make a simple power point on a topic using basic options to change the appearance of digital content Combine media with support to present information, e.g. text and images Generate their own work, (with help where appropriate with multimedia) combining text, graphics and sound. Understand you can save and retrieve and edit their work with support if needed. plan out digital content Present ideas and information by combining media independently Talk about what makes digital content good or bad edit digital content to improve it Use a range of simple tools in a paint package / image manipulation software to create / modify a picture 	Coding, Algorithms and SCRATCH junior/KODU <ul style="list-style-type: none"> Control a device, on and off screen, making predictions about the effect their programming will have Create a simple algorithm Identify and explain patterns in groups of objects Debug an error in a simple algorithm or program e.g. for a floor robot Predict the outcome of a simple algorithm or program Understand that computers have no intelligence and we have to program them to do things Understand that the order of instructions in an algorithm is important Understand that instructions in an algorithm need to be clear and unambiguous Evaluate the success of an algorithm or program Identify and correct errors in a given algorithm or program (debugging) Use the language <i>if... then</i> to describe 	Branching databases, Pictograms, simple charts – organising information <ul style="list-style-type: none"> Identify an object by asking yes/no questions Recognise charts, tables or branching databases and understand why we use them Explain information shown in a simple chart, pictogram, or database Use specific software to create simple charts Collect data on a topic (eye colour, pets etc.) Present data in a pictogram independently Identify an object using a branching database Recognise an error in a branching database. Create a branching database using pre-prepared images and questions Find out similar information in different formats, e.g. text, video, audio Explain how different formats communicate information and their benefits

	<ul style="list-style-type: none"> understand that all devices, programmes, websites, apps and games are designed and manufactured by real people to fulfil specific tasks. 	<p>information on line it cannot be deleted</p> <ul style="list-style-type: none"> Know that not all information found online is true Understand that the digital content we make belongs to us and others need to ask permission to use it. 					the relationship between two actions	<ul style="list-style-type: none"> Independently plan out and create a branching database Evaluate a given branching database and suggest improvements Understand that the questions you ask are important, when collecting data
Key vocabulary	Settings, text, image, size, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present, password, hyperlink, output, input, speakers, printer, search engine.	Safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, key, question, tell, safe, share, stranger, danger, internet, world wide web, private.	Paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, software, click, drag, off, present, audio, sound, video, movie, embed, link, file format, power point, plan, content, edit.	Algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink debugging, error, evaluate, pattern, unambiguous, instruction.	Information, stored, software, chart, pictogram, data, question, likes/dislikes, branching data base, table, sort, categories, key questions, communicate, error.	Paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, software, click, drag, off, present, audio, sound, video, movie, embed, link, file format, power point, plan, content, edit.	Algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink debugging, error, evaluate, pattern, unambiguous, instruction.	Information, stored, software, chart, pictogram, data, question, likes/dislikes, branching data base, table, sort, categories, key questions, communicate, error.
Bramley Class	<ul style="list-style-type: none"> Remember an individual password Make choices about the devices and tools they use for specific purposes and explain them in relation to the context. Understand that computers are connected, in school and the wider world and how it links resources. Begin to show an awareness of specific tools used in working life. e.g. open and save a file, using a suitable file name, and understand you can organise files using folders Delete, move and copy files Type using all fingers use right click, left click and double click appropriately on a mouse. know how to copy text and images into another document Perform a search using different 	<ul style="list-style-type: none"> Understand that we can search for information in a variety of ways and that we influence the outputs of searches depending on our input Know different ways of reporting unacceptable content and contact online Understand when to share personal information and when not to Understand that games and films have age ratings, and what that means Understand that people can give permission for others to use their content e.g. using Creative Commons. Are aware that some people lie about who they are online Recognise what kind of websites are trustworthy sources of information Understand the benefits of a good password Recognise the benefits and risks of different apps and websites Understand that the 	<p>Presentations – stop-start animation</p> <ul style="list-style-type: none"> Edit existing media to make a new content with the awareness of copyright. Evaluate existing and their own digital content. Use software to record, create and edit sounds and capture still images Change recorded sounds, volume, duration and pauses Use software to capture video for a purpose Design and create digital content for a specific purpose e.g. crop and arrange clips to create a shortfilm Plan an animation and move items within each animation for playback Edit digital content to improve it according to feedback. 	<p>Block coding, loops, debugging, game creation</p> <ul style="list-style-type: none"> use logical thinking to solve an open-ended problem by breaking it up into smaller parts remix and change an existing programme predict the outcome of a programme - e.g. Scratch or Flowol use diagrams to represent an algorithm e.g. flow charts write a program, putting commands into a sequence to achieve a specific outcome. give a set of instructions to follow and predict what will happen keep testing a program and recognise when it 	<p>Handling data</p> <ul style="list-style-type: none"> understand that different programmes work with different types of data e.g. number, text know there is a difference between data and information explore data bases understand that search engines store information in databases and that information can be stored and shared on the internet talk about the different ways data can be organised and the benefits of using a computer to create charts and databases sort and organise information to use in other ways search a ready-made database to answer questions; enter data into a database package and test design a questionnaire and collect a range of data on a theme 	<p>Presentations – stop-start animation</p> <ul style="list-style-type: none"> Use software to record, create and edit sounds and capture still images Change recorded sounds, volume, duration and pauses Use software to capture video for a purpose Design and create digital content for a specific purpose e.g. crop and arrange clips to create a shortfilm Plan an animation and move items within each animation for playback Edit digital content to improve it according to feedback. Collaborate with peers using online tools, e.g. blogs, Google Drive, Office 365 Collect, organise and present information effectively using a range of media Use a range of tools to edit and enhance media for a particular effect 	<p>Block coding, loops, debugging, game creation</p> <ul style="list-style-type: none"> use logical thinking to solve an open-ended problem by breaking it up into smaller parts remix and change an existing programme predict the outcome of a programme - e.g. Scratch or Flowol use diagrams to represent an algorithm e.g. flow charts write a program, putting commands into a sequence to achieve a specific outcome. create a programme using a range of events/inputs to control what happens keep testing a program and recognise when it 	<p>Handling data</p> <ul style="list-style-type: none"> explore data bases understand that search engines store information in databases and that information can be stored and shared on the internet talk about the different ways data can be organised and the benefits of using a computer to create charts and databases sort and organise information to use in other ways search a ready-made database to answer questions; enter data into a database package and test design a questionnaire and collect a range of data on a theme understand that the internet is made up of computers from all around the world connected together understand that we use a web browser to access information

	<p>search engines (using key words) and check the results against each other, explaining why they might be different.</p> <ul style="list-style-type: none"> Use a search engine to find specific information and show an awareness of the need for accuracy in spelling and syntax to search effectively. 	<p>media can portray groups of people differently</p>		<p>needs to be debugged</p> <ul style="list-style-type: none"> use variables to create an effect, e.g. repetition, if, when, loop e.g. forever loop 			<p>needs to be debugged</p> <ul style="list-style-type: none"> use selection in algorithms and programmes e.g. if... then... decompose a problem and create a solution (sub-routine) for each step use variables to create an effect, e.g. repetition, if, when, loop e.g. forever loop 	<p>stored on the internet</p> <ul style="list-style-type: none"> present date in a number of different ways
Key vocabulary	<p>Draw, object, shape, line, line colour, fill colour, group, ungroup, font, size, text box, format, image, wrap text, plan, link, image, object, link, hyperlink, minimise, restore, size, move, screen, split, create, organise, file, folder, close, exit, search, print, password, screenshot, snipping tool, shift, undo, redo, menu, dictionary, highlight, cursor, toolbar, spell check.</p>	<p>Safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, internet, world wide web, communicate, message, social media, email, password, cyberbullying/ bullying, plagiarism, profiles, account, private, public.</p>	<p>Audio, sound, video, movie, embed, link, file format, animate, animation, still image, thaumatrope, zoetrope, zoopraxiscope, stereoscope, flip book, frame, onion skinning, loop, frame rate, record, stop, play, stop motion, stopframe.</p>	<p>Decompose, decomposing, logical sequence, flowchart, sprite, block, command, algorithm, answer, correct, errors, program, algorithm, instructions, commands, forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable.</p>	<p>Google Docs, insert, table, data base, package, information, questionnaire, organise, search engines, database, chart.</p>	<p>audio, sound, video, movie, embed, link, file format, animate, animation, still image, thaumatrope, zoetrope, zoopraxiscope, stereoscope, flip book, frame, onion skinning, loop, frame rate, record, stop, play, stop motion, stopframe.</p>	<p>Decompose, decomposing, logical sequence, flowchart, sprite, block, command, algorithm, answer, correct, errors, program, algorithm, instructions, commands, forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable.</p>	<p>Google Docs, insert, table, data base, package, information, questionnaire, organise, search engines, database, chart.</p>
Discovery Class	<ul style="list-style-type: none"> Use a keyboard to confidently type and be able to use common keyboard shortcuts create and use a strong password Evaluate the tools available to them including any that are unfamiliar or new and use them to solve problems. Organise files effectively and recognise common file types and extensions Demonstrate an awareness of the appropriateness of outcomes depending on choices regarding tools and devices. e.g. awareness of different operating 	<ul style="list-style-type: none"> Understand what makes a strong password and why this is important. Demonstrate responsible use of online services and technologies, and know a range of ways to report concerns Independently and with due regard for safety, search the internet using a variety of techniques to find a range of information and resources on a specific topic. e.g. know that algorithms are used to track online activities for advertising Use appropriate 	<p>Presentation s, manipulating film and sound</p> <ul style="list-style-type: none"> Identify and use appropriate hardware and software to fulfill and specific task Collect, remix and edit audio and media from a variety of resources including own recordings and internetclips Recognise the audience when designing and creating digital content Understand the benefits of using technology to collaborate with others Are aware of a range of Internet services, e.g. email, VOIP 	<p>Coding and game creation</p> <ul style="list-style-type: none"> use external triggers and infinite loops to demonstrate control, including until loops predict what will happen in a programme or algorithm e.g. change of output, when the input changes e.g. sensor, data or event follow a sequence of instructions, e.g. in a flowchart and modify a flowchart usingsymbols use a two-way selection e.g. if... then... and if... then... use conditional statements and 	<p>Understanding and handling data</p> <ul style="list-style-type: none"> understand that different programmes work with different types of data e.g. number, text know there is a difference between data and information explore data bases understand that search engines store information in databases and that information can be stored and shared on the internet construct data on the most appropriate application use filters in data bases to find out specific information know how to 	<p>Presentation s, manipulating film and sound</p> <ul style="list-style-type: none"> Collect, remix and edit audio and media from a variety of resources including own recordings and internetclips Understand the benefits of using technology to collaborate with others Are aware of a range of Internet services, e.g. email, VOIP (Voice Over Internet Protocol e.g. Skype, FaceTime), World Wide Web, and what they do Select, combine and use internet services to fulfill a purpose Use a digital device 	<p>Coding and game creation</p> <ul style="list-style-type: none"> use external triggers and infinite loops to demonstrate control, including until loops follow a sequence of instructions, e.g. in a flowchart and modify a flowchart usingsymbols use a two-way selection e.g. if... then... and if... then... use conditional statements and editvariables 	<p>Understanding and handling data</p> <ul style="list-style-type: none"> know there is a difference between data and information understand that search engines store information in databases and that information can be stored and shared on the internet construct data on the most appropriate application use filters in data bases to find out specific information know how to interpret data, including spotting inaccurate data and comparing data use keyboard

	<p>systems, giving examples, advanced searching techniques.</p> <ul style="list-style-type: none"> Show an understanding of how filtering and monitoring tools affect their use of the school network and Internet and compare this with their experience of access outside school. Use collaborative tools and e-mail showing a sensitivity for this type of remote collaboration and communication 	<p>methods to validate information and check for bias and accuracy.</p> <ul style="list-style-type: none"> Repurpose and make appropriate use of selected resources for a given audiences, acknowledging material used where appropriate. e.g. to know where to find copyright free images and audio and know why this is important Know that there are laws around the purchase of games; the production, sending and storage of images; what is written online; and around online gambling 	<p>(Voice Over Internet Protocol e.g. Skype, FaceTime), World Wide Web, and what they do</p> <ul style="list-style-type: none"> Select, combine and use internet services to fulfill a purpose Use a digital device to record sounds and present audio Trim, arrange and edit audio levels to improve quality Publish their animation and use a movie editing package to edit/refine and add titles 	<p>edit variables</p> <ul style="list-style-type: none"> create simple variables e.g. to keep score or lives in a game decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program keep testing a program and recognise when it needs to be debugged 	<p>interpret data, including spotting inaccurate data and comparing data</p> <ul style="list-style-type: none"> use keyboard shortcuts and functions to input data on spreadsheets and create formulas for spreadsheets add data to an existing database 	<p>to record sounds and present audio</p> <ul style="list-style-type: none"> Publish their animation and use a movie editing package to edit/refine and add titles Identify success criteria for creating digital content for a given purpose and audience Evaluate their own content against success criteria and make improvements accordingly 	<ul style="list-style-type: none"> create simple variables e.g. to keep score or lives in a game decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program keep testing a program and recognise when it needs to be debugged Combine a variable with relational operators (< = >) to determine when a program changes, e.g. <i>if score > 5, say "well done"</i> Can design a physical computing system that uses sensors, e.g. using a flow chart 	<p>shortcuts and functions to input data on spreadsheets and create formulas for spreadsheets</p> <ul style="list-style-type: none"> add data to an existing database design a questionnaire and collect a range of data on a theme draw conclusions from the information stored in a database, table or chart.
<p>Key vocabulary</p>	<ul style="list-style-type: none"> Font, size, text box, format, image, wrap text, plan, link, image, object, link, hyperlink, minimise, restore, size, move, screen, split, create, organise, file, folder, search, print, password, screenshot, snipping tool, shift, undo, redo, menu, dictionary, highlight, cursor, toolbar, spell check, window, layout, text, font, colour, format, heading, hyperlink, 2D shape, 3D shape, orbit, pan, zoom, eraser, dimension, measurement, guide. 	<p>Spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject, secure, safe, account, online, private, social media, adverts, cyberbullying, reporting, anonymous, victim, fraud/fraudulent, policy, private/personal.</p>	<p>Audio, record, edit, play stop, skip, waveform, input, output, record, edit, play podcast, digital content, downloadable, backing track, voiceover, mute, gain, production, post-production, documentary, project, evaluation, screening, ceremony, upload.</p>	<p>Flowchart, algorithm, control, output, symbol, start, stop, delay, process, decision, loop, backdrop, script, block, repeat, commentary, sequence, consequence, debug, program, Kodu, world, object, tool palette, program environment, smooth, flatten, raise.</p>	<p>Google Docs, insert, table, spreadsheet, cell, row, column, formula/formulas, calculate, format, edit, insert, ascending, descending</p>	<p>Audio, record, edit, play stop, skip, waveform, input, output, record, edit, play podcast, digital content, downloadable, backing track, voiceover, mute, gain, production, post-production, documentary, project, evaluation, screening, ceremony, upload.</p>	<p>Flowchart, algorithm, control, output, symbol, start, stop, delay, process, decision, loop, backdrop, script, block, repeat, commentary, sequence, consequence, debug, program, Kodu, world, object, tool palette, program environment, smooth, flatten, raise.</p>	<p>Google Docs, insert, table, spreadsheet, cell, row, column, formula/formulas, calculate, format, edit, insert, ascending, descending</p>

Skills Map for Digital Literacy & Communication

Computing

E-safety

Knowledge & Understanding

- To discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family.
- To understand the potential risk of providing personal information online.
- To recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content.
- To understand that some websites and/or pop ups have commercial interests that may affect the way the information is presented.
- To recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)
- To understand that some material on the internet is copyrighted and may not be copied or downloaded.
- To understand that some messages may be malicious and know how to deal with this.
- To understand that online environments have security settings, which can be altered, to protect the user.
- To understand the benefits of developing a 'nickname' for online use.
- To understand that some malicious adults may use various techniques to make contact and elicit personal information.
- To know if it is unsafe to arrange to meet unknown people online.
- To know how to report any suspicions.
- To understand they should not publish other people's pictures or tag them on the internet without permission.
- To know that content put online is extremely difficult to remove.
- To know what to do if they discover something malicious or inappropriate.

Skills

- To follow school's safer internet rules.
- To make safe choices about use of technology.
- To use technology in ways which minimises risk, e.g. responsible use of online discussions etc.
- To create strong passwords and manage them so that they remain strong.
- To independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school.
- To competently use the internet as a search tool.
- To reference information sources.
- To use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non-ICT resources.
- To use knowledge of the meaning of different domain names and common website extensions (e.g. co.uk; .com; .ac; sch; org; .gov; net) to support validation of information.

PSHE including RSE (All Key-Stages)

	Autumn 1 <i>It's Good to be Me</i>	Autumn 2 <i>Celebrating Difference</i>	Spring 1 <i>Staying Safe</i>	Spring 2 <i>Healthy Me</i>	Summer 2 <i>Relationships</i>	Summer 2 <i>Changing Me</i>
Russet Cycle 1	<ul style="list-style-type: none"> - Understand feelings - Recognise how others show feelings and how to respond - Being in a classroom (class rules) - What is fair and unfair, kind and unkind, what is right and wrong? - How to be a good listener 	<ul style="list-style-type: none"> - What is a friend? - What makes a good friend? - Making friends - How am I different to my friends? - Identifying talents - Understand right and wrong - Asking for help/ what should I do if I'm sad or lonely? 	<ul style="list-style-type: none"> - Road Safety - Who helps to keep me safe? - Who can I ask for help if I feel unsafe? - People who keep us safe at school and in the local community and beyond 	<ul style="list-style-type: none"> - Hand washing - How to keep themselves clean - Identify ways to keep my body healthy and safe - How to look after your mind and body 	<ul style="list-style-type: none"> - Family - Why is your family important? - Who is in your family? No family is the same - Greetings – how could I greet my friends? Which ways do I prefer? How should you not be greeted? 	Year 1 <ul style="list-style-type: none"> • Good to be me • Who are we like? • What can we do? • My friend • Class survey • Celebrating differences
Russet/ Pippin Cycle 2	<ul style="list-style-type: none"> - Feeling safe (classroom rules) - Feeling valued – What am I good at? - Feeling special – achievements/ aims - Being part of a class and working as a team - Rewards and feeling proud 	<ul style="list-style-type: none"> - Similarities and differences (How am I different to my friends?) - Understanding bullying and know how to deal with it - Making new friends - Celebrating differences in everyone (school, GB, globally) 	Online Safety <ul style="list-style-type: none"> - Benefits of the internet - How much time online? Risks and impact on mental and physical wellbeing - Respectful behaviour - Keeping personal information private - Where and how to report concerns and get support - Behaviour can be different online - Rules for staying safe online 	<ul style="list-style-type: none"> - What do I need to keep my body healthy? (rest, time with family and friends, benefits of hobbies and interests) - Identify different feelings and emotions and think about when I feel these - Physical and mental health are both important - Healthy eating 	<ul style="list-style-type: none"> - What makes a good friend? - What qualities do I have? - Self-praise/self-respect - Conflict with friends – how to problem solve and causes - Trust – who to trust or not to trust, how to judge with a friendship is making them unhappy - Privacy – keeping secrets is not always right if it relates to keeping safe. 	

<p>Pippin Cycle 1</p>	<ul style="list-style-type: none"> - Rights and responsibilities of being a school member - Classroom rules and expectations - Decision making and the consequences - Aims for the year/fears 	<ul style="list-style-type: none"> - Stereotypes about gender - Understanding bullying - Asking for help - Loneliness - Standing up for self and others - Making friends - Importance of differences when making friends - Celebrating differences and remaining friends 	<ul style="list-style-type: none"> - What does it feel like to be safe? - Who can you talk to if you don't feel safe? - Where do you feel safe? - Staying safe at home and at school - Electrical safety - Using scissors - No running inside - Road and bike safety 	<ul style="list-style-type: none"> - Understand that you need to keep your mind and body healthy - What does a healthy mind look like? - Discuss feelings and identify cause and ways to change/sustain (anxious, angry, stressed, happy etc.) - Recognise and talk about their own and others' emotions - Healthy relationships 	<ul style="list-style-type: none"> - Family – who is in my family and why is each member important - Understand everyone's family is different - Physical contact within a family – what is acceptable? What do you like/dislike? - Secrets 	<p>Year 2</p> <ul style="list-style-type: none"> • What can I do? • Achievements • Everyone needs caring for • Helping hands • Girls vs boys • Naming body parts
<p>Bramley Cycle 1</p>	<ul style="list-style-type: none"> - It's good to be me – What am I good at? Self-esteem - Hopes and fears for the year - Safe and fair learning environment - Growth mindset – how to tackle challenges 	<ul style="list-style-type: none"> - Witnessing bullying and how to solve it - Impact of bullying on mental wellbeing - Everyone has mental health – support available - Recognising how words can be hurtful - Reflecting on own feelings and examples of when they have been affected - Giving and receiving compliments 	<p>Fire safety</p> <ul style="list-style-type: none"> - Potential hazards in the home/school - Importance of smoke alarm installation - Escape route - 999 calls to any emergency service - Basic procedure should clothes catch fire (stop, drop, roll) - Recognise the consequences of hoax calls to themselves and the community - Keeping safe – who keeps me safe? Where do I feel safe? Who can I tell if I feel unsafe? Where can I get advice? 	<ul style="list-style-type: none"> - Appreciation of my own body – what does it do for me? How important is it? How can I look after it? - Mental health is a normal part of daily life - Early signs of physical illness? - Importance of sleep - Impact of exercise – risks of an inactive lifestyle (mental and physical) - Benefits of time outdoors, community participation, voluntary and service-based activity - Exercise diary 	<ul style="list-style-type: none"> - Roles and responsibilities of family members - Family/ gender stereotypes - Why is family important? - Families and their differences - Healthy families - How to recognise unhappy/unsafe and where to go for advice? 	<p>Year 3</p> <ul style="list-style-type: none"> • Feeling good about being different • To recognise their own worth as individuals and to challenge stereotyping • Life cycles • My family • What is love? • Naming body parts
<p>Bramley Cycle 2</p>	<ul style="list-style-type: none"> - It's good to be me – What am I good at? - Self esteem and 	<ul style="list-style-type: none"> - Judging by appearance - Stereotyping - Challenging 	<p>Online Safety</p> <ul style="list-style-type: none"> - Benefits of the internet - Limiting time online – mental and physical 	<ul style="list-style-type: none"> - Smoking - Alcohol - Safe and unsafe drugs 	<ul style="list-style-type: none"> - Courtesy and manners - People who are important – different 	<p>Year 4</p> <ul style="list-style-type: none"> • Feelings • Changing feelings • Changes

	<p>positive attitude to challenges</p> <ul style="list-style-type: none"> - Mental wellbeing – where and how to get support - Democracy – class decisions, school council etc - Team work and roles within a group 	<p>assumptions</p> <ul style="list-style-type: none"> - Accepting self and others - Respectful relationships - Understanding how special and unique everyone is - Importance of friendships - What is bullying? What different types are there? How should bullying be dealt with? What to do if you feel lonely or excluded in friendships 	<p>wellbeing</p> <ul style="list-style-type: none"> - Respectful behaviour - Keeping personal information private - Age restrictions - Using online information – search engines are ranked, selected and targeted - Where and how to report concerns/support - Behaviour online can be different – pretending to be someone else - Rules for staying safe - Online friendships – risks, strangers 	<ul style="list-style-type: none"> - Changing friendships – why do friendships change? What is my role within a group? - Peer pressure - Dental hygiene (Science) 	<p>relationships</p> <ul style="list-style-type: none"> - Loved ones – why are they important? - Losing someone important to you – importance of memories 	<ul style="list-style-type: none"> • Puberty • Keeping clean and sperm production (boys) and menstruation (girls) - Personal hygiene and germs including bacteria, viruses, how they are spread and treated – importance of hand washing
Discovery Cycle 1	<ul style="list-style-type: none"> - Personal achievements and goals (short and long term) - Rights and responsibilities at school, local community and in GB - Recognise diversity of people in GB - Diversity in our school/classroom (respecting differences) 	<ul style="list-style-type: none"> - Understanding the term culture - Cultural differences and how they can cause conflict - Enjoying and respecting other cultures - Racism - Rumour and name-calling - Types of bullying - Negative and lasting impact on mental wellbeing (bullying) 	<p>Water safety</p> <ul style="list-style-type: none"> - Water safety signs/beach flags <p>First Aid</p> <ul style="list-style-type: none"> - Allergies, immunisation and vaccinations https://lifelineit.redcross.org.uk/Teachers-Area/About-this-teacher-resource - Learn and practise simple first aid actions - Feel confident that they can help - Learn the importance of giving first aid while keeping themselves safe - Understand where to 	<ul style="list-style-type: none"> - Anti-social behaviour - Is behaviour appropriate and proportionate? - Peer pressure - Body image – self-respect and valuing own body - Impact of media and celebrity culture - 	<ul style="list-style-type: none"> - Who am I? (mood board) - Self-esteem/self-respect - Healthy friendships - Communicating with friends online safely - In school and in wider society they can expect to be treated with respect by others, including those in positions of authority - Importance of permission seeking in relationships (friends, peers and adults) 	<p>Year 5</p> <ul style="list-style-type: none"> • Relationships • Loving relationships • Puberty • Naming body parts • Menstruation and erections • How does a baby start?

			get help			
Discovery Cycle 2	<ul style="list-style-type: none"> - Personal achievements and goals (short and long term) - Compliments - Wants and needs - Compare wants and needs to children in different communities/countries - Impact of decisions/consequences 	<ul style="list-style-type: none"> - Understanding bullying - Perceptions of normality (What is normal?) - Understanding disability - Celebrating diversity – look at examples of people who have overcome challenges to achieve - Empathy 	<p>Online Safety</p> <ul style="list-style-type: none"> - Rationing time spent online, risks to mental and physical wellbeing - Age restrictions - Negative place – abuse, trolling, bullying and harassment - Where and how to report concerns/support - Respect online when if anonymous - Online friendships/sources of information – risks of new people - How information and data is shared and used online 	<ul style="list-style-type: none"> - Impact of food on the body - Legal and illegal harmful substances Drugs/alcohol/smoking – impact of people’s lives and bodies - Emotional and Mental Health – what does being emotionally well mean? Explore attitude to mental health/illness. - Managing emotions – when do I need help? Who can help me? - Judge appropriate and proportionate behaviour - Stress management 	<ul style="list-style-type: none"> - Significant people in your life - Trust and building relationships - Characteristics of friendships - Changing relationships – friendships, boyfriends/girlfriend, family (violence is never right) - What is appropriate contact? Understanding boundaries - Managing conflict – help and advice - Love and loss (leaving or dying) 	<p>Year 6</p> <ul style="list-style-type: none"> • Changing the way we keep clean • Building good relationships • Changes • Sexual relationships • Puberty and periods • Attitudes and values <p>Personal hygiene and germs including bacteria, viruses, how they are spread and treated – importance of hand washing</p>
	Black History Month (October) Fire Safety Week	Anti-Bullying Week Road Safety Week	Internet Safety Day Random Acts of Kindness Week		Mental Health Awareness Week Earth Day National Walking Month (May)	Healthy Eating Week
British Values	Rule of law Respect Democracy	Tolerance of different cultures and religions	Individual liberty Rule of law	Individual liberty	Respect	Respect Individual liberty

MINDFULNESS overview KS1

<p><i>Terms 1 and 2 - The Mindfulness Backpack</i></p> <p>What do we need for our Mindfulness journey?</p> <ul style="list-style-type: none"> • Imagination • Mindful movement and a calm body • Kind thoughts • Focus on breathing 	<p><i>Terms 3 and 4 – My Mindfulness Place</i></p> <p>Using our imagination to create our own Mindfulness Place</p> <ul style="list-style-type: none"> • How will we get there? • Imagining what my Mindfulness Place 	<p><i>Terms 5 and 6 – Kindness</i></p> <p>The importance of being kind to others and to ourselves</p> <ul style="list-style-type: none"> • Using kind words • Saying thank you • Helping others
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<ul style="list-style-type: none"> • Body check 	<p>looks like</p> <ul style="list-style-type: none"> • Putting our favourite things in my Mindfulness Place • Inviting someone to visit my Mindfulness Place • Entering and exiting – imagining the door and deciding how to protect my Mindfulness Place 	<ul style="list-style-type: none"> • Kindness to animals • Being kind to ourselves
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Throughout the year:
 Mindful eating
 Origami

Mindfulness overview KS2 (2 year programme)

Year 1

<p><i>What does it mean to be mindful?</i></p> <ul style="list-style-type: none"> • Body scan • Mindful breathing • Focus on the senses • Mindful movement • Mindful eating 	<p><i>Mindfulness and emotions</i></p> <ul style="list-style-type: none"> • Naming and talking about emotions • Happiness • Anger • Fear • Sadness 	<p><i>More about me</i></p> <ul style="list-style-type: none"> • How well do I know myself? • What are my good qualities? • What's important to children? • What makes me unique? • Building a time capsule 	<p><i>Gratitude</i></p> <ul style="list-style-type: none"> • What do we have to be grateful for? • The Thankful Coat story • Person, Pleasure, Promise guided visualisation • Thank you letters • Notes of kindness
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Year 2

<p><i>Growth Mindset</i></p> <ul style="list-style-type: none"> • Fixed vs growth mindset • Setting personal challenges • Grit and resilience • The power of 'yet' • What helps grow our brains? 	<p><i>Meditation</i></p> <ul style="list-style-type: none"> • Body scan • Loving kindness meditation • Breathing meditation • Focused meditation • Guided meditation 	<p><i>Working as a team</i></p> <ul style="list-style-type: none"> • What's good about being in a team? • Teamwork: solving problems • Teamwork: what is your role? • Teamwork: does it matter who's on our team? • Wish flags 	<p><i>Sleep</i></p> <ul style="list-style-type: none"> • What happens when we sleep and why do we need it? • Stretch and sink • Breathing exercises • Dream box • My mindfulness place
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Skills Map for Physical Health & Wellbeing
Health, Wellbeing and Relationships

Early Years Skills	Year 1 Skills	Year 2 Skills
<ul style="list-style-type: none"> To name the main body parts. To show that family and friends should care for each other. To identify and respect differences and similarities between people. 	<ul style="list-style-type: none"> To name the main body parts. To explain and show that family and friends should care for each other. To identify and respect the differences and similarities between people. 	<ul style="list-style-type: none"> To name the main body parts. To explain and show that family and friends should care for each other. To identify and respect the differences and similarities between people.
Outcomes	Outcomes	Outcomes
<ul style="list-style-type: none"> To recognise some feelings. To recognise that their behaviour affects other people, especially when angry. To know who to ask for help. To understand that there are different types of families. To know how the body changes since birth. To name parts of the parts of the body and their uses. To understand some basic hygiene principles. To know how to keep clean. To know how to look after myself. 	<ul style="list-style-type: none"> To understand there are different types of families. To know who to ask for help. To know how I am special. To understand that babies become children and then adults. To know how people grow and change. To know the difference between boy and girl babies. To understand some basic hygiene principles. To know how to keep clean. To know how to look after myself. 	<ul style="list-style-type: none"> To understand there are different types of families. To know how I am special. To know how I belong. To describe how people change over time. To describe some differences between male and female animals. To understand basic hygiene. To know how to look after myself. To know which parts of me are private.
Key Vocabulary	Key Vocabulary	Key Vocabulary
Clean, similar, different, family, boy, girl, male, female, body part, penis, vagina, safe.	Clean, similar, different, family, boy, girl, male, female, body part, penis, vagina, safe.	Clean, similar, different, sex, gender roles, stereotypes, boy, girl, male, female, body part, penis, vagina, safe.

Health, Wellbeing and Relationships

Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
<ul style="list-style-type: none"> To recognise and challenge stereotypes. To recognise risks and how to behave appropriately. 	<ul style="list-style-type: none"> To recognise and challenge stereotypes. To understand how the body changes throughout life. 	<ul style="list-style-type: none"> To recognise and challenge stereotypes. To understand how the body changes throughout life. 	<ul style="list-style-type: none"> To recognise and challenge stereotypes. To understand how the body changes throughout life.

<ul style="list-style-type: none"> • To understand how their body changes over time. • To be aware of different types of touch. 	<ul style="list-style-type: none"> • To be aware of puberty. • To recognise the emotional and physical changes of puberty. 	<ul style="list-style-type: none"> • To be aware of puberty. • To recognise the emotional and physical changes of puberty. • To use strategies to cope with changes. 	<ul style="list-style-type: none"> • To be aware of puberty. • To recognise the emotional and physical changes of puberty. • To be aware of risks and how to deal with them.
Outcomes			
<ul style="list-style-type: none"> • To understand how families have different family members. • To identify who to go to for help and support. • To know how I belong. • To understand how to overcome peer pressure. • To understand different kinds of touch and personal space. • To give real life advice and problem solve. • To explore gender stereotypes. • To know the differences between males and females. • To understand how my body changes throughout my life. 	<ul style="list-style-type: none"> • To understand how families have different family members. • To identify who to go to for help and support. • To know how I belong. • To explore gender stereotypes. • To know the differences between male and females. • To understand how my body changes throughout my life. • To understand what puberty is. • To know about the physical and emotional changes of puberty. • To understand that each person experiences puberty differently. 	<ul style="list-style-type: none"> • To understand how families have different family members. • To identify who to go to for help and support. • To know how I belong. • To explore gender stereotypes. • To understand how my body changes throughout my life. • To know how to keep clean. • To understand and describe different coping strategies. • To explore how the body changes throughout puberty. • To understand what hormones are. 	<ul style="list-style-type: none"> • To understand what hormones are. • To explore different strategies to deal with changes. • To explain physical changes in males and females (periods/puberty). • To be able to identify some risks in specific situations. • To be able to identify what influences their decisions. • To understand how self-confidence, communication skills and assertiveness can help them to keep safe.
Key Vocabulary			
<p>Stereotypes, gender roles, similar, different, male, female, body part, penis, vagina, safe.</p>	<p>Stereotypes, gender roles, similar, different, male, female, body part, penis, vagina, safe, period, puberty, pregnancy.</p>	<p>Stereotypes, gender roles, similar, different, male, female, body part, penis, vagina, safe, period, puberty, hormones.</p>	<p>Stereotypes, gender roles, similar, different, male, female, body part, penis, vagina, safe, period, puberty, hormones, risk, challenge, decision.</p>

Health, Wellbeing and Relationships

Mental Health

Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> • To demonstrate a commitment to their own personal growth (e.g. use growth mindset language). • To effectively identify and label a range of emotions. • To talk about how they and others show feelings. • To talk about their own and others' behaviour and consequences. • To talk about the impact that external factors have on their emotions. • To be able to negotiate and solve problems without aggression (e.g. talk to an adult, finding a compromise.) 	<ul style="list-style-type: none"> • To recognise and celebrate their own strengths. • To set simple but challenging goals. • To use vocabulary to describe good and not so good feelings. • To use simple strategies to manage feelings. • To discuss change and loss and the associated feelings. (e.g. moving home, losing toys, pets or friends). • To be aware of rules for and ways of keeping physically and emotionally safe. (including online safety). • To explain why teasing and bullying is wrong and how to get help. • To recognise when people are being unkind either to them or others, and know how to respond, who to tell, and what to say. • To explain the difference between secrets and surprises. 	<ul style="list-style-type: none"> • To be aware of what positively and negatively affects their physical and their emotional health. (How they are feeling). • To reflect on and celebrate their achievements, identify their strengths and areas for improvement. • To set high aspirations and goals. • To deepen their understanding of good and not so good feelings using appropriate vocabulary. • To discuss change including transitions (between key stages and schools), loss, separation, divorce and bereavement. • To recognise when and how to ask for help. • To use basic techniques for resisting pressure to do something dangerous, unhealthy, or that they believe to be wrong. • To be aware of how their actions affect themselves and others. • To be aware of the concept at 'keeping something confidential or secret.' And do they know when it is appropriate to 'break a confidence' or 'share a secret.' 	<ul style="list-style-type: none"> • To be aware of what positively and negatively affects physical, mental and emotional health (including the media). • To recognise how images in the media do not always reflect reality and can affect how people feel about themselves. • To reflect on and celebrate their achievements, identify their strengths and areas of improvement. • To set high aspirations and goals. • To deepen their understanding of good and not so good feelings by extending their vocabulary to explain both the range and intensity of their feelings to others. • To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them. • To be aware of the people who are responsible for helping them stay healthy and safe and ways that can help these people. • To use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong. • To use role play or other means to demonstrate techniques they have learnt on how to deal with bullying.

Modern Foreign Languages (All Key-Stages)

	Year 1 and 2	Year 3 and 4	Year 5 and 6
<p>Oracy</p>	<ul style="list-style-type: none"> ▪ Recognise and respond to sound patterns and words. ▪ Listen and respond to simple rhymes, stories and songs. ▪ Listen attentively and show understanding by joining in and responding. ▪ Listen for sounds rhyme and rhythm. <p>Listen for specific words and phrases.</p> <ul style="list-style-type: none"> ▪ Follow a short familiar text listening. ▪ Speak with increasing confidence. ▪ Perform simple communicative tasks using single words, phrases. ▪ Recognise and answer simple questions. ▪ Imitate pronunciation and intonation so that others can understand. 	<ul style="list-style-type: none"> • Listen attentively and understand instructions. • Recognise and respond to sound patterns and words. • Listen and respond to simple rhymes and stories. • Listen attentively and show understanding by joining in and responding. • Listen for specific words and phrases. • Follow a short familiar text listening and reading at the same time. • Speak with increasing confidence. • Perform simple communicative tasks using single words, phrases and short sentences. • Make links between some phonemes, rhymes and spellings, and read aloud familiar words. • Recognise,ask and answer questions on familiar topics. • Imitate pronunciation and intonation so that others can 	<ul style="list-style-type: none"> ▪ Follow a short familiar text listening and reading at the same time. ▪ Listen attentively and understand more complex phrases and sentences; join in to show understanding. ▪ Understand longer and more complex phrases/sentences. ▪ Pick out main details from a story, poem, song, conversation or passage. ▪ Recognise questions and negatives and politeness conventions. ▪ Speak with increasing fluency. ▪ Prepare and practise a simple conversation using familiar vocabulary and structures in new context(in pairs or groups). ▪ Prepare a short presentation on a familiar topic. ▪ Understand and express simple opinions. ▪ Speak in sentences using familiar vocabulary, phrases and basic language structures. ▪ Perform to an audience speaking clearly and audibly with accurate pronunciation and intonation. ▪ Speak with increasing spontaneity.

		<p>understand.</p> <ul style="list-style-type: none"> ● Adapt model conversations / role plays to make new conversations (in pairs or groups). 	
Literacy	<ul style="list-style-type: none"> ● Recognise some familiar words in written form. ● Experiment with the writing of simple words. ● Appreciate stories, songs and poems in the language. 	<ul style="list-style-type: none"> ● Recognise some familiar words in written form. ● Appreciate stories, songs and poems in the language and understand the gist of these. ● Read and understand a range of familiar written phrases. ● Follow a short familiar text listening and reading at the same time. ● Make links between some phonemes and spellings. ● Apply phonic knowledge of the foreign language in order to decode text. ● Read some familiar words and phrases aloud and pronounce them accurately. ● Use cognates and familiar language to help deduce meaning. ● Write phrases following a model and adapt these to make new sentences. ● Write words, short phrases and short sentences, using a 	<ul style="list-style-type: none"> ● Read carefully and show understanding of words, phrases and simple writing. ● Read and understand the main points and some detail from a short-written passage, including authentic texts. ● Match sound to words. ● Broaden vocabulary. ● Develop strategies for understanding new words in familiar material including using a dictionary. ● Apply phonic knowledge of the foreign language in order to decode text. ● Write phrases from memory and adapt these to make new sentences. ● Express likes and dislikes. ● Write words, short phrases and short sentences, using a reference. ● Write sentences on a range of topics using a model. ● Write in sentences using familiar vocabulary, phrases and basic language structures with increasing accuracy.

		<p>reference.</p> <ul style="list-style-type: none"> • Write with increasing accuracy. 	
Intercultural Understanding	<ul style="list-style-type: none"> ▪ Learn about different languages spoken by children/staff in the school. ▪ Locate country/countries where the language is spoken. ▪ Identify social conventions at home and in other cultures 	<p>Learn about festivals and celebrations in France. Learn about cultural differences in everyday life.</p>	<p>Learn about festivals and celebrations in France. Recognise and understand cultural differences. Present information about an aspect of French culture.</p>
Grammar	<ul style="list-style-type: none"> • Recognise singular and plural forms. • Recognise definite and indefinite article. • Recognise different word classes e.g. nouns, verbs, adjectives. • Recognise personal pronouns I, you • Recognise some question words. • Develop an awareness of the place of the adjective in the sentence. • Develop an awareness of word order. 	<p>As year 1 and 2 and:</p> <ul style="list-style-type: none"> • Recognise and use nouns, gender. • Use singular and plural forms. • Recognise and begin to use definite and indefinite article. • Develop an awareness of sound spelling link to be able to write with increasing accuracy. • Recognise different word classes e.g. nouns, verbs, adjectives. • Recognise and use personal pronouns I, you, it, • Recognise question words. • Develop an awareness of the place of the adjective in the sentence. • Develop an awareness of adjectival agreements. 	<p>As year 3 and 4 and:</p> <ul style="list-style-type: none"> ▪ Use personal pronouns: I, you, he, she, it, • Use definite and indefinite article. ▪ Use question words. ▪ Use adjectives in the correct place in a sentence. ▪ Begin to use adjectival agreements with accuracy. ▪ Use of prepositions. ▪ Use like/dislike + definite article. ▪ Develop an awareness of verb patterns. ▪ Begin to use adjectival agreements with accuracy. ▪ Apply correct verb endings for I, you, he, she to write accurately. ▪ Recognise past and future tense. • Use past and future tense following a model. • Apply knowledge of language rules and conventions when building sentences with increasing accuracy.

		<ul style="list-style-type: none"> •Develop an awareness of word order. •Apply knowledge of language rules and conventions when building short sentences. 	
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MFL 2-year cycle

KS1

YEAR A

Autumn Term 1&2	Spring Term 3&4	Summer Term 5&6
self and family classroom instructions numbers 0-5 *	body colours numbers 6-10 *	animals at home and on the farm revision of all covered topics *

YEAR B

Autumn Term 1&2	Spring Term 3&4	Summer Term 5&6
self and family classroom instructions numbers 0-5 (y2 revision) *	sports snacks and drinks body(y2 revision) numbers 6-10(y2 revision) *	clothing revision of all covered topics *

*continuous: songs, rhymes and games and finding out about cultural similarities and differences between Great Britain and France; introduction of basic grammar points, French phonics and pronunciation rules.

Key- Stage 2

YEAR 3/4

YEAR A

Autumn Term 1&2	Spring Term 3&4	Summer Term 5&6
alphabet self numbers 0-31 days,months,dates *	colours pets and farm animals numbers 32-69 *	snacks number revision 0-69 *

YEAR B

Autumn Term 1&2	Spring Term 3&4	Summer Term 5&6
self and others numbers 0-31 (y4 revision) *	colours (y4 revision) animals in the zoo numbers 32-69 (y4 revision) *	days and months(y4 revision) spare time numbers 0-69(revision) *

*continuous: finding out about cultural similarities and differences between Great Britain and France; introduction, reinforcement and revision of grammar points, French phonics and pronunciation rules.

YEAR 5/6

YEAR A

Autumn Term 1&2	Spring Term 3&4	Summer Term 5&6
physical and character descriptions numbers 0-69(revision) *	food and drink going to a café numbers 70-100 *	going out/entertainment school numbers 0-100(revision) *

YEAR B

Autumn Term 1&2	Spring Term 3&4	Summer Term 5&6
physical and character descriptions(y5 revision) numbers 0-69(revision) *	colour(revision) clothing numbers 70-100(y6 revision) *	shopping weather health numbers 0-100(revision) *

*continuous: finding out about cultural similarities and differences between Great Britain and France; introduction, reinforcement and revision of grammar points, French phonics and pronunciation rules.

PE (All Key-Stages)

Skills Map for Physical Health & Wellbeing

Physical Education

Early Years

Physical Skills	Thinking Skills
<ul style="list-style-type: none"> To dress and undress themselves. To demonstrate spatial awareness. To control their fundamental movement skills (e.g. stopping and starting on command, walking and running safely). To develop fundamental movement skills (including running, jumping, throwing). To identify a target and use effective throwing techniques. To move creatively using whole body (e.g. dancing, posing, balancing). To develop basic strength and flexibility. To copy and perform basic movements. 	<ul style="list-style-type: none"> To listen to, understand and follow some basic rules. To show good awareness of personal space. To watch and comment on what they have seen.
Greater Depth	Greater Depth
<ul style="list-style-type: none"> To tie shoelaces and fasten buttons. To perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required. 	<ul style="list-style-type: none"> To use equipment safely and effectively. To comment and reflect on their own skills and those of others. To apply skills in a variety of situations.
Personal Skills	Health Skills
<ul style="list-style-type: none"> To develop confidence and resilience. To describe the differences in the way their body works and feels when playing different games. To compete fairly showing good sportsmanship. 	<ul style="list-style-type: none"> To identify the impact of physical activity on their bodies. To differentiate between healthy and unhealthy foods.
Greater Depth	Greater Depth
<ul style="list-style-type: none"> To know that physical exercise is good for them and describe what it feels like. 	<ul style="list-style-type: none"> To explain the impact that healthy or unhealthy foods will have on their bodies.

Skills Map for Physical Health & Wellbeing

Physical Education

Year 1

Physical Skills	Thinking Skills
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<ul style="list-style-type: none"> • To develop fundamental movement skills(including running, jumping, throwing and catching). • To improve running technique and run for longer distances. • To perform a run and jump sequence. • To develop an under and over arm throwing action. • To maintain stillness on different bases of support with different body shapes. • To develop basic strength and flexibility. • To perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required. • To link and repeat basic actions to copy and perform a movement phrase with a beginning, middle and end. 	<ul style="list-style-type: none"> • To develop simple tactics for attacking and defending and ways to score. • To describe some basic rules. • To show good awareness of space and the actions of others. • To watch, describe and comment on what they have seen. • To develop ways to score. • To show good awareness of space and the actions of others.
Greater Depth	Greater Depth
<ul style="list-style-type: none"> • To create and perform a movement phrase with a beginning, middle and end. • To show good awareness of space, apparatus and the actions of others. 	<ul style="list-style-type: none"> • To carry and set up equipment safely with help. • To apply skills in a variety of situations.
Personal Skills	Health Skills
<ul style="list-style-type: none"> • To develop confidence and resilience. • To describe the differences in the way their body works and feels when playing different games. • To compete fairly showing good sportsmanship. 	<ul style="list-style-type: none"> • To identify the heart as a muscle that grows stronger with exercise, play and physical activity.
Greater Depth	Greater Depth
<ul style="list-style-type: none"> • To know running, jumping and throwing is good for them and describe what it feels like. 	<ul style="list-style-type: none"> • To differentiate between healthy and unhealthy foods.

Skills Map for Physical Health & Wellbeing

Physical Education

Year 2

Physical Skills	Thinking Skills
<ul style="list-style-type: none"> • To develop fundamental movement skills (specifically master basic movements including running, jumping, throwing and catching). • To show good awareness of space and the actions of others. • To compete in small sided games fairly showing good sportsmanship. • To develop basic strength and flexibility. 	<ul style="list-style-type: none"> • To show awareness of space and the actions of others during games. • To use a variety of simple tactics in a small sided game. • To describe some basic rules. • To begin to watch others and focus on specific actions to improve own skills. • To handle apparatus safely and recognise risks involved.

<ul style="list-style-type: none"> To run with a good technique at different speeds. To perform a two footed jump. To show a good throwing technique and extend accuracy and distance. To perform basic gymnastic actions with control and coordination. 	
Greater Depth	Greater Depth
<ul style="list-style-type: none"> To repeat a sequence of gymnastic actions incorporating smooth transitions and stillness. To know the difference tension and relaxation in their body. 	<ul style="list-style-type: none"> To use appropriate language to accurately describe a gymnastic sequence, choosing one aspect and say how to improve it.
Personal Skills	Health Skills
<ul style="list-style-type: none"> To work and compete individually and with others. To develop competence. To develop confidence. To know playing games is good for them and describe what it feels like. To know running, jumping and throwing is good for them and describe what it feels like. To compete fairly, showing good sportsmanship. 	<ul style="list-style-type: none"> To identify physical activities that contribute to fitness To recognise the 'good health balance' of nutrition and physical activity.
Greater Depth	
<ul style="list-style-type: none"> To know flexibility, strength and body control is good for them and describe what it feels like. 	

Skills Map for Physical Health & Wellbeing

Physical Education

Year 3

Physical Skills	Thinking Skills
<ul style="list-style-type: none"> To master fundamental movement skills with a good level of consistency (including running, jumping, throwing and catching). To throw and catch with control when under limited pressure to keep possession and score goals. To show awareness of opponents and team mates during games. To select running speed for appropriate activity. To make up and repeat a short sequence of linked jumps. To adapt a gymnastic sequence to include different levels, speeds or directions. To use more detailed plans and diagrams that take them from familiar to less familiar areas. 	<ul style="list-style-type: none"> To show good awareness of space and the actions of others. To use simple rules fairly and extend them to devise their games. To recognise good performances in themselves and others and use what they have learned improve their own work. To take part in relay activities remembering when to run and what to do.

<ul style="list-style-type: none"> To develop gymnastic techniques and transitions. 	
Greater Depth	Greater Depth
<ul style="list-style-type: none"> To throw a variety of objects, changing their action for accuracy and distance. To perform combinations of gymnastics actions using floor, mats and apparatus. 	<ul style="list-style-type: none"> To use ideas they have learned in one task and apply them in another. To choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding, team and net games.
Personal Skills	Health Skills
<ul style="list-style-type: none"> To begin to understand the importance of warming up. To identify that playing extended games improves their stamina. To compete fairly showing good sportsmanship individually and with others. To develop competence and confidence. To recognise when their body is warmer or cooler and when their heart beats faster and slower. To get changed to and from P.E. kit independently in 3 minutes. 	<ul style="list-style-type: none"> To recognise that strength and suppleness are important parts of fitness. To develop calming techniques and self-regulate emotions with an adult.
Greater Depth	Greater Depth
<ul style="list-style-type: none"> To know and describe the effects of different exercise activities on the body and how to improve stamina. 	<ul style="list-style-type: none"> To describe the concept of fitness and provides examples of physical activity to enhance fitness. To identify foods that are beneficial for before and after physical activity.

Skills Map for Physical Health & Wellbeing

Physical Education

Year 4

Physical Skills	Thinking Skills
<ul style="list-style-type: none"> To throw and catch with control when under limited pressure to keep possession and score goals. To change pace, length and direction to outwit their opponent. To show some control when using a range of basic running, jumping and throwing actions with some accuracy and power into a target area. To perform a range of gymnastic actions with increased consistency and fluency. To perform a range of jumps showing contrasting techniques and sometimes using a short run up. 	<ul style="list-style-type: none"> To describe their own and others' performance, making simple judgements about the quality of performances and suggesting ways they could be improved. To appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others. To work in cooperative groups to use different techniques, speeds and effort to meet challenges. To handle apparatus safely and recognise risks involved.

<ul style="list-style-type: none"> To work with a partner to show similar and contrasting actions on the floor and apparatus. To combine actions and show clarity of shape in longer sequences, alone or with a partner. To perform dances using a range of movement patterns. 	
Greater Depth	Greater Depth
<ul style="list-style-type: none"> To choose and use a range of ball skills with a good degree of accuracy. To use a variety of techniques and tactics to attack, keep possession and score. 	<ul style="list-style-type: none"> To relate different athletic activities to changes in heart rate, breathing and temperature. To choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding, team and net games. To develop calming techniques and self-regulate emotions.
Personal Skills	Health Skills
<ul style="list-style-type: none"> To work and compete individually and with others. To develop confidence and competence. To understand how strength, stamina and speed can be improved by playing games. To compete in small sided games fairly showing good sportsmanship. To recognise when their body is warmer or cooler and when their heart beats faster or slower. To recognise that strength and suppleness are important parts of fitness. To get changed to and from P.E. kit independently in 3 minutes 	<ul style="list-style-type: none"> To examine the health benefits of participating in physical activity.
Greater Depth	Greater Depth
<ul style="list-style-type: none"> To lead activities and teach to other children. 	<ul style="list-style-type: none"> To discuss the importance of hydration and hydration choices relative to physical activities.
Skills Map for Physical Health & Wellbeing	
Physical Education	
Year 5	
Physical Skills	Thinking Skills
<ul style="list-style-type: none"> To use a large range of sending, receiving and travelling techniques in games, with varied control. To demonstrate a range of throwing actions using modified equipment with some accuracy and control. To understand and demonstrate the differences between sprinting and distance running. To show control in take off activities. 	<ul style="list-style-type: none"> To know and apply the basic strategic and tactical principles of some games and adapt them to different situations. To show good awareness of space and the action of others. To appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others. To identify good performances and suggest ideas for practices that will improve their play.

<ul style="list-style-type: none"> To work cooperatively to put strategies and solutions into action. To develop and refine orienteering and problem-solving skills when working in groups and on their own. To perform dances using a range of movement patterns. To perform combinations of gymnastic actions with different levels, speeds and directions. 	<ul style="list-style-type: none"> To work in cooperative groups to use different techniques, speeds and effort to meet challenges. To predict how different activities will affect heart rate, temperature and performance. To evaluate a sequence and suggest improvements to speed, direction and level, applying some basic criteria.
Greater Depth	Greater Depth
<ul style="list-style-type: none"> To develop a broad range of techniques and skills for attacking and defending, using them with consistent accuracy, confidence and control. To perform actions, shapes and balances with good body tension and extension. 	<ul style="list-style-type: none"> To devise (with help) warm up and cool down activities and justify their choices. To know and apply the strategic and tactical principles of various games and adapt them to different situations.
Personal Skills	Health Skills
<ul style="list-style-type: none"> To work and compete individually and with others. To develop confidence and competence. To compete in small sided games fairly showing good sportsmanship. To recognise when their body is warmer or cooler and when their heart beats faster or slower. To recognise that strength and suppleness are important parts of fitness. To get changed to and from P.E. kit independently in 3 minutes 	<ul style="list-style-type: none"> To understand fully why exercise is good for fitness, health and wellbeing. To develop calming techniques and self-regulate emotions.
Greater Depth	Greater Depth
<ul style="list-style-type: none"> To lead activities and teach to other children. 	<ul style="list-style-type: none"> To design a fitness plan to address ways to use physical activity to enhance fitness. To analyse the impact of food choices relative to physical activity, youth sports & personal health.

Skills Map for Physical Health & Wellbeing

Physical Education

Year 6

Physical Skills	Thinking Skills
<ul style="list-style-type: none"> To use a large range of sending, receiving and travelling techniques in games, with varied control. To perform skills with greater speed, fluency and accuracy in invasion, striking and net games. To choose appropriate techniques for specific events. To choose the best pace for a running event, in order to sustain running and improve their personal target. 	<ul style="list-style-type: none"> To understand, choose and apply a range of tactics and strategies for defence and attack. To devise (with help) warm up and cool down activities and justify their choices. To appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others. To develop their ability to evaluate their own and others' work, and to

<ul style="list-style-type: none"> To show control and power in take off and landing activities. To show accuracy and good technique when throwing for distance. To find appropriate solution to problems and challenges. To perform dances using a range of movement patterns. To work with a partner or small group to practise and refine a sequence. 	suggest ways to improve it using appropriate terminology.
Greater Depth	Greater Depth
<ul style="list-style-type: none"> To prepare physically and organisationally for challenges they are set, taking into account group safety and adapt their skills and understanding as they move from familiar to unfamiliar environments. To combine and perform actions, shapes and balances with fluency increasingly difficult combinations. 	<ul style="list-style-type: none"> To organise and judge events and challenges well. To know and apply strategic and tactical principles of a various games and adapt them to different situations.
Personal Skills	Health Skills
<ul style="list-style-type: none"> To work and compete individually and with others. To develop confidence and competence. To compete in small sided games fairly showing good sportsmanship. To compete in a range of team events To get changed to and from P.E. kit independently in 2 minutes. 	<ul style="list-style-type: none"> To understand fully why exercise is good for fitness, health and wellbeing. To identify activities that help develop stamina or power and suggest how some can be used in other types of activities.
Greater Depth	Greater Depth
<ul style="list-style-type: none"> To know the importance and types of fitness and how playing games contributes to a healthy lifestyle. 	<ul style="list-style-type: none"> To design a fitness plan to address ways to use physical activity to enhance fitness. To analyse the impact of food choices relative to physical activity, youth sports & personal health.

Swimming

Working Towards	Expected	Greater Depth
<ul style="list-style-type: none"> To swim 15 metres unaided. To keep swimming for 30-45 seconds, using swimming aids and support. To use a variety of basic arm and leg actions when on their front and on their back. To swim on the surface and lower themselves under water. To take part in group problem-solving activities on personal survival. To recognise how their body reacts and feels when swimming. 	<ul style="list-style-type: none"> To swim at least 25 metres and keep swimming for at least 2 minutes. To use 3 different strokes, swimming on their front and back. To control their breathing. To swim confidently and fluently on the surface and under water. To work well in groups to solve specific problems and challenges, sharing out the work fairly. To recognise how swimming affects their body, and pace their efforts to meet different 	<ul style="list-style-type: none"> To swim further than 200 metres. To swim fluently and confidently for over 5 minutes To use all 3 strokes with control. To swim short distances using butterfly. To breathe so that the pattern of their swimming is not interrupted. To perform a wide range of personal survival techniques confidently. To know what the different tasks demand of their body, and pace their efforts well to meet challenges.

<ul style="list-style-type: none"> To recognise and concentrate on what they need to improve. 	<p>challenges.</p> <ul style="list-style-type: none"> To suggest activities and practices to help improve their own performance. 	<ul style="list-style-type: none"> To describe good swimming technique and show and explain it to others.
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Within the context of a productive school garden and a dedicated children's kitchen:

Growing, Cooking and Nutrition

<i>Growing, Cooking and Nutrition</i>			
Early Years			
<i>Growing</i>	<i>Cooking</i>	<i>Nutrition</i>	<i>Enjoying Food</i>
<ul style="list-style-type: none"> To understand the life cycle of plants and animals. To understand that all food comes from plants or animals. To describe how food makes the journey from farm to fork. To understand what plants need to grow. 	<ul style="list-style-type: none"> To be aware that ingredients are available from range of sources To select and use appropriate tools needed for a recipe. To use tools effectively and safely. To identify and use the appropriate ingredients for a recipe. To complete basic hygiene tasks. (wash hands). 	<ul style="list-style-type: none"> To understand that food is a basic requirement of life. To understand that we need food to grow, be active and maintain health. To sort a selection of foods into healthy and unhealthy groups. To identify and talk about a range of fruits and vegetables(this is constantly reinforced during cookery lessons to all key groups) 	<ul style="list-style-type: none"> To talk about foods they like and dislike with reasons. To discuss the food that they eat during special occasions or cultural celebrations (birthday, Eid, etc) We encourage pupils to try new foods.
<i>Growing, Cooking and Nutrition</i>			
Key Stage One			
<i>Growing</i>	<i>Cooking</i>	<i>Nutrition</i>	
<ul style="list-style-type: none"> To understand that all food comes from plants or animals. To sort a number of foods into plant and animal groups. To give examples of foods from animal sources. To give examples of foods from plant sources. To explain how animals are farmed. 	<ul style="list-style-type: none"> To recognise a range of basic ingredients. (this is constantly reinforced during cookery lessons to all key groups) To explain that ingredients are available from different shops, markets, or grown at home. To explain that some ingredients need to be prepared before they can be eaten. To explain that some equipment has a 	<ul style="list-style-type: none"> To understand that food is a basic requirement of life. To understand that we need food to grow, be active and maintain health. To talk about foods they like and dislike with reasons. To sort a selection of foods into the eat-well groups. To recognise the 5 groups from the eat-well 	

<ul style="list-style-type: none"> • To explain how plants are farmed. • To describe how people can grow their own food at home. • To describe how food changes from farm to fork to make it safe to eat for some basic foods. 	<p>special job and know what that special job is, e.g. colander, peeler.</p> <ul style="list-style-type: none"> • To use a range of simple equipment. • To use basic cooking skills to make a dish. • To identify that different foods need to be stored differently. • To explain the hygiene and safety rules, which need to be followed before, during and after cooking. • To explain that people eat different food and meals according to the time of day, who they are and the occasion. 	<p>plate.</p> <ul style="list-style-type: none"> • To put together a balanced meal by choosing foods from different food groups. • To know that everyone should eat at least 5 portions of fruit and vegetables every day.
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<i>Food</i>	<i>Enjoying Food</i>
<ul style="list-style-type: none"> • To talk about a range of fruit and vegetables. • To identify a wide variety of fruit and vegetables available which can be grouped and individually named. (this is constantly reinforced during cookery lessons to all key groups) • To recognise that fruit and vegetables may require treatment before being eaten and know what the treatment is. • To use basic food handling, hygienic practices and personal hygiene, including how to control risk by following simple instructions. • To explain that fruit and vegetables have nutritional value and are an important part of our diet. 	<ul style="list-style-type: none"> • To explain the important social aspects of food and how families in the past ate. • To identify lots of food ingredients that are used around the world. • To show a deeper understanding of the country they are studying, their food and customs. <u>Curriculum cookery is planned so that it fits in with the countries/ continents children are studying</u> • To experience food from a different culture and explain their opinion e.g. Spanish biscuits • To explain the part that food plays in special social occasions. • To understand that a family sitting and eating together is a good thing and that taking part in that they eat at home is fun.

<i>Growing, Cooking and Nutrition</i>		
Years 3 & 4		
<i>Growing</i>	<i>Cooking</i>	<i>Nutrition</i>
<ul style="list-style-type: none"> • To name the sources of common ingredients found in meals. • To name some foods produced in the school garden as well as across the UK • To name some foods produced outside the UK. • To explain how the climate and conditions affect when and where food is produced. 	<ul style="list-style-type: none"> • To know that there is a vast range of ingredients used around the world. • To understand that diets around the world are based on similar food groups. • To know that food is prepared in different ways due to a number of factors, including country, culture, custom and religion. • To use the eat-well plate and consider the needs of different people when planning and cooking food. • To suggest and demonstrate healthier ways to prepare and cook foods. 	<ul style="list-style-type: none"> • To understand that a range of factors determine what is eaten throughout the world. • To see differences between diets varying in individuals for reasons such as availability, preference, resources, time, culture and religion. • To understand that a variety and balance of food and drink is needed in a healthy diet. • To identify and classify unfamiliar and composite dishes according to the 5 groups depicted in the eat-well plate.

	<ul style="list-style-type: none"> To read and interpret basic nutrition information on food packaging when making choices. To plan and prepare food appropriate for a range of different occasions. 	<ul style="list-style-type: none"> To understand that different diets may comprise similar raw foods combined in different ways. To understand the different proportions of the model in relation to their own diet. To use the eat-well plate when devising meals and menus for themselves and others.
Food	Enjoying Food	
<ul style="list-style-type: none"> To combine fresh, precooked and processed foods according to their sensory characteristics. To consider that people have different preferences. To explore databases that are useful for holding survey information. To divide food into different groups. To recognise foods that form a healthy diet. To explore different combinations of ingredients that can affect the taste and texture of the product. To use appropriate language related to food products. To explain the importance of hygienic food preparation and storage. To recognise that combinations of ingredients, preparation and cooking can affect the end product. 	<ul style="list-style-type: none"> To explain the important social aspects of food and how families in the past ate e.g. held a Victorian Afternoon Tea noting differences between the rich and poor To explain that lots of food ingredients that are used around the world. To experience food from a different culture and comment on their opinions. This is emphasised in all year groups. To recognise that diets around the world are based on the 5 food groups. To use their prior skills to create food for special occasions (See above) 	

Growing, Cooking and Nutrition		
Years 5 & 6		
Growing	Cooking	Nutrition
<ul style="list-style-type: none"> To explain that food goes through basic processes before it reaches us. To explain how at home we process food to make it edible and safe. To describe how food is processed on a large scale in places such as restaurants and factories to make it edible and safe to eat. 	<ul style="list-style-type: none"> To write and follow recipes. To weigh and measure accurately. To select and use appropriate ingredients and equipment to plan and cook a range of dishes (Volcano Cakes) To modify existing recipes. To demonstrate an extended range of food skills and techniques. To describe how food can spoil and decay due to the action of microbes, insects and other pests. To explain how to use date marks and food storage instructions on food packaging. To demonstrate good personal hygiene when 	<ul style="list-style-type: none"> To understand that different types of food provide different amounts of energy. To demonstrate how different amounts of food, known as portions, provide different types of energy. To explain that all food and drink provide nutrients. To explain that other nutrients include vitamins and minerals, which are needed to keep the body healthy. To describe how some foods also provide fibre but the body doesn't digest this. To recognise that the amount of energy and nutrients provided by food depends on the

	cooking. <ul style="list-style-type: none"> To demonstrate good food safety and hygiene when cooking. 	portion eaten. <ul style="list-style-type: none"> To understand the functions of different nutrients. To recognise the nutrients provided by each section of the eat-well plate.
Food		Enjoying Food
<ul style="list-style-type: none"> To adapt recipe by adding or substituting an ingredient (Shortbread crumble) To change ingredients by using a heat source. To recognise that there is a wide variety of food products that are important part of a balanced diet. To investigate and evaluate bread products according to their characteristics. To use appropriate vocabulary to describe different food products. To compare the processes involved in making different food products – commercial and domestic. To recognise that ingredients have different characteristics. To know that the proportion of ingredients will affect the product. To apply the rules for basic food hygiene and other safe practices. 		<ul style="list-style-type: none"> To recognise that food around the world is prepared in different ways, sometimes because of culture, customs and religion. To know about a country and how its customs and culture can affect the food people eat. To describe an experience of trying food from a different culture. To understand how different families, eat their meals and know how to use basic cooking skills and equipment to prepare food (Sedar Plate) To describe their experience that food has to play in special and social occasions (Christmas cakes/Passover)

Separate Key-Stage Plans

Key-Stage 1

GEOGRAPHY

Geographical Skills and Progression Map – Year 1 and 2

Cycle 1

Cycle 2

Key Questions

No Place like home- Our locality

- Can you locate the UK on a world map then home in on the whole of the UK and ask in which country of the UK they live?
- Can you locate at a larger scale?
- Can you locate your county, town, village etc.
- Can you identify where you live?
- What sort of area is it?
- Can you identify the main features of your local area (rivers, farms, orchards, park, church, shops)
- Can you identify your neighbouring counties and towns?
- Can you find their school on the map?
- Can you identify on a world map where our country is?

Family Album- 4 countries

- What are the four countries of the United Kingdom and where are they located?
- What are the capital cities of the four countries of the United Kingdom and where are they located?
- What is meant by the term, 'capital city'?
- What are the seas that surround the United

Food and Farming- Our local area

- Where is our school located? (*e.g. in which village or town, on which road; identify the address and postcode.*)
- What sort of area is it in? (*e.g. busy, quiet, rural, built-up etc.*)
- Who lives in this area? Who works in this area? Where do they work and what jobs might they do?(farmers, pickers, farm shop)
- What geographical features can we see within a short walking distance from our school? (*e.g. houses, farm shop, roads, fields, park, orchards etc.*)
- Can we identify any changes that have occurred, or are taking place at the present time, within the local environment?
- What foods are grown in the local area? How do the foods get to our plate?
- Why

Explorers- Non-European Country

- Why has this area been chosen to explore?
- What connections are there to the children in the class? Where is the area located? How far away is this place? How could people get there?
- What is the physical geography like e.g. weather,

	<p>Kingdom and where are they located?</p> <ul style="list-style-type: none"> • What are some of the characteristics of the four countries of the United Kingdom? • What are some of the characteristics of the four capital cities of the United Kingdom? <p>Animal Kingdom – Hot and Cold places</p> <ul style="list-style-type: none"> • What do we mean by the hot/cold places of the world? • Where are the hot/cold places in the world? • What is the weather like in the hot places of the world (near the Equator)? • What is the weather like near the cold places of the world (North or South Pole)? • How is the weather at the Equator/Poles different from the weather in our country? • What sorts of animals live in that hot/cold place? • What sorts of plants grow in that hot/cold place? • What would it be like to live in that hot/cold place? • Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world. • What differences can be identified between their own and others' lives. 	<p>landscape, rivers, hills etc?</p> <ul style="list-style-type: none"> • What distinctive features does the area have? • What is the human geography like e.g. settlement size, shops, services, local industries, transport links, tourist attractions? What are the similarities and differences between this area and the small area(s) of the UK that have been explored previously. • What are the lives of children in this area like? What would it feel like to live in this place? • Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world. • Recognise differences between their own and others' lives. <p>Geography of the Seaside- Contrasting area of UK</p> <ul style="list-style-type: none"> • Where is the area located? How far away is this place? How could people get there? • What is the physical geography like e.g. weather, landscape, rivers, hills etc? • What distinctive features does the area have? • What is the human geography like e.g. settlement size, shops, services, local industries, transport links, tourist attractions? What are the similarities and differences between this area and Collier Street that has been explored previously. • What are the lives of children in this area like? What would it feel like to live in this place? • Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world. • Recognise differences between their own and others' lives.
Locational Knowledge	<p>No Place like home- Our locality</p> <ul style="list-style-type: none"> • Name and locate the area in which they live. • Name and locate country they live in and name the city. 	<p>Food and Farming- Our local area</p> <ul style="list-style-type: none"> • Name, locate and identify the village of Collier Street in the county of Kent in the United Kingdom and its surrounding seas.

	<p>Or Name and locate the 4 countries and main cities of the United Kingdom.</p> <p>Family Album- 4 countries</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Animal Kingdom – Hot and Cold places</p> <ul style="list-style-type: none"> Name and locate the world's the seven continents and five oceans. 	<p>Explorers- Non-European Country</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Name and locate a non-European country. <p>Geography of the Seaside- Contrasting area of UK</p> <ul style="list-style-type: none"> Name and locate the town of Hastings in the county of East Sussex in the United Kingdom and its surrounding seas.
Human/Physical Geography	<p>There's no place like home – Our locality</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography and human geography, including: types of settlement and land use etc. use basic geographical language to refer to physical and human features <p>Family Album- 4 countries</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Locate and label the four countries of the UK and their surrounding seas on a map. <p>Animal Kingdom – Hot and Cold places</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom. Identify 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: 	<p>Food and Farming- Our local area</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary to refer key physical and human features. <p>Explorers- Non-European Country</p> <ul style="list-style-type: none"> Identify 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 and key human features. Key physical features, including: land, sea, ocean, season and weather. Key human features, including: city, town, village. <p>Geography of the Seaside- Contrasting area of UK</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns along the coast line in the United Kingdom. Use basic geographical vocabulary to refer key physical and human features. Key physical features, including: land, sea, ocean, season and weather. Key human features, including: city, town, village.

	<ul style="list-style-type: none"> • Key physical features, including: land, sea, ocean, season and weather. • Key human features, including: city, town, village. 	
Mapping	<p>There's no place like home- Our locality</p> <ul style="list-style-type: none"> • Use a wider range of maps (including digital), atlases and globes. • Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. • Make and use simple route maps. • Label maps with titles to show their purpose. • Create maps of small areas with features in the correct place. <p>Family Album- 4 countries</p> <ul style="list-style-type: none"> • Use a range of maps and globes (including picture maps) at different scales. • Use vocabulary such as bigger/smaller, near/far. • Know that maps give information about places in the world (where/what?). • Locate land and sea on maps. • Recognise simple features on maps e.g. buildings, roads and fields. • Recognise landmarks and basic human features on aerial photos. • Know that symbols mean something on maps and begin to understand them. <p>Animal Kingdom – Hot and Cold places</p> <ul style="list-style-type: none"> • Use a range of maps and globes (including picture maps) at different scales. • Know that maps give information about places in the world (where/what?). 	<p>Food and Farming- Our local area</p> <ul style="list-style-type: none"> • Use maps of the local area surrounding the school where food sources are located, i.e, farms and orchards. Google earth to be used. Focus will be on geographical language used to describe the area. • Make and use simple route maps to show the route from school to the surrounding farms, orchards, farm shop. • Label maps with titles to show their purpose. <p>Explorers- Non-European Country</p> <ul style="list-style-type: none"> • Use a range of maps and globes (including picture maps) at different scales. • Know that maps give information about places in the world (where/what?). • Recognise simple features on maps e.g. buildings, roads and fields. • Recognise that maps need titles. • Recognise landmarks and basic human features on aerial photos. <p>Geography of the Seaside- Contrasting area of UK</p> <ul style="list-style-type: none"> • Use a range of maps and globes (including picture maps) at different scales. • Use vocabulary such as bigger/smaller, near/far. • Know that maps give information about places in the world (where/what?). • Locate land and sea on maps. • Recognise simple features on maps e.g. buildings, roads and fields. • Recognise landmarks and basic human features on aerial

	<ul style="list-style-type: none"> • Locate land and sea on maps. 	<p>photos.</p> <ul style="list-style-type: none"> • Know that symbols mean something on maps.
Fieldwork	<p>There's no place like home- Our locality Enrichment: Local walks, local walks through orchards and farm land.</p> <ul style="list-style-type: none"> • Use the points of a compass. • Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. • Use cameras and audio equipment to record geographical features, changes, differences e.g. vegetation, buildings etc. • Make links between features observed in the environment to those on maps and aerial photos. <p>Family Album- 4 countries</p> <ul style="list-style-type: none"> • Use simple fieldwork techniques such as observation and identification to study the geography of the UK and identify key places. • Use Google maps and Google Earth to locate and find the UK, its countries and main cities • Use simple compass directions (NSEW). • Use Locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. <p>Animal Kingdom – Hot and Cold places</p> <ul style="list-style-type: none"> • Use simple fieldwork techniques such as observation and identification to study the geography of the UK and identify key places. • Use Google maps and Google Earth to locate 	<p>Food and Farming- Our local area Enrichment: Visiting a supermarket, Visit a local Farm (Horlands) Tasting food from around the world, Pizza Express to make pizza.</p> <ul style="list-style-type: none"> • Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features (e.g. farms, orchards and farm shop) of its surrounding environment. • Use cameras and audio equipment to record geographical features, changes, differences e.g. vegetation, buildings etc. • Use simple compass directions (NSEW). • Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. • Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices <p>Explorers- Non-European Country</p> <ul style="list-style-type: none"> • Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. • Use google maps to identify human and physical features <p>Geography of the Seaside- Contrasting area of UK Enrichment: Visit to Hastings, Fisherman museum, Old and New Town</p> <ul style="list-style-type: none"> • Use simple fieldwork techniques such as observation and identification to study the geography of the seaside as well as the key human and physical features (e.g. RNLI, beach, pier, shops, beach huts, fisherman's huts) of its surrounding environment. • Use cameras and audio equipment to record geographical features, changes, differences e.g. vegetation, buildings etc.

	<p>and find the UK, its countries and main cities</p> <ul style="list-style-type: none"> • Use simple compass directions (NSEW). • Use Locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. 	<ul style="list-style-type: none"> • Use simple compass directions (NSEW). • Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. • Observe, measure and record the human and physical features using a range of methods including sketch maps, cameras and other digital devices
Vocabulary	<p>There's no place like home- our locality</p> <ul style="list-style-type: none"> • key physical features, including: soil, valley, vegetation, season and weather • key human features, including: city, town, village, farm, school, house, church, rural, rivers, farms, orchards, park and shop • Map, globe, location, key, compass, compass points <p>Family Album- 4 countries The countries and capital cities of the UK- England, Wales, Scotland, Northern Ireland, Edinburgh, Belfast, London, Cardiff.</p> <ul style="list-style-type: none"> • The seas that surround the UK- North Sea, Irish Sea, English Channel, Atlantic Ocean, St Georges Channel • Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation. • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <p>Animal Kingdom – Hot and Cold places</p> <ul style="list-style-type: none"> • Regions to be identified by children and their interests. • Asia, Europe, Africa, North America, South 	<p>Food and Farming- Our local area key physical features, including: soil, valley, vegetation, season and weather key human features, including: city, town, village, farm, house, church and shop Map, globe, location, key</p> <p>Explorers- Non-European Country</p> <p>Geography of the Seaside- Contrasting area of UK</p>

	<p>America, Australia, Antarctica, North Pole, South Pole,</p> <ul style="list-style-type: none"> • physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation. 	
British Values	Democracy, Rule of law, Individual liberty and Mutual respect and tolerance of those with different faiths and beliefs.	Democracy, Rule of law, Individual liberty and Mutual respect and tolerance of those with different faiths and beliefs.
Collier Street Curriculum Aims	<p><u>Identity and Diversity</u> There's no place like home- Our locality <u>Foundation stage</u> <ul style="list-style-type: none"> • uniqueness of self <u>Key Stage 1</u> <ul style="list-style-type: none"> • what contributes to self-identity and belonging in my school <u>Concern for the Environment (cookery/outdoor/local/seasons)</u> There's no place like home- Our locality <u>Foundation stage</u> <ul style="list-style-type: none"> • sense of wonder and curiosity about the world <u>Key Stage 1</u> <ul style="list-style-type: none"> • concern about the local environment. <u>Globalisation and Interdependence</u> There's no place like home- Our locality <u>Foundation stage</u> <ul style="list-style-type: none"> • immediate and local environment (learning about our school) <u>Key Stage 1</u> <ul style="list-style-type: none"> • links between local community and wider world <u>Identity and Diversity</u></p>	<p><u>Critical and Creative Thinking</u> Food and Farming- Our local area <u>Foundation stage</u> <ul style="list-style-type: none"> • wonder about ideas <u>Key Stage 1</u> <ul style="list-style-type: none"> • consider merits of different viewpoints on farming e.g. sustainable farming. <u>Globalisation and Interdependence</u> Food and Farming- Our local area <u>Foundation stage</u> <ul style="list-style-type: none"> • simple links with other places (e.g. through food) <u>Key Stage 1</u> <ul style="list-style-type: none"> • similarities and differences between places in various parts of the world, including own setting (food) • To develop knowledge of the UN sustainability goal of 'zero hunger' • Harvest for the world <u>Concern for the Environment (cookery/outdoor/local/seasons)</u> Food and Farming- Our local area <u>Foundation stage</u> <ul style="list-style-type: none"> • starting to value resources <u>Key Stage 1</u> <ul style="list-style-type: none"> • taking care of resources and not wasting them eg. Food waste </p>

Family Album- 4 countries

Foundation stage

- uniqueness of self and where we live

Key Stage 1

- what contributes to self-identity and belonging in the UK

Globalisation and Interdependence

Animal Kingdom – Hot and Cold places

Foundation stage

- simple links with other places (e.g. through animals)

Key Stage 1

- similarities and differences between places in various parts of the world, including own setting

Critical and Creative Thinking

Animal Kingdom – Hot and Cold places

Foundation stage

- ask questions
- wonder about ideas

Key Stage 1

ask relevant questions

Concern for the Environment

(cookery/outdoor/local/seasons)

Animal Kingdom – Hot and Cold places

Foundation stage

- starting to value resources

Key Stage 1

- taking care of our animal kingdom –conservation around the world

Charitable Work

Food and Farming- Our local area

Food banks- helping the homeless
Fairtrade

Self Awareness and Reflection/Well-Being and Empathy

Food and Farming- Our local area

Foundation stage

- recognise, name and deal with feelings in a positive way

Key Stage 1

- learn from mistakes and use feedback
- Harvest for the world
- To develop knowledge of the UN sustainability goal of ‘zero hunger’

Identity and diversity

Food and Farming- Our local area

Foundation stage

- uniqueness of every person and their value

Key Stage 1

- what contributes to self identity and belonging in the wider world
- To understand how food inequality is a local, as well as international issue.

	<p><u>Identity and diversity</u> Animal Kingdom – Hot and Cold places <u>Foundation stage</u> <ul style="list-style-type: none"> • uniqueness of every living animal <u>Key Stage 1</u> <ul style="list-style-type: none"> • what contributes to self identity and belonging in the wider world • To understand how conservation is a local, as well as international issue. </p> <p><u>Charitable Work</u> Animal Kingdom – Hot and Cold places <ul style="list-style-type: none"> • animal conservation -World Wildlife Fund sponsor conservation work </p>	
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HISTORY

History Skills and Progression Map – Year 1 and 2

	Cycle 1	Cycle 2
Chronological Understanding	<p>Year 1</p> <ul style="list-style-type: none"> • Sequence events in their life • Sequence 3 or 4 artefacts from distinctly different periods of time • Match objects to people of different ages <p>Year 2</p> <ul style="list-style-type: none"> • Sequence artefacts closer together in time – check with reference book • Sequence photographs etc. from different periods of their life • Describe memories of key events in lives • Place the time studied on a time line • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts 	<p>Year 1</p> <ul style="list-style-type: none"> • Sequence events in their life • Sequence 3 or 4 artefacts from distinctly different periods of time • Match objects to people of different ages <p>Year 2</p> <ul style="list-style-type: none"> • Sequence artefacts closer together in time – check with reference book • Sequence photographs etc. from different periods of their life • Describe memories of key events in lives • Place the time studied on a time line • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts
Range and Depth of	EVENTS BEYOND LIVING MEMORY- THE GREAT FIRE OF LONDON	CHANGES WITHIN LIVING MEMORY FAMILY ALBUM- HOW WE HAVE CHANGED – TRANSPORT

<p>Historical Knowledge</p> <p>Interpretations of History</p>	<ul style="list-style-type: none"> • Learn about events beyond living memory that are significant nationally. • Understand where the people and events fit within a chronological framework. • Identify similarities and differences between ways of life in different periods. • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. (National Curriculum) <ol style="list-style-type: none"> 1. What do we mean by the 'Great Fire'? 2. What do the children want to know and find out about the Great Fire? 3. Where is London, and what does it look like now? What is significant about London? 4. How can we find out what it is like in London? 5. What was London like in the past (people / houses / way of life)? 6. What sources can we use to imagine what life might have been like in the past? 7. What happened to London during the 'Great Fire'? Why did the fire spread so quickly? 8. What did the residents of London do? How did they try to put out the fire? How/did they escape the fire? 9. How much of London was destroyed? How was London rebuilt? How long did this all take? 10. What happened after the fire? <p>EVENTS BEYOND LIVING MEMORY- A HISTORY OF TOYS</p> <ul style="list-style-type: none"> • Develop an awareness of the past, use common words and phrases relating to the passing of time. • Begin to understand chronological framework. • Develop a curiosity about changes within living memory and the ways in which we can find out 	<ul style="list-style-type: none"> • Learn about events which were significant nationally or globally. • Know where people and events fit within a chronological framework. • Ask and answer questions, understand some ways we find out about the past. (National Curriculum) <ol style="list-style-type: none"> 1. How has transport changed? How was it different in the past? 2. How did people travel in the past? 3. How have cars changed? To learn about the development of the car over time. 4. Who invented the train? 5. What did the Wright Brothers do to make them famous? Who was Yuri Gagarin, Neil Armstrong and Buzz Aldrin? What did they achieve and how? What impact did they have on the future of space travel? What happened afterwards? 6. How will transport develop in the future? <p>SIGNIFICANT INDIVIDUALS – THE QUEEN/ROYALS CASTLES – SIGNIFICANT HISTORICAL EVENTS, PEOPLE AND PLACES IN THEIR OWN LOCALITY</p> <ul style="list-style-type: none"> • Learn about the lives of significant individuals in the past who have contributed to national and international achievements. • Compare aspects of life, identifying similarities and differences between different periods. • Learn about significant historical places in their own locality (castles). (National Curriculum) <ol style="list-style-type: none"> 1. Who was Queen Elizabeth I and what did she achieve as Queen? 2. What were the key roles of a monarch? 3. What were the values of Queen Elizabeth I and Queen Victoria from their portraits? 4. What sort of castles do we have in England and why were they built? 5. How were castles attacked and defended? 6. Where was the best place to build a castle?
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about these changes.

- Understand historical concepts such as continuity and change.
- Learn about changes in living memory.
- Identify similarities and differences between ways of life in different periods. **(National Curriculum)**

1. What are our favourite toys?
2. What toys did our parents and grand-parents play with?
3. What were toys like in the past?
4. How are toys today different to toys of the past?
Can you become toy history detectives and identify differences?
5. Toy museum – what have you learnt?

CHANGES WITHIN LIVING MEMORY - BUCKETS AND SPADES – GOING TO THE SEASIDE

- Develop an awareness of the past, use common words and phrases relating to the passing of time.
- Begin to understand chronological framework.
- Develop a curiosity about changes within living memory and the ways in which we can find out about these changes.
- Learn about changes in living memory.
- Identify similarities and differences between ways of life in different periods. **(National Curriculum)**

1. What was going to the seaside like in the past?
2. What kind of things did people do at the seaside in the past?
3. How do we know what holiday were like in the past?
4. Do we go to the seaside for the same reasons as people in the past?
5. How have seaside holiday changed?

SIGNIFICANT INDIVIDUALS – FLORENCE NIGHTINGALE AND MARY SEACOLE

- Learn about the lives of significant individuals in the past who have contributed to national and international achievements.
 - Develop an awareness of the past, use common words and phrases relating to the passing of time.
 - Begin to understand chronological framework.
 - Identify similarities and differences between ways of life in different periods.
 - Compare aspects of life, identifying similarities and differences between different periods. **(National Curriculum)**
1. Who was Florence Nightingale? Why is Florence Nightingale remembered today and what did she do in her life?
 2. What did Florence do to improve the lives of the soldiers when she arrived in the Crimea? Identify similarities and difference between the periods- nurses now and then.
 3. What was Florence Nightingale's most important contribution to healthcare?
 4. What makes Mary Seacole so special? what did she do in her life?
 5. Did Florence Nightingale and Mary Seacole have anything in common? Compare and Contrast.
 6. Should we still remember Florence Nightingale and Mary Seacole? Why.
 7. Does Mary Seacole deserve a memorial?

6. Do you like the earlier seaside holidays or do you prefer them now?

EYFS Development Matters Curriculum Links

- Shows interest in the lives of people who are familiar to them.
- Remembers and talks about significant events in their own experience.
- Recognises and describes special times or events for family or friends.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
- Children talk about past and present events in their own lives and in the lives of family members.
- They know about similarities and differences between themselves and others, and among families, communities and traditions.

Vocabulary

EVENTS BEYOND LIVING MEMORY- THE GREAT FIRE OF LONDON

- Destroyed
- Thatched roof
- Ruined
- Pudding Lane
- Disaster
- Samuel Pepys
- King Charles II
- Bakery
- Fire hook
- Christopher Wren
- John Evelyn

EVENTS BEYOND LIVING MEMORY – A HISTORY OF TOYS

- Modern
- New
- Old
- Before
- After
- When parents/carers were young
- When grandparents were young

CHANGES WITHIN LIVING MEMORY FAMILY ALBUM- HOW WE HAVE CHANGED – TRANSPORT

- Vehicle
- Axle
- Wheels
- Aviator
- Pilot
- Modes of transport (e.g. bus, car, train, plane, tram)
- Inventor
- Invention

SIGNIFICANT INDIVIDUALS – THE QUEEN/ROYALS – SIGNIFICANT HISTORICAL EVENTS, PEOPLE AND PLACES IN THEIR OWN LOCALITY

- The Queen
- Buckingham Palace
- Union Jack Flag
- Throne
- Crown
- Corgi
- Prince Charles
- Duchess of Cornwall

	<p>CHANGES WITHIN LIVING MEMORY - BUCKETS AND SPADES – GOING TO THE SEASIDE</p> <ul style="list-style-type: none"> • Seaside • Sand • Cliff • Beach • Shingle • Windbreak • Picnic • Sun hat • Sun cream • Sunglasses • Flip-flops • Souvenirs • Bucket • Spade • Sandals • Luggage • Swimsuit • Sandcastle • Steam boat • Punch and Judy show • Amusement arcade • Steam train • Pier 	<ul style="list-style-type: none"> • Prince William • Prince Harry • Prince Phillip • Windsor Castle • Heir • Catherine, Duchess of Cambridge • Elizabeth I/II <p>SIGNIFICANT INDIVIDUALS – FLORENCE NIGHTINGALE AND MARY SEACOLE</p> <ul style="list-style-type: none"> • Florence Nightingale • Mary Seacole • Medicine • Crimean War • Turkey • Lantern • Nurse • Soldier • Wounds • Jamaica • Kingston • Battle • Hospital • Prejudice • Caring • Travel • Medals • Supplies • Injured • Monument • Scutari • Red Cross • Cleaning • Humanitarian
Person, place or	EVENTS BEYOND LIVING MEMORY- THE GREAT	CHANGES WITHIN LIVING MEMORY FAMILY ALBUM- HOW

<p>event of historical significance in the local area</p>	<p>FIRE OF LONDON</p> <ul style="list-style-type: none"> • Pudding Lane - monument • King Charles II • Samuel Pepys <p>EVENTS BEYOND LIVING MEMORY– A HISTORY OF TOYS</p> <ul style="list-style-type: none"> • Make a class toy museum • Visit the toy museum Bethnal Green, London <p>CHANGES WITHIN LIVING MEMORY - BUCKETS AND SPADES – GOING TO THE SEASIDE</p> <ul style="list-style-type: none"> • Visit Hastings – fishermen’s museum, RNLI (lifeboats), old town of Hastings in contrast to the new town, beach huts 	<p>WE HAVE CHANGED – TRANSPORT</p> <ul style="list-style-type: none"> • Neil Armstrong • Buzz Aldrin • Amelia Earhart • Garrett Morgan (traffic light inventor) • Yuri Gagarin • Visit to London Transport Museum <p>SIGNIFICANT INDIVIDUALS – THE QUEEN/ROYALS – SIGNIFICANT HISTORICAL EVENTS, PEOPLE AND PLACES IN THEIR OWN LOCALITY</p> <ul style="list-style-type: none"> • Visit to a castle – Leeds/Bodiam • Compare British monarchs <p>SIGNIFICANT INDIVIDUALS – FLORENCE NIGHTINGALE AND MARY SEACOLE</p> <ul style="list-style-type: none"> • National Portrait Gallery • British Red Cross • Bicentenary 2020
<p>Historical Enquiry</p>	<p>EVENTS BEYOND LIVING MEMORY- THE GREAT FIRE OF LONDON Find answers to simple questions about the past from sources of information, e.g. why the fire spread so quickly, using diary entries, paintings, photographs, newspaper reports and eye witness accounts.</p> <p>EVENTS BEYOND LIVING MEMORY- A HISTORY OF TOYS Find answers to simple questions about the past from sources of information, e.g. old toys, grandparents, parents, photographs.</p> <p>CHANGES WITHIN LIVING MEMORY – BUCKETS AND SPADES – GOING TO THE SEASIDE Find answers to simple questions about the past from sources of information, e.g. photographs, eyewitness accounts, paintings, seaside visit.</p>	<p>CHANGES WITHIN LIVING MEMORY FAMILY ALBUM- HOW WE HAVE CHANGED – TRANSPORT Find answers to simple questions about the past from sources of information, e.g. Photographs, paintings, artefacts.</p> <p>SIGNIFICANT INDIVIDUALS – THE QUEEN/ROYALS – SIGNIFICANT HISTORICAL EVENTS, PEOPLE AND PLACES IN THEIR OWN LOCALITY Find answers to simple questions about the past from sources of information, e.g. photographs, paintings, visit, newspapers and videos.</p> <p>SIGNIFICANT INDIVIDUALS – FLORENCE NIGHTINGALE AND MARY SEACOLE Find answers to simple questions about the past from sources of information, e.g. photographs, paintings, visits and newspaper articles.</p>

	<p style="text-align: center;">Year 2</p> <ul style="list-style-type: none"> • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. • Use a range of sources to find out about a period • Observe small details – artefacts, pictures • Select and record information relevant to the study • Begin to use the library and internet for research 	<p style="text-align: center;">Year 2</p> <ul style="list-style-type: none"> • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. • Use a range of sources to find out about a period • Observe small details – artefacts, pictures • Select and record information relevant to the study • Begin to use the library and internet for research
British Values	<p>EVENTS BEYOND LIVING MEMORY- THE GREAT FIRE OF LONDON Democracy, Rule of law, Individual liberty and Mutual respect and tolerance of those with different faiths and beliefs.</p> <p>EVENTS BEYOND LIVING MEMORY- A HISTORY OF TOYS Democracy, Rule of law, Individual liberty and Mutual respect and tolerance of those with different faiths and beliefs.</p> <p>CHANGES WITHIN LIVING MEMORY – BUCKETS AND SPADES – GOING TO THE SEASIDE Democracy, Rule of law, Individual liberty and Mutual respect and tolerance of those with different faiths and beliefs.</p>	<p>CHANGES WITHIN LIVING MEMORY FAMILY ALBUM- HOW WE HAVE CHANGED – TRANSPORT Democracy, Rule of law, Individual liberty and Mutual respect and tolerance of those with different faiths and beliefs.</p> <p>SIGNIFICANT INDIVIDUALS – THE QUEEN/ROYALS – SIGNIFICANT HISTORICAL EVENTS, PEOPLE AND PLACES IN THEIR OWN LOCALITY Democracy, Rule of law, Individual liberty and Mutual respect and tolerance of those with different faiths and beliefs.</p> <p>SIGNIFICANT INDIVIDUALS – FLORENCE NIGHTINGALE AND MARY SEACOLE Democracy, Rule of law, Individual liberty and Mutual respect and tolerance of those with different faiths and beliefs.</p>
Collier Street Curriculum Aims	<p>EVENTS BEYOND LIVING MEMORY- THE GREAT FIRE OF LONDON</p> <p><u>Concern for the environment</u> Foundation stage</p> <ul style="list-style-type: none"> • Sense of wonder and curiosity about the world and its past. <p>Key stage 1</p>	<p>CHANGES WITHIN LIVING MEMORY FAMILY ALBUM- HOW WE HAVE CHANGED – TRANSPORT</p> <p><u>Globalisation and Interdependence</u> Foundation stage</p> <ul style="list-style-type: none"> • Immediate and local environment. • Simple links with other places (e.g. through transport) <p>Key Stage 1</p>

- Concern about the local environment and willingness to care for it e.g. Australian fires.
- Taking care of resources and not wasting them.

Self-awareness and reflection

Foundation stage

- Notice some effects of own actions on others.
- Identify how people are feeling (e.g. happy, sad, worried.)

Key stage 1

- Recognise effects of own behaviour on others and use this to help make choices.
- Identify matters that are important to self and others.
- Learn from mistakes and use feedback.

Empathy

Foundation stage

- Show sensitivity to people's feelings and needs in the past and now.

Key Stage 1

- Show interest in, and concern for, others outside immediate circle and in contexts different to own e.g. Australian fires, Grenfell tower

Critical and Creative Thinking

Foundation stage

- Ask questions
- Suggest a way to solve a problem
- Wonder about ideas.

Key Stage 1

- Ask relevant questions.
- Consider merits of different viewpoints.
- Use different approaches to solve problems.

- Similarities and differences in transport between places in various parts of the world, including own setting.
- Links between local community and wider world.

Critical and Creative Thinking

Foundation stage

- Ask questions
- Suggest a way to solve a problem
- Wonder about ideas.

Key Stage 1

- Ask relevant questions.
- Consider merits of different viewpoints.
- Use different approaches to solve problems.

Concern for the environment

Foundation stage

- Sense of wonder and curiosity about the world.
- Appreciation of, and care for, living things and own environment.
- Starting to value resources

Key stage 1

- Concern about the local environment and willingness to care for it e.g. transport pollution
- Taking care of resources and not wasting them.

SIGNIFICANT INDIVIDUALS – THE QUEEN/ROYALS – SIGNIFICANT HISTORICAL EVENTS, PEOPLE AND PLACES IN THEIR OWN LOCALITY

Globalisation and Interdependence

Foundation stage

EVENTS BEYOND LIVING MEMORY- A HISTORY OF TOYS

Globalisation and Interdependence

Foundation stage

- Immediate and local environment.
- Simple links with other places (e.g. through toys)

Key Stage 1

- Similarities and differences in toys between places in various parts of the world, including own setting.
- Links between local community and wider world.

Critical and Creative Thinking

Foundation stage

- Ask questions
- Suggest a way to solve a problem
- Wonder about ideas.

Key Stage 1

- Ask relevant questions.
- Consider merits of different viewpoints.
- Use different approaches to solve problems.

CHANGES WITHIN LIVING MEMORY – BUCKETS AND SPADES – GOING TO THE SEASIDE

Globalisation and Interdependence

Foundation stage

- Immediate and local environment.
- Simple links with other places (e.g. through holidays)

Key Stage 1

- Similarities and differences in holidays between places in various parts of the world, including own setting.
- Links between local community and wider

- Immediate and local environment- English Queens and Kings
- Simple links with other places (e.g. though Monarchy abroad)

Key Stage 1

- Similarities and differences in monarchy between places in various parts of the world, including own setting.
- Links between local community and wider world.

Critical and Creative Thinking

Foundation stage

- Ask questions
- Suggest a way to solve a problem
- Wonder about ideas.

Key Stage 1

- Ask relevant questions.
- Consider merits of different viewpoints.
- Use different approaches to solve problems.

Identity and diversity

Foundation stage

- Uniqueness and value of every person.
- Similarities and difference between self and others.

Key Stage 1

- Similarities and differences between Monarchy in England and also in wider contexts in history.
- What contributes to self-identity and belonging?

SIGNIFICANT INDIVIDUALS – FLORENCE NIGHTINGALE AND MARY SEACOLE

Self-awareness and reflection

Foundation stage

- Notice some effects of actions on others.
- Identify how people are feeling (e.g. happy, sad, worried.)

Key stage 1

world.

Critical and Creative Thinking

Foundation stage

- Ask questions
- Suggest a way to solve a problem
- Wonder about ideas.

Key Stage 1

- Ask relevant questions.
- Consider merits of different viewpoints.
- Use different approaches to solve problems.

- Recognise effects of behaviour on others and use this to help make choices.
- Identify matters that are important to self and others.

Empathy

Foundation stage

- Show sensitivity to people's feelings and needs in the past

Key Stage 1

- Show interest in, and concern for, others outside immediate circle and in contexts different to own.

Critical and Creative Thinking

Foundation stage

- Ask questions
- Suggest a way to solve a problem
- Wonder about ideas.

Key Stage 1

- Ask relevant questions.
- Consider merits of different viewpoints.
- Use different approaches to solve problems.

Globalisation and Interdependence


Foundation stage

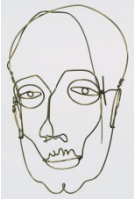


- Immediate and local hospitals.
- Simple links with other places (e.g. through medicine and hospitals)



Key Stage 1


- Similarities and differences in hospitals between places in various parts of the world in the past and now
- Links between local hospitals and wider world.

ART

Pippin Class	Term	Focus	Sketch Book Work	Artist Study	Final Piece	Skills Progression
Cycle A	Autumn 1	Collage	<p>Children create collages using a variety of different materials.</p> <p>Children will explore how collage can be used to create a 3D effect, add texture and how different materials can be built upon.</p>	<p>Unknown artist, creator of Great Fire of London painting</p> 	<p>Children to use collage techniques to recreate their own version of a painting of the Great Fire of London</p>	<p>Year 1 – Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.</p> <p>Arrange and glue materials to different backgrounds.</p> <p>Sort and group materials for different purposes e.g. colour texture.</p> <p>Fold, crumple, tear and overlap papers.</p> <p>Year 2 – (as above) Use a combination of materials that have been cut, torn and glued;</p> <p>Add texture by mixing materials;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</p>


	Autumn 2	Drawing	<p>Photograph children's faces/cut in half, children draw the other thinking about composition etc.</p> <p>Repeat in black and white this time to add tone and depth.</p> <p>Draw continuous line faces (without taking pencil off)</p>	<p>Alexander Calder and Andy Warhol</p>  	<p>Using wire to recreate line drawing of face</p>	<p>Year 1 – Extend their variety of drawing tools.</p> <p>Explore drawing different lines of thickness</p> <p>Observe anatomy (faces / limbs)</p> <p>Year 2 – (as above) Experiment with a variety of tools and surfaces</p> <p>Draw a way of recording experiences and feelings</p> <p>Discuss use of shadow, use of light and dark</p>
	Summer 2	Painting	<p>Mixing colour Primary and secondary colours</p> <p>How to make colours, making colour wheels etc</p> <p>Completing observational drawings of animals and experimenting mixing colours to add effect</p>	<p>Henri Rousseau</p> <p>Tiger in the rainforest</p> 	<p>Children paint their own version of a Rousseau painting with an animal of their choice.</p>	<p>Year 1 – Name all the colours</p> <p>Mixing of colours</p> <p>Applying colour with a range of tools</p> <p>Year 2 –(as above) Begin to describe colours by objects</p> <p>Make as many tones of one colour as possible (using white)</p> <p>Darken colours without using black</p>


Pippin Class	Term	Focus	Sketch Book Work	Artist Study	Final Piece	Skills Progression
Cycle 2	Spring 2	Textiles	<p>Fabric weaving Start with paper strip weaving Build up to a large class piece. Using lots of different materials to weave with Look at uses of weaving in real life e.g. Using natural resources to weave, twigs and wool etc.</p>	<p>Aboriginal art (Clifford Possum, Freddie Timms & Tommy McRae) and introduction to sewing</p> 	<p>Piece of weaved artwork that has an introduction to tone Ombre effect. Going from light shade to a dark shade of a colour Choice of materials, paper, wool etc.</p>	<p>Year 1 – weaving collage Sort according to specific qualities how textiles create things Year 2 – (as above) overlapping and overlaying to create effects Use large eyed needles, running stitches Simple appliqué work Start to explore other simple stitches Collage</p>
	Summer 1	Printing	<p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge.</p> <p>Make simple marks on rollers and printing palettes Take simple prints i.e. mono -printing.</p>		<p>Create a block print polystyrene tile to print with. This will be a crest that the children individually design.</p>	<p>Year 1 – Create patterns Develop impressed images Relief printing Year 2 – (as above) Print with a growing range of objects Identify the different forms printing takes</p>


			<p>Create simple printing blocks with press print.</p> <p>Design more repetitive patterns.</p>			
	Summer 2	3D Form	<p>Seaside art</p> <p>Using play dough to practise skills and techniques of creating certain shapes.</p> <p>Children experiment using natural objects to print with.</p> <p>Children experiment using objects and colours to create patterns.</p>		<p>Making a clay tile of a natural seaside object</p>	<p>Year 1 – Construct</p> <p>Use materials to make known objects for a purpose</p> <p>Carve</p> <p>Pinch and roll coils and slabs using a modelling media.</p> <p>Make simple joins</p> <p>Year 2 –(as above)</p> <p>Awareness of natural and man-made forms</p> <p>Expression of personal experiences and ideas</p> <p>To shape and form from direct observation (malleable and rigid materials)</p> <p>Decorative techniques</p> <p>Replicate patterns and textures in a 3-D form</p> <p>Work and that of other sculptors</p>

DESIGN TECHNOLOGY

Cycle 1


Russet/ Pippin	Term	Focus	Sketch Book Work	Final Piece	Skills Progression
	<p>Spring 1</p>	<p>Making puppets</p> 	<p>Children explore different types of puppets. They make various types of puppets and practise simple sewing skills.</p>	<p>Children sew a hand puppet</p>	<p>Year 1</p> <p>Design Designing for others</p> <p>Make Selecting suitable equipment Sequencing steps for construction</p> <p>Evaluate Reflecting on their finished product</p> <p>Technical knowledge Knowing the different ways fabric can be joined Understanding how to prepare fabric for joining</p> <p>Year 2 (as above)</p> <p>Design Considering purpose in the design process</p> <p>Make Threading a needle Sewing a running stitch Preparing fabrics for sewing</p> <p>Evaluate Discuss the making process and the finished product</p> <p>Technical knowledge Identifying parts of a needle (point and eye) Understand the alternative ways of joining fabrics and embellishments</p>


	<p>Summer 1</p>	<p>Stable Structures – making a famous landmark</p> 	<p>The children explore making structures and how to make them stable. They then plan and design their own structure, ensuring it is stable to stand on its own.</p>	<p>Children create a famous landmark.</p>	<p>Year 1 – Design Designing for others</p> <p>Make Assembling different components to work together to create motion Assembling accurately Cutting neatly</p> <p>Evaluate Testing a finished product</p> <p>Technical knowledge Developing awareness of different structures for different purposes Understanding how to turn 2D nets into 3D structures Understanding what mechanisms are</p> <p>Year 2 – (as above)</p> <p>Design Designing for others, using criteria and applying their knowledge of structures</p> <p>Make Cutting and assembling accurately</p> <p>Evaluate Examples of natural & manmade structures Testing and evaluating</p> <p>Technical knowledge Understanding the definition and importance of strength, stability and stiffness</p> <p>Knowing that different shapes can strengthen or weaken structures and that materials can be manipulated to improve strength and stiffness.</p>
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	<p>Summer 2</p>	<p>Moving pictures</p> 	<p>Children investigate different ways of making moving pictures. They explore using slider mechanisms, pivot and lever mechanisms and wheel mechanisms</p>	<p>Children create a moving picture using mechanisms of their choice.</p>	<p>Year 1 –</p> <p>Design Designing for others Designing mechanisms</p> <p>Make Assembling accurately Creating different movements (up, down, along and around) Adapting Mechanisms Measuring and cutting accurately Following a design brief Working to scale</p> <p>Evaluate Testing a finished product Researching and testing mechanisms</p> <p>Technical knowledge Understanding what a mechanism is Understanding how to create different movement Understanding how an axle works</p> <p>Year 2 – (As above)</p> <p>Design Creating and using design criteria, generating ideas Planning for design and manufacture Designing mechanisms</p> <p>Make Cutting and assembling accurately Selecting appropriate equipment and materials Measuring and cutting accurately, working to scale and following a design brief</p> <p>Evaluate Carrying out primary research and applying to design Testing and adapting mechanisms Researching mechanisms</p>
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					<p>Technical knowledge Learning mechanical components Identifying input and output Understanding how an axle works Know materials commonly used for wheels</p>
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Cycle 2

Russet/ Pippin Class	Term	Focus	Sketch Book Work	Final Piece	Skills Progression
	Autumn 1	<p>Designing a hospital diorama</p> 	<p>Children will investigate ways of making some interior features of hospitals out of variety of materials, such as beds, chairs, lights and decorations.</p>	<p>Children create their own hospital diorama of the Scutari hospital at the time of the Crimean war. The diorama will have two parts - one room being before Florence Nightingale and the other showing what rooms looked like after her interventions. Children will use various materials for the hospitals features.</p>	<p>Year 1 – Design Designing for others</p> <p>Make Assembling different components to work together to create motion Assembling accurately Cutting neatly</p> <p>Evaluate Testing a finished product</p> <p>Technical knowledge Developing awareness of different structures for different purposes Understanding how to turn 2D nets into 3D structures Understanding what mechanisms are</p> <p>Year 2 – (as above)</p> <p>Design Designing for others, using criteria and applying their knowledge of structures</p> <p>Make Cutting and assembling accurately</p> <p>Evaluate Examples of natural & manmade structures</p>

					<p>Testing and evaluating</p> <p>Technical knowledge Understanding the definition and importance of strength, stability and stiffness</p> <p>Knowing that different shapes can strengthen or weaken structures and that materials can be manipulated to improve strength and stiffness.</p>
	<p>Autumn 2</p>	<p>Perfect pizzas</p> 	<p>Children explore different breads, toppings, leading them to design their own pizza</p>	<p>Children make their own original pizza</p>	<p>Year 1 – Design Designing packaging for their pizzas</p> <p>Make Preparing food safely and hygienically Chopping safely using the bridge grip</p> <p>Evaluate Conducting product research Evaluating a design</p> <p>Technical knowledge Understanding how food grows Knowing the food groups Understanding what makes a balanced diet</p> <p>Year 2- (as above)</p> <p>Design Designing packaging for their pizzas</p> <p>Make Safely preparing food Following a recipe</p> <p>Evaluate Tasting and evaluating their pizzas</p> <p>Technical knowledge Knowing what foods are in season and when</p> <p>Understanding the benefits of foods by their</p>

					food type
	Spring 1	Making Vehicles 	Children learn about a variety of vehicles. They learn about wheels, axles and chassis before designing their own moving vehicle.	Children create their own moving vehicle.	Year 1 – Design Designing for others Designing mechanisms Make Assembling accurately Creating different movements (up, down, along and around) Adapting Mechanisms Measuring and cutting accurately Following a design brief Working to scale Identifying materials commonly used for wheels Evaluate Testing a finished product Researching and testing mechanisms Technical knowledge Understanding what a mechanism is Understanding how to create different movement Understanding how an axle works Year 2 – (As above) Design Creating and using design criteria, generating ideas Planning for design and manufacture Designing mechanisms Make Cutting and assembling accurately Selecting appropriate equipment and materials Measuring and cutting accurately, working to scale and following a design brief Evaluate

					<p>Carrying out primary research and applying to design Testing and adapting mechanisms Researching mechanisms</p> <p>Technical knowledge Learning mechanical components Identifying input and output Understanding how an axle works Know materials commonly used for wheels</p>
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Music

	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1	Great Fire of London – Events beyond living memory. Remembrance Day.	No Place Like Home – Our locality	Toys	Family Album – 4 Countries (Link to RE)	Going to the Seaside – Changes within living memory (Hist)	Animal Kingdom – Hot and Cold places
	London's Burning nursery rhyme		<p>Music which brings toys to life</p> <ul style="list-style-type: none"> • The Nutcracker - Tchaikovsky • The Toy Symphony – Mozart • Coppelia – Delibes 	<p>Music which tells bible stories</p> <ul style="list-style-type: none"> • Joseph and the Amazing Technicolor Dreamcoat 	<p>Music inspired by the sea</p> <ul style="list-style-type: none"> • sea shanties • Adagio of Spartacus • The 'Onedin Line' theme • Horn Pipe from Fantasia • What shall 	<p>African music</p> <ul style="list-style-type: none"> • Songs from Africa • Instruments from Africa • The Lion King musical

					we do with the drunken sailor?	
	A fairy tale– compositions for traditional tales: Use a fairy tale e.g. Rapunzel (where a Prince rescues his Princess from a tower). Add sound effects to the story. The prince could be represented by a sound etc.	Using everyday objects to create music To compose a piece of music using objects that are rubbish/ been recycled. Children could make their own instruments for the composition.	Pinocchio Read the story and add sound effects to the book. Characters could each have different musical themes etc. A musical score could be written under the text	Compose music for Easter story <ul style="list-style-type: none"> • Compose music for the Easter story and other bible stories 	A voyage at sea Add music to a poem about the sea Create a composition about a 'voyage at sea' Create 'call and response' music to be used on a ship	Musical theatre <ul style="list-style-type: none"> • Using the Lion King theme, compose a piece of music about an African animal
	Florence Nightingale and Mary Seacole – significant individuals	Food and Farming – Our local area	Transport – Changes within living memory, how we have changed	Explorers – non-European country	Castles – Significant individuals, Queens and Royals	Seaside – location (Geog)
Cycle 2	Music inspired by war <ul style="list-style-type: none"> • It's a long way to Tipperary • Pack up your troubles • War of the worlds 	Music to help you work <ul style="list-style-type: none"> • Hop picking songs • I've got a brand new combine harvester • Country dancing • Folk songs • Country life (round from Flying a round book) 	Music inspired by Transport <ul style="list-style-type: none"> • Body percussion – making sounds of vehicles 	Music from a non-European country	Music from the Baroque period Bach Scarlatti Focus on harpsichord music	Music inspired by travelling at sea <ul style="list-style-type: none"> • Listen to under the sea by Disney's 'A little mermaid'

<http://www.bbc.co.uk/programmes/articles/2bL2NL6Cwlsj2Cs4BXkvg9X/music>

BBC school Radio

<https://www.classicsforkids.com/>

Key-Stage 2

Cycle 1 Bramley (Yrs 3 and 4)

Term	Themes	Science	RE	DT	Art	History	Geography	Computing	Music	PE
Autumn 1	The Natural World	Rocks	People of God What is it like to follow God?	Bird Feeders	Mediums The Seven Natural Wonders of the World		The Natural World	Key Skills / multimedia	Flute Compositions inspired by photos of nature/poetry	Tennis Swimming
Autumn 2		Animals including humans – keeping healthy	Sikhism What is important for Sikh people?	All weather shelters	Photography Evidence of the seasons			Multimedia/online research	Flute	Gymnastics Swimming
Spring 1	Local History	Light and dark	Incarnation What is the Trinity?		Drawing Perspective and viewpoints Lowry	Local History		Programming Scratch	Flute	Dance Swimming
Spring 2		Forces and Magnets	Salvation Why do Christians call the day Jesus died 'Good Friday'?		Photography Evidence of the seasons Painting Colour Pop Art – Andy Warhol			Programming Scratch	Flute	Tag Rugby Swimming
Summer 1	People of the World (The Mayans)	Plants	Kingdom of God When Jesus left, what was the impact of Pentecost?	Cooking from around the world	Painting Aboriginal paintings Photography Evidence of the seasons		People of the World	Databases	Flute Listen to tradition music from around the world – feelings and emotions	Athletics Swimming
Summer 2		Plants	Sikhism How do Sikh people worship		Textiles Mayan weaving			Databases	Flute	Rounders Swimming

			and celebrate?		3D work Mayan paper mache masks				
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Cycle 2 - Bramley

Term	Themes	Science	RE	DT	Art	History	Geography	Computing	Music	PE
Autumn 1	Victorians	Electricity	Creation What do Christians learn from the creation story?	Kites		Victorians		Key Skills / online safety	Flute Composing – railway journeys	Tennis Swimming
Autumn 2		States of Matter	Incarnation What is the Trinity? (Digging Deeper)		Printing William Morris			Multimedia/ online research	Flute	Gymnastics Swimming
Spring 1	United Kingdom and Local Area	Sound	Gospel What kind of world did Jesus want?		Collage David Hockney		United Kingdom and Local Area	Programming Scratch	Flute Jerusalem (1916) by Parry	Dance Swimming
Spring 2		Living things and their habitats	Salvation Why do Christians call the day Jesus died 'Good Friday'? (Digging Deeper)	Cooking	3D work Jill Townsley			Programming Scratch	Flute	Hockey Swimming
Summer 1	Early Civilisations (Iron Age and Stone Age)	Humans and animals	Hinduism What does it mean to be a Hindu in Britain today?		Painting Cave paintings	Early Civilisations (Iron Age and Stone Age)		Data – questionnaires	Flute	Athletics Swimming
Summer 2			Why do some people think that life is a journey and what significant experiences mark this?	Textiles Money Containers				Data-questionnaires	Flute	Cricket Swimming

People of the World (Mayans)

- Locate the world's countries using maps, concentrating on their environmental region, key physical and human characteristics, countries and major cities

Vocabulary

Culture, traditions, beliefs, population, continent, native, settlement, community
Mayans (monument, temple, pyramid, priest, warrior, codices, calendar, stelae, cacao beans)

Locational Knowledge

- Recognise that people have differing qualities of life living in different locations and environments
- Locate and label different countries/continents in the northern and southern hemisphere

Place Knowledge

- Understand why there are similarities and differences between places
- Develop an awareness of how places relate to each other

Human and Physical Geography

- Describe and understand key aspects of human geography, including: types of settlement and land use

Geographical skills and field work

- Analyse evidence and draw conclusions – make comparisons between locations using aerial photos/pictures such as populations, temperatures etc.
- Recognise that different people hold different views about an issue and begin to understand some of the reasons why
- Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features

Collier Street Curriculum

Globalisation and Interdependence – Global connections between peoples and countries

Self-awareness and Reflection- Understand impact of prejudice and discrimination

Identify and diversity – Diversity of cultures and societies within and beyond own experience

Contributions of different cultures to our lives
Nature of prejudice, racism and sexism and ways to combat these

British Values

Mutual respect and tolerance of those with different faiths and belief

Local History

Chronology

- Place the time studied on a time line (Hop picking, events/changes in Maidstone/St Margaret's

History - a non-European society that provides contrast with British history - Mayan civilisation c. AD 900

- Use terms related to the period and begin to date events

Range and Depth of Historical Knowledge

- Find out about everyday lives of people in time studied
- Identify reasons for and results in people's actions
- Use evidence to reconstruct life in time studied
- Identify key features and events of time studied
- Look for links and effects in the time studied
- Offer a reasonable explanation for some events
- Compare with our life today

Vocabulary

Local, county, village, regional, locality, heritage, trade, hop picking, chronological order, sources, industry

Collier Street Curriculum

Globalisation and Interdependence – Understand how local actions affect the wider world

Interpretations of History

- Identify and give reasons for different ways in which the past is represented
- Distinguish between and begin to evaluate the usefulness of different sources – compare different versions of the same story
- Look at representations of the period, museum, cartoons, news reports etc.
- Look at the evidence available
- Use of text books and historical knowledge

Historic Enquiry

- Use a range of sources to find out about a period
- Observe small details – artefacts, pictures
- Use evidence to build up a picture of the past
- Ask a variety of questions
- Select and record information relevant to the study

Geography

- Analyse evidence and draw conclusions – make comparisons between maps including changes in land use and population

Local Area and United Kingdom

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Locational Knowledge

- Demonstrate knowledge of features about places around them
- Know how the locality is set within a wider geographical context
- Identify where countries are within the UK and the key topographical features
- Name and locate the cities of the UK focusing on Kent
- Recognise that people have differing qualities of life living in different locations and environments

Place Knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a different regions of the United Kingdom,

Human and Physical Geography

- Identify and describe human and physical features of UK regions, cities and the locality
- Understand the effect of landscape features on the development of a locality
- Describe how people have been affected by changes in the environment
- Explain about weather conditions/patterns around the UK

Geographical skills and field work

- Use 4 compass points confidently and begin to use 8 compass points
- Use letter/no. co-ordinates to locate features on a map confidently
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Vocabulary

Britain, Briton, British, Maidstone, Collier Street, local area, north, south, east, west

Physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, season, weather)

Human features (city, town, village, factory, farm, house, office, harbour, shop)

Collier Street Curriculum

Globalisation and Interdependence – How local actions affect the wider world

Concern for the Environment – Seasonal produce

-Sense of responsibility and use of the resources

-Commitment to taking action to protect and improve the environment; quality of life for people locally and globally

Self-awareness and Reflection- Identify connections between personal decisions and issues affecting people locally and globally

-Empathise with people in local and more distant context

Identify and diversity – Diversity of cultures and societies within and beyond own experience

Contributions of different cultures to our lives

British Values

Democracy, Rule of law, Individual liberty and Mutual respect and tolerance of those with different faiths and beliefs

Victorians

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Changing power of monarchs and the first railways)

Chronology

- Place the time studied on a time line
- Place events from period studied on a time line
- Use terms related to the period and begin to date events

Range and Depth of Historical Knowledge

- Find out about everyday lives of people in the time studied and how this changed during the period
- Compare with our life today
- Study change through the lives of significant individuals (Queen Victoria/Barnardo)
- Offer a reasonable explanation for some events
- Make links between changes and the resulting effect

Interpretations of History

- Understand the difference between primary and secondary sources
- Identify and give reasons for different ways in which the past is represented
- Distinguish between different sources and evaluate their usefulness

Historic Enquiry

- Use a range of sources to find out about a period/use evidence to build up a picture a past event
- Use the library and internet for research
- Observe small details – artefacts and pictures
- Ask and answer a variety of questions
- Choose relevant material to present a picture of one aspect of life in time past

Vocabulary

Workhouse, poverty, factory, Queen Victoria, railways, industrial, reign, servant, maid, cane, orphan, Charles Dickens, peg doll

Collier Street Curriculum

Critical and Creative Thinking – Imagine alternative possibilities and suggest new ideas to solve problems
Give evidence for an argument, assess different viewpoints and present counter-arguments

Globalisation and Interdependence– Global connections between people and countries (trade and communication)

Concern for the Environment –

Self awareness and Reflection- Explore reasons for negative feelings towards others and in new or difficult situations

Understand impact of prejudice and discrimination

Identify and diversity – Nature of prejudice, racism and sexism and ways to combat these

British Values

Democracy, Rule of law and Individual liberty

Early Civilisations – Iron Age and Stone Age

- Late Neolithic hunter-gathers and early farmers, for example, Skara Brae
 - Bronze Age religion, technology and travel (Stonehenge)
 - Iron Age hill forts: tribal kingdoms, farming, art and culture

Chronology

- Place events from period studied on a timeline
- Use terms related to the period and begin to date events
- Understand more complex terms (BCE/AD)
- Understand the passing of time

Range and Depth of Historical Knowledge

- Use evidence to reconstruct life in time studied
- Identify key features and events
- Use evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes. Explore changes within this period
- Suggest reasons for why there were differences between periods

Interpretations of History

- Look at the evidence available
- Identify and give reasons for different ways in which the past is represented
- Distinguish between different sources and evaluate their usefulness

Historic Enquiry

- Ask and answer a variety of questions
- Use evidence to build up a picture of the past
- Use the library and internet for research

Vocabulary

Prehistory, hunter-gatherer, nomad, Palaeolithic, Mesolithic, Neolithic, tribe, Neanderthal, Celt, bronze, roundhouse, hill fort, smelting, hunting, hunter

Collier Street Curriculum

Critical and Creative Thinking – Give evidence for an argument, assess different viewpoints and present counter-arguments

Concern for the Environment – Sense of responsibility for the environment and the use of resources

British Values

Democracy and Rule of law

The Natural World

- Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes

Locational Knowledge

- Identify longest rivers in the world, largest deserts, highest mountains. Compare with the UK
- Locate areas of similar environmental regions (climate zones and biomes)

Place Knowledge

- Understand why there are similarities and differences between places
- Develop an awareness of how places relate to each other

Human and Physical Geography

- To identify, describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belts
- Discuss and compare climate zones of the UK and relate this knowledge to the weather in the local area
- Describe how people have been affected by changes in the environment

Geographical skills and field work

- Ask and respond to geographical questions, e.g. describe the landscape. Why is it like this? How is it changing? What do you think it might be like if... continues?
- Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures
- Recognise that different people hold different views about an issue and begin to understand some of the reasons why
- Use fieldwork instruments – rain gauge and thermometer
- Make plans and maps using symbols and keys

Vocabulary

Biomes, climate, vegetation belts, polar, temperate, arid, tropical, Mediterranean, mountain, elevation, summit, active, dormant, extinct, epicentre, shock wave, magnitude, Richter, Mercalli

Collier Street Curriculum

Critical and Creative Thinking – To define and identify fact and opinion

To identify bias and opinion

Globalisation and Interdependence – How local actions affect the wider world

Concern for the Environment – Sense of responsibility for the environment and the use of resources

Commitment to taking action to protect and improve the environment and quality of life for people locally and globally











Self awareness and Reflection- Identify connections between personal decisions and issues affecting people locally and globally





Adapt behaviour to take into account feelings of others





British Values

Democracy, Rule of law and Individual liberty

ART - Bramley



Bramley	Term	Focus	Sketchbook Work	Artist Study	Final Piece	Skill/Progression
Cycle 1	Autumn	Drawing – exploring mediums	The seven natural wonders of the world Aurora Borealis - chalk Victoria Falls – water colour pencils Mount Everest – different grades of pencil Paricutin Volcano - paint Grand Canyon – oil pastels Great Barrier Reef – tissue paper Rio de Janeiro – coloured pencils	      	A representation of each of the 7 Natural Wonders of the World	<ul style="list-style-type: none"> Developing technique to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone. Understanding why they best suit Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. Create textures and patterns with a wide range of drawing implements.
	Spring	Drawing – perspective	<ul style="list-style-type: none"> Identify key features in local area Zentangles Joan Miro inspired drawings Tone scales Perspective drawing of school Sketch/trace example of Lowry 	Lowry  	Using photographs of the local area draw a local scene with accurate perspective	<ul style="list-style-type: none"> Begin to show an awareness of objects having a third dimension and perspective. Developing technique to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone. Draw for a sustained period of time at an appropriate level.
		Painting	Pop Art <ul style="list-style-type: none"> Primary and secondary colours Contrasting colours Self portraits (proportions of face) 	Andy Warhol 	An Andy Warhol style self portrait painting	<ul style="list-style-type: none"> Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Use a sketchbook to record media explorations and

			<ul style="list-style-type: none"> Tracing 			<p>experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <ul style="list-style-type: none"> Start to look at working in the style of a selected artist.
Summer	Painting	<p>Aboriginal art (dot)</p> <ul style="list-style-type: none"> Observe different types of Aboriginal art Discuss subject and techniques Experiment with dot art – cotton buds/end of brush Sketch Australian animals 		Aboriginal dot art of an Australian animal	<ul style="list-style-type: none"> Confidently create different effects and textures with paint according to what they need for the task. Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. 	
	Textiles (weaving)	<p>Mayan Weaving</p> <p>https://www.artbarblog.com/weaving-kids/</p> <ul style="list-style-type: none"> Paper weaving 		Mayan inspired mini woven wall hanging	<ul style="list-style-type: none"> Use a variety of techniques including weaving Weaves paper, progressing from one to two colours To use contrasting colours when weaving. 	
	3D work (Masks)	<p>Mayan paper mache masks</p> <ul style="list-style-type: none"> Compare a range of examples Plan own mask – sketch and colour Paper mache around a balloon ensuring key features clear (nose, eyes etc.) 		Paper Mache Mayan mask	<ul style="list-style-type: none"> Shows an awareness of texture, form and shape by recreating an imagine in 3D form Look at 3D work from different cultures Make a simple paper mache object. 	
Each term	Photography	<p>Changes in the season</p> <p>Draw key signs of each season</p>		A collection of photographs to represent each season	<ul style="list-style-type: none"> Develop an awareness of scale, perspective, movement and colour in photography Experiences the effect of light and magnification 	


Bramley	Term	Focus	Sketchbook Work	Artist Study	Final Piece	Skill/Progression
Cycle 2	Autumn	Printing	<ul style="list-style-type: none"> Look at a range of examples of Morris' wallpaper and discuss. Compare and analyse examples (themes, colour) Sketching/ photographing nature Design / create printing block and create repeating pattern Explore colour 	William Morris 	William Morris inspired wall paper	<ul style="list-style-type: none"> Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. To explore pattern and shape, creating designs for printing. Demonstrate experience in 3 colour printing.
	Spring	Painting	<ul style="list-style-type: none"> Create colour scales Explore and annotate example of Hockney's work Draw the outline of a landscape focusing on perspective, size and scale Use colour in the style of Hockney – creating texture and using a range of one colour 	David Hockney 	A painted landscape	<ul style="list-style-type: none"> Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process.
		3D work	<ul style="list-style-type: none"> Analyse sculptures – what do they represent? Shapes? Materials? Sketch own sculptures inspired by artist Use a range of materials to make sculptures – what do they represent (Themes – friendship, family, important places) 	Jill Townsley  Eva Rothschild 	Spoon and elastic band sculpture Marshmallow and cocktail stick sculpture	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products in the context of making sculptures with unusual materials. To learn about the work of a range of artists, craft makers and designers, making links to their own work, in the context of learning about the artist Jill Townsley and Eva Rothschild.



	Summer	Painting	<ul style="list-style-type: none"> Tearing paper into shapes of stones Colour mixing – shades of blue or orange Using sticks and neutral coloured paints, paint stone age animals Using charcoal sketch animals 	 	<p>Stone Age and Iron Age style Cave paintings</p> <p>Stonehenge Silhouette</p>	<ul style="list-style-type: none"> Use a developed colour vocabulary. Plan and create different effects and textures with paint according to what they need for the task. Use a range of medias
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Design Technology - Bramley

Bramley	Term	Focus	Structure of work	Final Piece	Skill/Progression
Cycle 1	Autumn	Bird feeders	<p>Explore existing birdfeeders including those made from recycled products</p> <p>Look at range of materials available</p> <p>Design and annotate</p> <p>Make and evaluate</p> <p>Hang around the school site</p>		<ul style="list-style-type: none"> Describe the purpose of the product Develop own design criteria and use these to inform their ideas Generate realistic ideas, focusing on the needs of the user Make design decisions that take account of the availability of resources Identify the strengths and areas for development in their ideas and products Refer to their design criteria as they design and make Use design criteria to evaluate their completed products Evaluate existing products – materials, methods of construction, purpose, designs, recyclable or not
		All weather shelters	<p>Look at a range of different shelters</p> <p>What makes a good shelter?</p> <p>Discuss materials, shape and structure</p> <p>Plan, review and build</p> <p>Test – rain, wind and earthquake</p>		<ul style="list-style-type: none"> Order the main stages of making a product Describe the purpose of their products Explain how particular parts of their products work Use annotated sketches and exploded diagrams to develop and communicate their ideas Assemble, join and combine materials and components with some accuracy Identify the strengths and areas for development in ideas and product Refer to design criteria as they design and make Use design criteria to evaluate their completed product
	Summer	Cooking from around			

		the world (Canada, Australia, Indonesia, Mexico and Kenya)			the UK, Europe and the wider world <ul style="list-style-type: none"> • Prepare and cook a variety of savoury dishes included where appropriate, the use of a heat source • Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking • Understand that a healthy diet is made up of a variety and balance of different food and drink, as depicted in The Eat Well Plate • Understand that in order to be active and healthy, food and drink are needed to provide energy for the body
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Bramley	Term	Focus	Sketchbook Work	Final Piece	Skill/Progression
Cycle 2	Autumn	Kites	Look at a range of existing products – design, materials, colour, construction Create own criteria Woodwork skills to make the frame Accurate measurements required Make, test and review		<ul style="list-style-type: none"> • Share and clarify ideas through discussion • Use annotated sketches and exploded diagrams to develop and communicate their ideas • Generate realistic ideas, focusing on the needs of the user • Select tools and equipment suitable for the task • Explain their choice of tools and equipment in relation to the skills and techniques they will be using • Order the main stage of making • Follow procedures for safety and hygiene • Measure, mark out, cut and shape materials and components with some accuracy • Assemble, join and combine materials and components with some accuracy • Identify the strengths and areas for development in their ideas and products • Refer to their design criteria as they design and make
	Spring	Cooking Local Area and United Kingdom	What is seasonal? What is grown locally? Traditionally dishes/recipes from Kent/United Kingdom		<ul style="list-style-type: none"> • Follow procedures for safety and hygiene • Understand that food ingredients can be fresh, pre-cooked and processed • To follow procedures for safety and hygiene • Understand where food comes from (grown, reared and caught in the UK, Europe and the wider world) • Prepare and cook a variety of savoury dishes included where appropriate, the use of a heat source • Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking • Understand that a healthy diet is made up of a variety and balance of different food and drink, as depicted in The Eat Well Plate • Understand that in order to be active and healthy, food and drink are needed

					to provide energy for the body
Summer	Money Containers	Evaluate existing product Who is the target user? Design ideas – materials, size, etc. Learning and practise basic sewing skills – running stitch, back stitch and fastenings	 	<ul style="list-style-type: none"> • With growing confidence generate ideas for an item, considering its purpose and the user/s. • Indicate the design features of their products that will appeal to intended users • Gather information about needs and wants of particular individuals and groups • Develop their own design criteria and use these to inform their ideas • Generate realistic ideas, focusing on the needs of the user • Select materials and components suitable for the task • Explain their choice of materials and components according to functional properties and aesthetic qualities • Measure, mark out, cut and shape materials and components with some accuracy • Assemble, join and combine materials and components with some accuracy • Understand that materials have both functional properties and aesthetic qualities • Identify the strengths and areas for development in their ideas and products • Consider the views of others, including intended users, to improve their work • Use their design criteria to evaluate their completed products • Evaluate existing products – materials, methods of construction, purpose, designs, recyclable or not 	

Discovery Class (Year 5 and 6)

CYCLE 1	Ancient Civilisations: Egypt and Greece	Passport to Europe and the Wider World	The Romans
CYCLE 2	The Americas	Early Civilisations - Anglo Saxons/Scots/Vikings	The Changing World

Cycle 1- DISCOVERY

Themes	Science	RE	DT	Art	History	Geography	Computing	Music	PE
Autumn 1	Properties and Changes of Materials (year 5)	God What does it mean if God is loving and holy?	Design a shoe/Greek Sandal		Comparison of Ancient Civilisations - Egypt and Greece		Communicating: Text, Images and Multimedia (Digital media)	1942 Conquest of Paradise by Vangelis	Tag Rugby Netball
Autumn 2	Living Things and Their Habitat (year 5)	Incarnation Was Jesus the Messiah?		Greek Clay Pots				Composition: Greek Gods	Fitness Dance - Grease is the Word
Spring 1	Earth and Space (year 5)	People of God How can following God bring freedom and justice?		European Artists Study		Passport to Europe and the Wider World	Programming and Computational Thinking (Coding)	Composers of Europe	Handball Gymnastics
Spring 2		Salvation What did Jesus do to save human beings?	Design a Moon Buggy					Composition: Compose a piece of music inspired by a European artist's work	OAA Hockey
Summer 1	Animals Including Humans (Year 5)	Judaism Why does Christmas matter to Christians? Nativity <i>Core learning</i>		Roman Mosaics	Roman Britain		Understanding and Sharing Data	Year 5: Compose a piece of music to go with a Roman movie scene	Athletics Cricket
Summer 2	Animals Including Humans (Year 6)	Islam What does it mean to be a Muslim in Britain today?	Cookery					Year 6: Music for end of year production.	Tennis Rounders

Cycle 2- DISCOVERY

Themes	Science	RE	DT	Art	History	Geography	Computing	Music	PE
Autumn 1	Evolution and Inheritance (year 6)	Creation Creation and Science - conflicting or complementary		North and South American Artist Studies		The Americas	Communicating: Text, Images and Multimedia (Digital media)	Musical styles from the Americas	Tag Rugby Basketball
Autumn 2	Light (year 6)	Gospel What would Jesus do?	Totem Poles and dream catchers					Samba drumming composition	Fitness Dance - Mad Hatter's Tea Party
Spring 1	Electricity (year 6)	Islam What does it mean to be a Muslim in Britain today? (part 2)	Electrical toy		Early Civilisations: Anglo Saxons and Scots leading to Viking Invasion		Programming and Computational Thinking (Coding)	Music from Scotland Icelandic Chant	Football Gymnastics
Spring 2	All Living Things (Year 6)	Salvation What difference does the resurrection make for Christians?		Plants and Animals in art				Composing: 'Ymir the Frost Giant'	OAA Hockey
Summer 1	Forces (year 5)	Is it better to express your beliefs in art and architecture or in charity and generosity?		Landscapes		The Changing World	Understanding and Sharing Data	Year 5: 'Landfill Harmonic' - composing music from recycled materials	Athletics Cricket
Summer 2		Kingdom of God What kind of king is Jesus?	Bridges/ Cookery					Year 6: Music for end of year production.	Tennis Rounders

MUSIC – Key-Stage 2

In addition to weekly Music Time delivered across the school, during Years 3 and 4, children receive a 30-minute flute lesson each week.

Year 3

- Caring for the flute
- Putting flute together/away in case with care
- Producing a sound on the flute with headjoint only – blowing across – important to stop playing when directed
- Producing a sound with whole flute (flute makes a lower sound as tubing is longer)
- Holding the flute
- Producing first notes – showing where they are on the music stave.
- Introducing simple notation – crotchet, minim, semibreve, quaver and their relevant rests(silent beats)
- Using flash cards to teach notation and examples in folders
- Importance of phrases – introducing breathing
- Simple time signatures
- Playing with backing tracks – singing, clapping the rhythms
- Keeping a steady beat when performing
- Being capable of producing the following notes with a good sound G A B C
- Playing different rhythms with rhythm cards
- Given the opportunity to perform in a group and solo - gaining confidence in performing

Year 4

- Introducing further notes on the flute with music notation and time signatures
- Listening and repeating rhythmic patterns – singing and clapping
- Duet playing
- Playing with dynamics – loud and soft playing
- Exploring improvisation on flute
- Composition writing ‘story with music’ – to be produced in music notation where possible
- The opportunity to perform in a group and solo gaining musical confidence

Year 5/6

- Introduction of more complex pieces with the emphasis of playing with accuracy and dynamics
- Introducing different tempos and syncopated rhythms
- Playing in complex parts – importance of maintaining their part whilst others are performing other parts
- All groups have the opportunity to perform to each other weekly.
- The children also work towards performing in church services, Music Time and the end of year concert.
- The school also funds enrichment lessons for Years 5/6


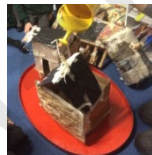
Years 5 and 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1	Comparison of Ancient Civilisations – Egypt and Greece		Europe and the Wider World		Roman Britain	
	<ul style="list-style-type: none"> • 1492 Conquest of paradise by Vangelis (Greek composer) 		Composers from Europe <ul style="list-style-type: none"> • Danse Macabre by Saint-saens (French) • Mozart – Eine Kleine Nachtmusik (German) • Johann Strauss - Radetzky March Op 228 • Haydn (Austria) • Debussy (French) • Bartok (Hungary) – Folk music • Zoltán Kodály (Hungary) – Folk music 		Year 5: Listen to movie music. Compose a piece of music to go with a Roman movie scene. Year 6: Music for end of year production.	
		Greek Gods <u>Greek Gods</u> – compose a piece of music to represent a Greek God		Art and Music – the connection Choose European artists and paintings/sculptures – compose a piece of music		


				inspired by the art/artist.	
Cycle 2	The Americas		Early Civilisations: Anglo Saxons and Scots leading to Viking Invasion		World Environmental Issues
	Music from America <ul style="list-style-type: none"> • Carnival music – Brazil • Latin music • Samba drumming • Scott Joplin – (born in Texas – famous for Ragtime music) 		Music from Scotland <ul style="list-style-type: none"> • Traditional Scottish music • Bagpipe music • Auld Lang Syne • Look at Viking instruments • Icelandic chant 		Year 5: Listen to music pieces made from items that are not obviously musical instruments (stomp). Compose a piece of music created by recycled items.
		Drumming/rhythm <ul style="list-style-type: none"> • Samba drumming composition – focus on rhythm forms 		'Ymir The Frost Giant' <ul style="list-style-type: none"> • Compose a piece to represent this character from Norse mythology. 	Year 6: Music for end of year production.



DESIGN TECHNOLOGY – Key-Stage 2

Bramley – Years 3 and 4

Bramley	Term	Focus	Structure of work	Final Piece	Skill/Progression
Cycle 1	Autumn	Bird feeders	Explore existing birdfeeders including those made from recycled products Look at range of materials available Design and annotate Make and evaluate Hang around the school site		<ul style="list-style-type: none"> Describe the purpose of the product Develop own design criteria and use these to inform their ideas Generate realistic ideas, focusing on the needs of the user Make design decisions that take account of the availability of resources Identify the strengths and areas for development in their ideas and products Refer to their design criteria as they design and make Use design criteria to evaluate their completed products Evaluate existing products – materials, methods of construction, purpose, designs, recyclable or not
		All weather shelters	Look at a range of different shelters What makes a good shelter? Discuss materials, shape and structure Plan, review and build Test – rain, wind and earthquake		<ul style="list-style-type: none"> Order the main stages of making a product Describe the purpose of their products Explain how particular parts of their products work Use annotated sketches and exploded diagrams to develop and communicate their ideas Assemble, join and combine materials and components with some accuracy Identify the strengths and areas for development in ideas and product Refer to design criteria as they design and make Use design criteria to evaluate their completed product
	Summer	Cooking from around the world (Canada, Australia, Indonesia, Mexico and Kenya)			<ul style="list-style-type: none"> To follow procedures for safety and hygiene Understand where food comes from (grown, reared and caught in the UK, Europe and the wider world) Prepare and cook a variety of savoury dishes included where appropriate, the use of a heat source Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking Understand that a healthy diet is made up of a variety and balance of different food and drink, as depicted in The Eat Well Plate

					<ul style="list-style-type: none"> • Understand that in order to be active and healthy, food and drink are needed to provide energy for the body
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Bramley	Term	Focus	Sketchbook Work	Final Piece	Skill/Progression
Cycle 2	Autumn	Kites	Look at a range of existing products – design, materials, colour, construction Create own criteria Woodwork skills to make the frame Accurate measurements required Make, test and review		<ul style="list-style-type: none"> • Share and clarify ideas through discussion • Use annotated sketches and exploded diagrams to develop and communicate their ideas • Generate realistic ideas, focusing on the needs of the user • Select tools and equipment suitable for the task • Explain their choice of tools and equipment in relation to the skills and techniques they will be using • Order the main stage of making • Follow procedures for safety and hygiene • Measure, mark out, cut and shape materials and components with some accuracy • Assemble, join and combine materials and components with some accuracy • Identify the strengths and areas for development in their ideas and products • Refer to their design criteria as they design and make

	Spring	Cooking Local Area and United Kingdom	What is seasonal? What is grown locally? Traditionally dishes/recipes from Kent/United Kingdom		<ul style="list-style-type: none"> • Follow procedures for safety and hygiene • Understand that food ingredients can be fresh, pre-cooked and processed • To follow procedures for safety and hygiene • Understand where food comes from (grown, reared and caught in the UK, Europe and the wider world) • Prepare and cook a variety of savoury dishes included where appropriate, the use of a heat source • Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking • Understand that a healthy diet is made up of a variety and balance of different food and drink, as depicted in The Eat Well Plate • Understand that in order to be active and healthy, food and drink are needed to provide energy for the body
	Summer	Money Containers	Evaluate existing product Who is the target user? Design ideas – materials, size, etc. Learning and practise basic sewing skills – running stitch, back stitch and fastenings	 	<ul style="list-style-type: none"> • With growing confidence generate ideas for an item, considering its purpose and the user/s. • Indicate the design features of their products that will appeal to intended users • Gather information about needs and wants of particular individuals and groups • Develop their own design criteria and use these to inform their ideas • Generate realistic ideas, focusing on the needs of the user • Select materials and components suitable for the task • Explain their choice of materials and components according to functional properties and aesthetic qualities • Measure, mark out, cut and shape materials and components with some accuracy • Assemble, join and combine materials and components with some accuracy • Understand that materials have both functional properties and aesthetic qualities • Identify the strengths and areas for development in their ideas and products • Consider the views of others, including intended users, to improve their work • Use their design criteria to evaluate their completed products • Evaluate existing products – materials, methods of construction, purpose, designs, recyclable or not

Discovery - Year 5 and 6

Discovery Class	Term	Curriculum Link	Focus	Sketch Book Work	Final Piece	Skills Progression
Cycle 1	Autumn 1	Topic -Comparison of Ancient Civilisations - Egypt and Greece	Design a shoe	Research Design Prototype in paper/ sewing techniques developed Evaluate	Greek sandal	5.4 Use his/ her research into existing products and his/ her market research to inform the design of his/her own innovative product.
	Spring 2	Science – Earth and Space	Moon Buggy	Design brief to make a moon buggy that could carry 3 moon rocks (rubbers). Research Investigate different types of circuit, axle, chassis and pulley. Design Crumble	Race the moon buggies and their rocks at the end to see which the champion was. Which travels fastest and in the straightest line?	5.6 Make careful and precise measurements so that joints, holes and openings are in exactly the right place. 6.10 Apply his/ her understanding of computing to program, monitor and control his/her product.
	Summer 2	Romans	Cookery	Research the main food groups. Consider how different foods modelled in their food group research is produced.	Make and design Roman bread.	5.1 Understand the main food groups and the different nutrients that are important for health. 5.2 Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable/ tasty to eat. 5.3 Select appropriate ingredients and use a wide range of techniques to combine them.

		Year 6 Pizza Lunch Activity	Healthy Eating	Consider different food groups and how these are shown across various different meals.	Produce a pizza that has balanced and healthy toppings.	<p>6.1 Confidently plan a series of meals based on the principals of a healthy and varied diet.</p> <p>6.2 Use information on food labels to inform choices.</p> <p>6.3 Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills.</p>
Discovery Class						
Cycle 2	Autumn 2	The Americas	Totem Pole and Dreamcatchers	Research Design Create Evaluate Final product	Totem pole made from cardboard. Dream catcher made from paper and string. Both have a historical design focus.	5.9 Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable.
	Spring 1		Electrical Toy	Research Design Prototype (does my design work?) Evaluate Finish product	A toy that uses an electrical circuit.	5.10 Understand how to use more complex mechanical and electrical systems.
	Summer 2	The Changing World (Considering architects from around the world – globalisation)	Bridge Building	Research bridges from around the world. Consider their shapes and what they are made from. -Make a bridge from paper using ideas from research. -Design own bridge that will be made from wooden lolly sticks.	A bridge made out of wooden lolly sticks that can hold the most weight over a set distance between a set gap.	<p>6.4 Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products.</p> <p>6.8 Use his/ her knowledge of famous designs to further explain the effectiveness of existing products and products he/she may have made.</p>

		Year 6 Pizza Lunch Activity	Healthy Eating	Consider different food groups and how these are shown across various different meals.	Produce a pizza that has balanced and healthy toppings.	<p>6.1 Confidently plan a series of meals based on the principals of a healthy and varied diet.</p> <p>6.2 Use information on food labels to inform choices.</p> <p>6.3 Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills.</p>
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Skills to be developed through all topics:

5.5 Create prototypes to show his/ her ideas

5.7 Produce step by step plans to guide his/ her making, demonstrating he/she can apply his/ her knowledge of different materials, tools and techniques.

5.8 Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work.

6.5 Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.

6.6 Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities

6.7 Use technical knowledge accurate skills to problem solve during the making process.

6.9 Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately

Kent Agreed Syllabus incorporating Understanding Christianity (for Kent VC schools)

Black = Understanding Christianity units

Red = RE Today units of work

Blue = Diocesan units of work

Green = other

	AUTUMN		SPRING		SUMMER	
Reception	CREATION Why is the word 'God' so important to Christians?	INCARNATION Why do Christians perform Nativity plays at Christmas?	What do Christians believe is special about Jesus and the message that he brings?	SALVATION Why do Christians put a cross in an Easter garden?	What can we learn from Old Testament stories?	What stories are told by and about people of different faiths and beliefs? with support from RE Today unit
Year 1	GOD What do Christians believe that God is like?	INCARNATION Why does Christmas matter to Christians? <i>CORE LEARNING</i>	GOSPEL What is the good news that Jesus brings? <i>CORE LEARNING</i>	SALVATION Why does Easter matter to Christians? <i>CORE LEARNING</i>	JUDAISM Who is Jewish and what do they believe?	JUDAISM Who is Jewish and what do they believe?
Year 2	CREATION Who made the world?	INCARNATION Why does Christmas matter to Christians? <i>DIGGING DEEPER</i>	GOSPEL What is the good news that Jesus brings? <i>DIGGING DEEPER</i>	SALVATION Why does Easter matter to Christians? <i>DIGGING DEEPER</i>	ISLAM Who is a Muslim and what do they believe?	ISLAM Who is a Muslim and what do they believe? OR <i>SCHOOL DESIGNED UNIT: A FAITH FOUND WITHIN YOUR LOCAL COMMUNITY</i>
Year 3	PEOPLE OF GOD What is it like to follow God?	SIKHISM What is important for Sikh people? CHRISTMAS	INCARNATION What is the Trinity? <i>CORE LEARNING</i>	SALVATION Why do Christians call the day Jesus died 'Good	KINGDOM OF GOD When Jesus left, what was the impact of	SIKHISM How do Sikh people worship and celebrate?

		theme 2 lessons		Friday'? CORE LEARNING	Pentecost?	
Year 4	CREATION What do Christians learn from the Creation story?	INCARNATION What is the Trinity? <i>DIGGING DEEPER</i>	GOSPEL What kind of a world did Jesus want?	SALVATION Why do Christians call the day Jesus died 'Good Friday'? <i>DIGGING DEEPER</i>	HINDUISM What does it mean to be a Hindu in Britain today?	Why do some people think that life is a journey and what significant experiences mark this? <i>See updated plan</i>
Year 5	GOD What does it mean if God is loving and holy?	INCARNATION Was Jesus the Messiah? CORE LEARNING	PEOPLE OF GOD How can following God bring freedom and justice?	SALVATION What did Jesus do to save human beings?	JUDAISM What does it mean to be Jewish in Britain today?	ISLAM What does it mean to be a Muslim in Britain today? (Part 1) <i>See separate guidance*</i>
Year 6	CREATION Creation and science: conflicting or complementary? in the wider context of 'Big Questions'	GOSPEL What would Jesus do? CHRISTMAS theme 2 lessons	ISLAM What does it mean to be a Muslim in Britain today? (Part 2) <i>See separate guidance*</i>	SALVATION What difference does the resurrection make for Christians?	Is it better to express your beliefs in arts and architecture or in charity and generosity?	KINGDOM OF GOD What kind of king is Jesus?

*Amended guidance for years 5 and 6

The RE today unit; 'Is it better to express your beliefs in arts and architecture or in charity and generosity?' relies heavily on the children having a deep understanding of the Muslim faith and the Mosque. Therefore this unit must come after both Islam units in the overview. Please see Muslim planning guidance document for support in how to split this unit across two year groups.