

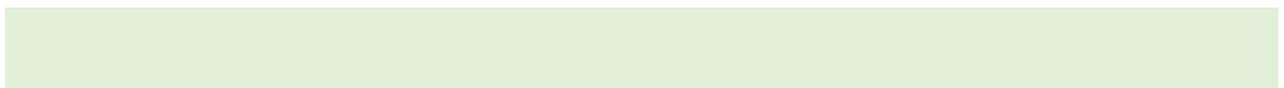
Bigland Green



Curriculum

**an outline of learning with progression of skills, and tools for
informative assessments**

This document belongs to:



A **rationale** underpinning the Bigland Green Curriculum

At Bigland Green, we believe that it is important to make learning meaningful, challenging and memorable for children and so working within topics enables our pupils to make connections and link subjects within a context. Teaching through a context for learning encourages the planning of rich experiences that inspire and bring joy and wonder to teaching and learning. We believe that children draw from these rich experiences and this is reflected in their learning.

The Bigland Green Curriculum shows the organisation of topics within the 'foundation' subjects of the National Curriculum into a 'Curriculum Map' across Year groups. It works in conjunction with the English, mathematics, and foundation subjects termly plans to support teachers' planning.

This Curriculum Document includes:

1. Planning flowchart
2. Curriculum overview maps (contexts for learning)
3. An overview for English (developed by Bigland Green using the National Curriculum)
4. Common language for English
5. Key performance indicators (KPIs) for reading, writing, mathematics and science
6. Progression of skills for foundation subjects
7. Planning format for each subject

Pupils are taught in sets for English and mathematics. Teachers meet to plan with their Year group partners (the teacher of the parallel class) on a weekly basis. During these sessions they evaluate the previous week's teaching and learning using on-going assessments of each pupil's progress, and plan for the coming week. Planning is informed by evaluation. Mathematics and English plans are created each week and the Year group's half-termly plans are reviewed and updated each week. An example of each plan is available. The planning flow chart on page 3 shows how each part of the curriculum document contributes to planning.

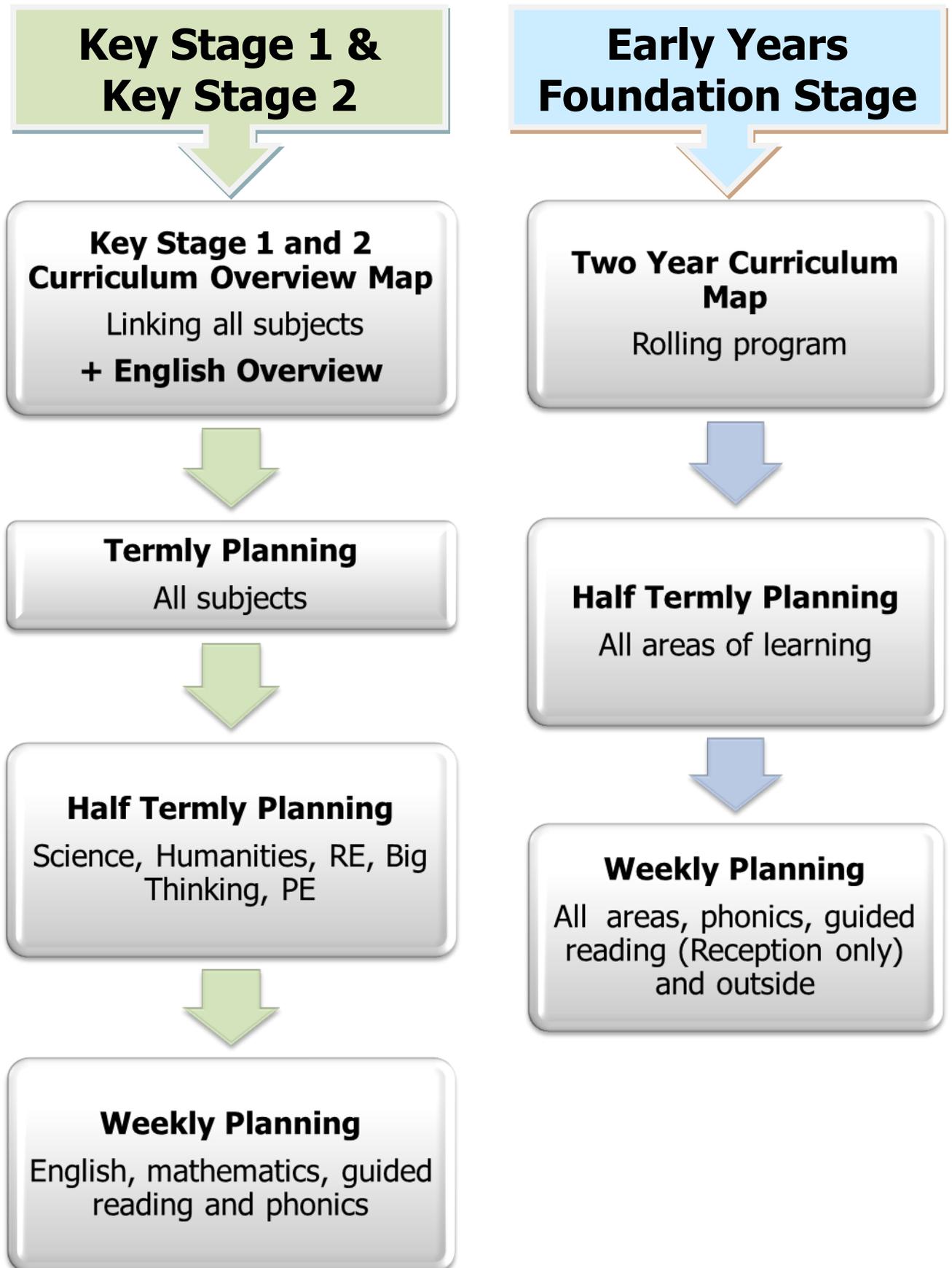
Three key principles underpin the teaching approach at Bigland Green. Firstly, there are planned opportunities to study and learn about the *Fundamental British Values*, which are known as the **Big Values**, preparing pupils to contribute to the British society now and in the future. The values include understanding democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Secondly, Bigland Green is a *Philosophy 4 Children* school and our pupils are **Big Thinkers**. This approach underpins all aspects of planning and teaching and pupils are challenged to ask big questions about what they are learning. Finally, the **Learning Mission** is the bedrock from which all teaching and learning stems.

Through these processes, the school offers its pupils a broad and balanced curriculum that provides rigor and structure for progression within subjects, while also remaining flexible and responsive to individual and group attainment and need. It is also flexible to allow teachers to express their own creativity in teaching. How the curriculum will be interpreted and made irresistible in everyday teaching is the craft of the teacher.

"The purpose of curriculum is to build the architecture of long term memory."
Dylan William

Bigland Green Primary School, July 2017

1. Planning Flowchart



Curriculum overview map for **Nursery & Reception**

Cycle 1 2016/17	Theme with Key Area of Learning	Recommended Books incl Power of Reading Books	Mathematics CLPE books	Philosophy ideas (see Donna)	Possible Visits Seasons, Weather, birthdays on going
Autumn 1	Once upon a story (PSED, C&L, Reading)	N – Rec-	Goldilocks and the three bears – Lucy cousins		Big Draw Rec Mudchute
Autumn 2	Homes and buildings (SSM, P&C,	3 Little Pigs, A squash and a squeeze Julia Donaldson, A new house for mouse – Petr Horacek, Let's Build A House: A book about buildings and materials (Wonderwise) by Mick Manning How a House Is Built by Gail Gibbons The Owl and The Star, The Nativity, The First Christmas	Big – Tim Hopgood		Local walk Winter Festival Christmas
Spring 1	What shall we eat? (PD, Tech, TW, SSM)	The Gigantic Turnip by Alexsei Tolstoy Biscuit Bear by Mini Grey Little Red Hen The Gigagantic Turnip Handa's Surprise by Eileen Browne I will not ever eat a tomato by Lauren Child The old woman & the red pumpkin by Betsy Bang; Mr Bitter's Butter; Handa's surprise	The High Street by Alice Melvin 10 Fat Sausages The shopping Basket – John Burningham		Local shopping Bank to come in Internet Safety Day World Book Day
Spring 2	Where shall we go? (Transport/Journeys) (TW, Tech,)	Naughty Bus by Jan & Jerry Oke The Train Ride by June Crebbin We're going on a Bear hunt – Michael Rosen Little Red Riding Hood	5 little men 10 fat sausages Is there room on the bus? by Helen Piers & Hannah Giffard Naughty Bus by Jan and Jerry Oke		DLR Tower Gateway, boat to Greenwich, DLR home. Local journeys Cutty Sark O2 – cable car/airport Planetarium Greenwich Spring Concert Easter

Summer 1&2	Sand & Water (plants and Flowers) (TW,	Billy's Bucket by Kes Gray Surprising sharks by Nicola Davies Hooray for Fish by Lucy Cousins What is it like now...at the seaside? Rainbow Fish	Hooray for Fish! Lucy Cousins	Rainbow Fish	Cutty Sark Sports Day Moving up week Can Help
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Cycle 2 2017/18	Topics	Pof R & Recommended books in school	Mathematics books CLPE	Philosophy ideas	Possible trips
Autumn 1	Once upon a Story (PSED, C&L, Reading)	N – 3 Billy Goats Gruff 3 Little Pigs, Goldilocks Rec Rumpelstiltskin, Goldilocks			
Autumn 2	Treasure (PSED, P&C,)	Kipper's Birthday Can you see Sassoon? Sam Usher Paper Dolls Julia Donaldson Percy the Park Keeper Billy's Bucket (if not used for Sand & Water.) Pirate Feast Mrs Pirate Captain Beastlies Pirate Party The owl & the star The Nativity The First Christmas Here's a little poem			Bank to come in
Spring 1	Changes (PSED, PD, P&C, TW) Myself, Growth, materials	The Bog Baby by Jeanne Willis So Much by Trish Cooke Knuffle Bunny by Mo Willems Owl Babies by Martin Waddell Happy Birthday Maisie by Lucy Cousins Ugly Duckling Call me beautiful	Socks by Nick Sharratt & Elizabeth Lindsay 10 little fingers – 10 little fingers, 10 little toes – Mem Fox and Helen Oxenbury		

		Stanley's Stick All about us – A collection of Rhymes Big Tim Hopgood			
Spring 2	Plants & Flowers (P&C)	Jack and the beanstalk Jasper's Beanstalk Poems – I am a rose, Recipe for Green I looked through my window The Tiny Seed			
Summer 1&2	Animals (TW P&C)	The Gruffalo by Julia Donaldson A new house for mouse Petr Horacek Walking through the jungle Julie Lacombe The Leopard's Drum Jessica Souhami Tank Tanka Skunk Steve Webb What the ladybird heard Julia Donaldson Brown Bear Brown Bear – Eric Carle Here's a little Poem The Very Hungry Caterpillar –Eric Carle Yucky Worms Aargh spider Dear Zoo	5 little Ducks 5 speckled frogs 10 little monkeys The ants went marching The great pet sale – Mick Inkpen How many monsters? Mara Van der Meer		Mudchute farm Stepney City Farm Insect Lore – caterpillars Sports Day Moving up week Can Help

- **Recommended books:** The Orchard book of Nursery Stories by Sophie Windham My Very First Mother Goose by Iona Opie Here's a little poem – a very first book of poetry
- **Other visit possibilities:** Victoria and Albert Museum; Museum of London; Tate Modern
- **2015-16 Books used** not fitting into plan; My mum and Dad make me laugh; Good Little Wolf; Three Friends Together
- **2014-15 Books used** not fitting into plan; You Choose; Anna Hibiscus

Curriculum overview map for **Year 1**

Year 1	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 7 weeks	Summer 1 5 weeks	Summer 2 6 weeks
Topic	Who am I?		Let's celebrate!		Growing and Changing	
Possible trips	Art Gallery	Discovery Centre Stratford	Different religious buildings Party/Entertainer	Visit to the circus (Zippo Circus) Circus arts trainer	Stepney City Farm Mudchute Farm Chicks in school	Soannes Centre Bug Hotels School garden
Big Values & Big Thinking	Mutual respect and tolerance of everyone: why do we treat all people the same? Why is difference good?		Democracy: What should be our class trip this term?		Individual liberty: why do we need to protect the environment? Why is everyone not my friend?	
English	Traditional tales and Fairy tales Labels and captions Beegu (PoR) My nose your nose Goldilocks and the three bears	Stories with Familiar Settings and Recounts Where's my teddy?*	Stories with Predictable Patterns and Instructions Where the Wild Things Are (PoR) The Lonely Beast (PoR)	Poetry and Recounts If I ran the circus Claude at the circus	Information Texts and Stories with Familiar Settings Bees and wasps Arabella's Caterpillar Hungry Caterpillar The Emperor's Egg (PoR) The enormous turnip	Information Texts and Poetry Non-Fiction books about Farms or Chicken lifecycle Poetry – Rumble in the jungle (animal poems) Puffin Book of fantastic Poems (PoR) Poems to Perform (PoR)

Mathematics	Numbers within 10 (3 weeks) Addition and Subtraction within 10 (3 weeks)	Shape and patterns (2 weeks) Numbers to 20(1 weeks) Addition and Subtraction within 20 (2 weeks)	Time (2 weeks) Exploring calculation strategies within 20(1 week) Numbers to 50 (2 weeks)	Adding and Subtracting within 50 (2 weeks) Fractions (1 weeks) Measures: Length and Weight (2 weeks)	Numbers 50 – 100 and beyond (2 weeks) Adding and subtracting within 100 (2 weeks) Money (2 weeks)	Multiplication and Division (2 weeks) Measures: Capacity and Volume (2 weeks)
Computing	Fantastic Tales (DL)	Little Computers & Beebots (IT, DL)	We are All Connected (CS)	Coding – Make an Object Move -JIT (CS)	Walking with Dinosaurs (CS)	App Attack (IT, DL)
Science and Design Technology	Animals including Humans Focus on the human body	Everyday Materials	Seasonal changes	Animals and classificaation	Plants and growing	Light
History/ Geography	Gi1/1.1b name, locate and identify characteristics of the 4 countries in the UK	Hi1/1.1 Changes Within Living Memory	Ge1/1.1a name and locate the world's 7 continents and 5 oceans	Ge1/1.3b use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, etc, and key human features, including: city, town, etc.	Ge1/1.3b use basic geographical vocabulary to refer to\; key physical features, including: beach, cliff, coast, etc, and key human features, including: city, town, etc.	Hi1/1.1 changes within living memory.
Art	(Who am I?) Portraits using range of media	(Toys) Observational drawing and painting, clay and printing	(Let's Celebrate) Pop-up cards, party stationery (coloured pencils) and calico/fabric pen bunting	(Circus) Collage clown faces, drawing circus performers, ready mix paint circus tent, charcoal audience.	(Flowers and insects) Watercolour paint, Georgia O'Keefe inspired oil pastel flower, Louise Bougeois 'Mamon' charcoal/chalk spiders, pipe cleaner	(Farms) Henry Moore inspired sheep drawings, Ito Jakuchu inspired collage of hens, pen and watercolour paint hens.

					flowers and design wrapping paper.	
PE	Gymnastics 1 Dance (All about me)	Dance (Toys) Gymnastics 2	Dance 'celebrations' Gymnastics 3	Circus skills Outdoor games	Ball Skills 2 Athletic skills	Ball Skills 1 Parachute games
Music	(Who am I?) My Senses (listening) – exploring sounds, controlling voices and instruments, listening, copying rhythms, body percussion.	(Toys) Toy Story Rhythms, Listening, reading and performing simple un-tuned rhythms	(Let's Celebrate) Celebration music from around the world. Carnival music	(Circus) Our Circus Band! Performing as a large ensemble. Creating circus soundscapes	(Flowers and insects) Playing and composing simple notation. Mini-beast rhythms. Perform musical accompaniment. Spider rhythms (4 beat and 3 beat patterns).	(Farms) Animal and farm songs. Improve musical memory. Musical games. Instructions through music. High and low pitch.
RE	Holy Books: Words that are special to us		Celebrations that matter : Welcoming a new baby		Who says thank you? How? Thanksgiving in Christian and Hindu life and worship	
Languages						

Curriculum overview map for **Year 2**

Year 2	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 7 weeks	Summer 1 5 weeks	Summer 2 6 weeks
Topic	Our city, London The Great Fire of London		When I Grow Up (Holidays and going to work)		People of the Past People Who Changed Our Lives and Famous British Queens	
Planned trips	Tower of London Transport Museum Airport	Kidzania	National Portrait Gallery	Beach	Buckingham Palace Wallace Collection	Tea party
Big Values & Big Thinking	Rule of law: why do we have a school council? Why does our school have rules? How are these rules decided?		Individual liberty: is the freedom to travel a right enjoyed by everyone?		Democracy: how has the role of King or Queen changed over time? How fair is this system? (Change of law before Prince George's birth)	
English	Explanations and Instructions Paddington This is London	Poetry and Stories with Familiar Settings Oi Get Off Our Train The Journey Home The Way back Home by Oliver Jeffers	Stories with Familiar Settings Grace and Family (PoR) Snail and the whale (PoR)	Recounts and Poetry The Jolly Postman (PoR) Traction man (PoR)	Information and Non-chronological texts Florence Nightingale Mary Seacole Emily Davison Martin Luther King Rosa Parks? Gandhi	Traditional Stories and Recounts The Queen's Knickers Cinderella/Snow White Princess Smartypants Prince Cinders The Worst Princess
Mathematics	Numbers to 100 (2 weeks) Addition and	Addition and Subtraction Word Problems (2 weeks)	Time (2 weeks) Exploring Calculation strategies (2 weeks)	Faces, shapes and patterns; lines and turns (3 weeks)	Multiplication and division (2 weeks) Measures: Capacity	Review and revision

	Subtraction within 2 digit numbers (2 weeks)		Money (2 weeks)	Fractions (2 weeks)	and volume (2 weeks)	
Computing	2Go (CS)	Young Investigators (IT, DL)	Mythical creatures (IT)	Our Local Area (IT, DL)	Animate Life of Person of the Past (CS)	Whatever the Weather (IT)
Science and Design Technology	Uses of everyday materials	Animals inc Humans	Plants	Plants	All Living Things	Consolidation – revision – Super Science – Young MasterChef
History/ Geography	Hi1/1.2 events beyond living memory that are significant	Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the UK	Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Ge1/1.1a name and locate the world's 7 continents and 5 oceans Ge1/1.4c use aerial photographs and plan perspectives; devise a simple map; and use a key	Hi1/1.3 the lives of significant individuals in the past	Ge1/1.4a use world maps, atlases and globes Hi1/1.3 significant historical events, people and places in their own locality.
Art	(Great Fire of London) Contemporary Fire of London woodcuts – Berol paint/charcoal/collage. Observational pen/water colour painting London buildings.	(Transportation) Observational pencil drawings of bicycles, Delaunay inspired abstractions - ready mix paint.	(Holidays) What you ate, took, did on holiday - collage, fabric paint, embroidery	(Jobs) Still life pencil – cleaners' equipment, oil pastel – premises manager's equipment, chalk/charcoal – cooks' equipment, collage – cooks' equipment, photography.	(Ppl who changed the world) Choose Lowry or Hokusai to inspire oil pastel, pipe cleaner models, pencil	Coloured pencil crown designs , paper sculpture crowns, printing.
PE	Gymnastics (MTP)	+Fencing Sports Coach	+Judo Sports Coach	Ball Skills (MTP)	Outdoor games (MTP)	Rugby +Sports coach

Music	(Great Fire of London) Duration and Pitch. Gonna build a house boat, London's burning, London B ridge is falling down, building a house, building site	(Transportation) Performing and composing different tempos and dynamics. Click clack train track, Bluebell railway	(Holidays) Music from popular holiday destinations – Djembe drums rhythms call and response. Create holiday rhythms and use simple notation	Jobs) Musical composers Mozart – twinkle twinkle little star Fishermen – Sea Shanty The folk at our school song Builders – Hard Hat zone	(Ppl who changed the world) Learning and performing styles of music from significant composers and periods. The Gates of Kiev (Mussorgsky), The Journey Home (Greig) La Valse (Ravel).	(Royalty) Perform as a whole-class ensemble 'God Save The Queen' orchestra.
RE	What can we learn from visiting sacred places? (Mosque, Church, Synagogue)		Symbols of faith- why are they important (Christianity and Islam)		What do we celebrate and why? Christian Easter Muslim Eid Al Fitr	
Languages						

Curriculum overview map for **Year 3**

Year 3	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 7 weeks	Summer 1 5 weeks	Summer 2 6 weeks
Topic	Stone Age Prehistoric Britain		Where does our food come from? (Local Industries- International Industries)		Romans in Britain	
Trips and Experiences	Natural History Museum	Science Museum (light) Art Gallery	Cooking school/ Sushi making?	Markets (Watney, Borough)	Zoo Museum of London	Swimming in this term means no trip
Big Values Big Thinking	Democracy: how do we decide who is in charge? Why is it important to work together?		Mutual respect and tolerance: why do we learn about other cultures? How does this change the way we behave towards people who are different from us?		Individual liberty: why is it important for us to be able to make our own choices?	
English	Letters and Narrative How to live like a stone age hunter Stone Age boy	Recounts and Stories with Familiar Settings The Pebble in my Pocket: History of the Earth (PoR) Julius Caesar (in prep for the Shakespeare Festival)	Instructions and Narrative Greedy zebra Gregory Cool (PoR)	Reports and Poetry Information books about where our food comes from. Disgusting digestion Nestful of Stars (Poems set in the Caribbean) (PoR)	Adventure and Mystery Iron Man (PoR)	Information Texts What the Romans did for us Romans on the rampage?
Mathematics	Number sense and reasoning within 100 (3 weeks) Place Value (3 weeks)	Graphs Addition and Subtraction up to 3 digits (3 weeks) Length and Perimeter (2 weeks)	Multiplication and division word problems (2 weeks) Using 10s and 100s to multiply and divide large numbers	Time: Analogue, digital and measuring time (2 weeks) Fractions (2 weeks)	Measure Mass (1 weeks) Multiplication and division 3x and 4x (2 weeks)	Review and revision

			(3 weeks)			
Computing	Programming Pro-Bots (CS)	Information posters using J2E5 (IT, DL)	Class democracy (IT, DL)	Going for gold (IT, DL)	Robotics: LeGo WeDo (CS)	JIT Animation (CS)
Science and Design Technology	Rocks	Light	Animals inc humans	Plants	Forces and Magnets	Consolidation/revision of all topics and/or Super Science: We are astronauts.
History/ Geography	Hi2/1.1 Pre-Roman Britain Pupils should be taught about changes in Britain from the Stone Age to the Iron Age	Ge2/1.1a locate the world's countries Ge2/1.2a understand geographical similarities and differences of a region of the United Kingdom, a region in a European country, and a region in North or South America	Hi2/2.5 Non-European Study	Ge2/1.4c use fieldwork to observe, measure, record and present the human and physical features in the local area Ge2/1.1c identify the position and significance of latitude, longitude	Hi2/1.2 Roman Britain Pupils should be taught about the Roman empire and its impact on Britain	Ge2/1.1a locate the world's countries
Art	(Stone age) Cave painting - modelling material, chalk pastel/stencil.	(Countries) Digital Gamers – computing link. Collage, pencil.	(Aztecs/Chocolate) Drawing Aztec symbols, clay chocolate drinking cup	(Where does our food come from?) Pencil observational drawing cut fruit, applique and embroidery.	(Romans) Pencil observational drawings of sandals, paper sculpture sandal, collage mosaic.	(Fashion) Complementary colours, garment construction, fabric pens
PE	Netball (MTP)	Gymnastics (Symmetry) (MTP)	Dance (3 sessions) /Ice Skating	Hockey +Sports coach (MTP)	Athletics (MTP)	Net/Wall games – Tennis (MTP)
Music	(Stone age) Hand on Your Head –instructions through music. Cave Men rhythms – topical	(Countries) Music and songs from other cultures. China and India. Pentatonic scales and Indian tala	(Aztecs/Chocolate) Pitch understanding. Recorder skills to compose and play pitches. Reading	(Where does our food come from?) Food ostinato rhythm patterns, banana mango.	(Romans) Roman numeral pitch work. Solfa songs. Pulse, rhythm and pitch	*New Topic

	vocabulary rhythms. Creating melodies for short ostinato patterns. Compose cave paintings music. Symbols for sounds.	rhythms using percussion.	basic pitch notation. Chocolate buns.	Food rhythms, go bananas, Solfa songs – strawberries and cherries, Davy Dumpling, Pumpkins – repeating ostinato melodies	understanding	
RE	Believing in Tower Hamlets: What different beliefs can we find in our area?		Does a beautiful world mean there is a wonderful God? Creation stories (Christian, Jewish)		Leaders and followers: why does the Prophet matter to Muslims? What do some different people believe about God?	
Languages (Spanish)	<ul style="list-style-type: none"> Spanish countries & Alphabets Name Greetings 	<ul style="list-style-type: none"> How I am feeling In the classroom and my bag (Classroom equipment) 	<ul style="list-style-type: none"> Numbers Age Pets Colours 	<ul style="list-style-type: none"> Hair and eye colour Family Brothers and sisters 	<ul style="list-style-type: none"> Dates Birthday weather 	<ul style="list-style-type: none"> Where I live Places in Town

Curriculum overview map for **Year 4**

Year 4	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 7 weeks	Summer 1 5 weeks	Summer 2 6 weeks
Topic	Anglo-Saxons/Vicious Vikings (Settlement in the UK)		Rainforests		Awesome Egyptians	
Trips and Experiences	Drama Hut workshop	Thames/ Limehouse Basin	National Gallery (art workshop) Henri Rousseau	Kew Gardens	The British Museum The Petrie Museum	
Big Values Big Thinking	Democracy: Alfred the Great is considered the first King. Why wasn't he a Prime Minister? How would democracy have worked at that time?		Individual liberty: why should we take care of animal habitats? What are the effects of taking away homelands such as the rainforests? How does it affect the culture of the people living there?		The rule of law: what society rules did the Egyptians have? Why are laws and rules important today?	
English	Narrative The littlest Viking The Saga of Erik the Viking by Terry Jones Viking Boy by Tony Bradman The Last Viking by Terry Deary	Information Texts and Explanations How Things Work Information texts about Vikings Viking Raiders (Usbourne)	Narrative and Persuasion The great Kapok tree (PoR) Where the Forest meets the Sea Anthony and Cleopatra (Shakespeare Festival)	Narrative and Poetry The Secret Garden	Recounts and Newspaper writing The Egyptian Echo Flat Stanley: The Egyptian Grave robber First News	Poetry and Information Texts Non-fiction books Various poetry books The Sun is Laughing (Poems) (PoR)
Mathematics	Place Value Addition Subtraction	Multiplication and Division Measurement	Fractions + Decimals Time	Decimals Measurement – conversion of units	Measures – Perimeter and Length and Area Geometry – Angles	Geometry – Position and Direction Statistics Consolidation

					Geometry – Shape and Symmetry	
Computing	Coding with J2Code	Scratch Music Machine	PowerPoint Presentations	Movie Maker	History of Computing	Robotics: LeGo WeDo
Science and Design Technology	Electricity	Sound	Living things and their habitats	Animals inc. Humans	States of Matter	Consolidation/revisio n of all topics and/or Super Science: Brilliant Bubbles
History/ Geography	Hi2/1.4 Anglo-Saxons & Vikings Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Hi2/2.1 Local History Pupils should be taught about an aspect of local history	Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Hi2/2.3 Ancient Civilizations	Ge2/1.4a use maps, atlases, globes and digital/computer mapping
Art	(Local Area) Photography, perspective, mixed media brochure of local area	(Vikings) Clay – runes, oil pastel (Viking gods), card/pen (weather vanes).	(Rainforests) Berol paint rainforest painting inspired by Rousseau, watercolour observational painting, silk painting.	(Rainforests) Mod-roc masks.	(Egyptians) Create a container from card then clay, decorate with hieroglyphs, coloured pencil illuminated scroll.	(India) Shadow puppet Rama and Sita, Paisley patterns.
PE	Netball (MTP)	Gymnastics (MTP)	+Hockey Sports coach	Judo +Sports coach	Athletics (MTP) + sports day	Striking and Fielding Cricket (MTP)
Music	(Vikings) Viking rhythmic and melodic chants.	(Local Area) Our local area – Music Express.	(Rainforests) Brazilian Samba. Performing as a	(Rainforests) Brazlian Samba. Performing as a	(Egyptians) Dynamics and rhythm, Egyptian	(India) Indian Tala Rhythms and percussion

	Viking Gods Compositions in groups – create music with themes using leitmotifs		large ensemble.	large ensemble.	rhythms	patterns. Compose your own tala rhythms with different beats
RE	What do some different people believe about God?		Learning from Islam Keeping 5 Pillars: what difference does it make? Leaders and followers How are the Christian and Jewish families led?		The Journey of life and death: What do Muslims and Hindus believe?	
Languages (Spanish)	Spanish countries & Alphabets Name Greetings	How I am feeling In the classroom and my bag (Classroom equipment)	Numbers Age Pets Colours	Hair and eye colour Family Brothers/ sisters	Dates Birthday Weather	Where I live Places in Town

Curriculum overview map for **Year 5**

Year 5	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 7 weeks	Summer 1 5 weeks	Summer 2 6 weeks
Topic	Children in Victorian Britain		China (incl Shang Dynasty)		Groovy Greeks	
Trips or Experiences	Ragged School Museum	Natural History Museum (Red Zone)	Tower of London National Portrait Gallery	V and A Chinese Art workshop	Science Museum Greenwich Planetarium	British Museum
Big Values	Individual liberty: compare the lives of children in Victorian times to the freedom of children today. How has the concept of liberty changed?		The rule of law: what were the consequences of breaking the law in Victorian times? How has this changed today?		Democracy: who had a vote in Ancient Greece and how does this compare to democracy today? Why is democracy so important to our society?	
Big Thinking						
English	Narrative <u>There's a Boy in the Girls' Bathroom</u> (anti-bullying week) Hetty Feather Street child	Persuasion and Recounts Ice trap Wolf Brother	Narrative and Poetry <u>The Highwayman</u> <u>Macbeth</u>	Persuasion and Information Text The Shang Dynasty Daily Life in Shang Dynasty China Non-fiction books about China	Biography and Autobiography and Recount Cosmic (linked to Science) UFO Diary (Philosophy) Greek myths linked to star constellations	Narrative and Formal Writing Greek myths Pandora's Box
Mathematics	Place Value Addition and Subtraction Prime Numbers	Multiplication and Division	Fractions Decimals	Statistics Percentages	Angles Shapes Position and Direction Perimeter and Area Volume	Converting Units
Computing	Coding with J2Code	Coding with J2Code	Blippit App Maker		History of Computing	Robotics: LeGo WeDo
Science and	All Living Things	Forces	Animals inc.	Properties and	Earth and Space	Consolidation/revision

Design Technology			Humans	changes of materials		of all topics and/or Super Science: Forensic Science
History/ Geography	Hi2/2.1 Local History Hi2/2.2 Extended chronological study past 1066	e2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Hi2/2.2 Extended chronological study past 1066	Hi2/2.3 Ancient Civilizations	Ge2/1.1c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Hi2/2.4 Ancient Greece
Art	Arts Award Willow	Arts Award Poplar	(Tudors unit) 3D sculpture – weather inspired hats. Oil pastel portraits inspired by 'The Ambassadors' – Hans Holbein.	(Shang Dynasty) Clay vessels inspired by Shang Dynasty vessels.	(Space – linked to science) Large scale Berol fantasy space painting, pen/watercolour fantasy landscapes/creatures. 3D paper sculpture fantasy landscape/modelling material fantasy creatures.	(Greeks) Greek patterns, oil pastel Greek myth.
PE	Gymnastics (MTP)	Gymnastics (MTP) + <i>Cycle training during ACE half term</i>	Dodgeball/handball	Dance – Haka (MTP) Or dragon dancing (topic related)	Net/wall games – Tennis (MTP)	Dance based on Space
Music	(Victorians) Old Time Music Hall songs. Visit Wilton's	(Weather) Extreme weather soundscapes. Create	(Tudors unit) Musical fanfares, musical drones,	(Shang Dynasty) Drones, Song for the Chinese New	(space – linked to science) Graphic scores of	(Greeks) Greek Gods compositions. Whole-

	Music Hall and take part in music/drama workshop. Victorian instruments and music. Ostinato melodies from Oliver. The Can Can rhythms. Arts Award - Willow	Autumn Forest soundscape. Vivaldi, the four seasons – Autumn + Winter. Arts Award - Poplar	traditional 'Pavane' rhythms and melodies using Dorian scale. Chords, repeating phrases.	Year, China Town performances. Pentatonic scale. Composing in pentatonic scale music with a theme.	Holsts planets. dynamics. Duration, texture – space journeys.	class Gods compositions as well as in groups using leitmotifs and simple phrasing. 3-beat music and pentatonic scale
RE	Worship and Festivities: How and why do Hindus celebrate Divali?		Learning from Islam How and why does Pilgrimage change lives?		Buddhist ways of life and ideas. What does it mean to follow the Buddha?	
Languages (Spanish)	Spanish countries & Alphabets Name Greetings	How I am feeling In the classroom and my bag (Classroom equipment)	Numbers Age Pets Colours	Hair and eye colour Family Brothers/ sisters	Dates Birthday Weather	Where I live Places in Town

Curriculum overview map for **Year 6**

Year 6	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 7 weeks	Summer 1 5 weeks	Summer 2 6 weeks
Topic	Early Islamic Civilisations (Gorsefield Residential Trip)		World war II		Migration	
Trips and Experiences		Aladdin musical	Imperial War Museum		The Museum of Migration	National Refugee Week (19-25 June)
Big Values & Big Thinking	Mutual respect and tolerance: how do we build a society that includes people of all faiths and backgrounds? How do we welcome people who travel to our country for safety?		Democracy: how has the media affected our democracy in present times? How can we ensure that the media supports democracy? What makes a good leader?		Individual liberty: does innovation take us forward? How does it allow for freedom of expression?	
English	Narrative Recount The London Eye Mystery (not this year because they have already read it)	Narrative Poetry One Thousand and One Arabian Nights Aladdin	Journalistic Writing Persuasive Texts Shakespeare – Romeo and Juliet The Tempest The Boy in the Striped Pyjamas	Narrative SATs review Anne Frank’s diary extracts Rose Blanche	Information Texts Transition Unit SATs Review Welcome to Nowhere by Elisabeth Laird The Arrival The Bone Sparrow My Name is Not Refugee by Kate Milner	Biography and Autobiography Transition Units (PixL)
Mathematics	Place Value Addition, subtraction and division	Fractions	Decimals Percentages Measurement	Algebra Ratio Geometry and Statistics	Properties of Shapes Position and Direction	Post SATs project work
Computing	Scratch game design	Scratch game design	Film with iPads	Hue stop start animation	History of Computing	Robotics: LeGo WeDo
Science and	Evolution	All Living Things	Light	Animals inc.	Electricity	Consolidation/revision

Design Technology				Humans		of all topics and/or Super Science: Dinosaur Hunters <i>Transitional Science</i>
History/ Geography	<p>Hi2/2.1 Local History</p> <p>Ge2/1.1b 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</p>	<p>Hi2/2.3 Ancient Civilizations</p> <p>Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from:</p> <p>a. early Islamic civilization, including a study of Baghdad c. AD 900</p>	<p>Hi2/2.1 Local History</p> <p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Hi2/2.1 Local History (London during WWII)</p>	<p>Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>
Art	<p>(Rivers) Perspective, fantasy landscapes to include a river (pen and watercolour paint, string printing). Hiroshige and Canaletto</p>	<p>(Ancient Civilizations) Marbling, book illustration based on Jan Pienkowski (watercolour wash/pen silhouette), Marcia Williams (comic strip coloured pencil), Alida Massari (watercolour paint).</p>	<p>(Inventors) Investigating materials/lettering to create posters. Impressionists – Monet – (Berol paint), Cubists – Picasso – (Oil pastel)</p>	<p>(World War II) Utility furniture – sculpture of a chair using Mod-roc, sculpture of a figure using wire, paper and cellulose paste.</p>	<p>(Migration) Weaving, pen/watercolour paint – Huguenots, paint/oil pastel 'representing emotions'</p>	<p>(Fairgrounds) Ghost train entrance (watercolour paint), traditional fairground art (Berol/?acrylic paint), clay tile.</p>

PE	+Fencing Sports Coach	Gymnastics – synchronization and canon (MTP)	Tag Rugby (MTP)	Street Dance Coach (Freshly Squeezed dance company coach) for production	Year 6 sats Teachers choice – due to Sats	Tennis +Sports coach
Music	(Rivers) Spikey and Smooth sounds. Respond to Water Images creating music. Playing in a round – Water Round.	(Early Islamic Civilisations) Islamic Music and Ostinato Melodies/Rhythms	(Inventors) 20 th Century Music. Gustav Holst – Jupiter (Class Orchestra	(WW2) Listening to War Time Music – structure, meaning, melody shape. Variations in Music - Little Brown Jug.	(Mystery – Heists in London) Sherlock Holmes and Dr Watson Compositions	(Fairgrounds) Carousels and candyfloss – recorders
RE	How and why do Muslims and Jews pray?		Expressing my spiritual life: How can we express what we believe? Christian and Muslim		Religion and the individual: How do people follow guidance of their religion? Christians and Buddhists Words of Wisdom: What can we learn from reflecting on Sikh, Christian and Muslim wisdom?	
Languages (Spanish)	Spanish countries & Alphabets Name Greetings	How I am feeling In the classroom and my bag (Classroom equipment)	Numbers Age Pets Colours	Hair and eye colour Family Brothers/ sisters	Dates Birthday Weather	Where I live Places in Town

An overview of English for Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Units	Who am I?		Let's Celebrate/Circus		Growing and Changing	
Suggested Teaching Texts	<p>Beegu (PoR)</p> <p>My nose, your nose</p> <p>Goldilocks and the Three Bears and other fairy tales</p>	<p>Where's my teddy?</p> <p>Kipper's Toy Box</p> <p>Elmer and the lost teddy</p>	<p>Stories with Predictable Patterns and</p> <p>Where the Wild Things Are (PoR)</p> <p>The Lonely Beast (PoR)</p>	<p>Poetry and Recounts</p> <p>If I ran the circus</p> <p>Claude at the circus</p>	<p>Instructions and Stories with Familiar Settings</p> <p>Bees and wasps</p> <p>Arabella's Caterpillar</p> <p>Hungry Caterpillar</p> <p>The Emperor's Egg (PoR)</p> <p>The enormous turnip</p>	<p>Information Texts and Poetry</p> <p>Non-Fiction books about Farms or Chicken lifecycle</p> <p>Poetry – Rumble in the jungle (animal poems)</p> <p>Puffin Book of fantastic Poems (PoR)</p> <p>Poems to Perform (PoR)</p>
Suggested number of weeks and planning resources	<p>Traditional tales and Fairy tales (4 – 5 weeks)</p> <p>Labels and captions (1wk)</p>	<p>Stories from familiar settings (3 wks)</p> <p>Recounts (3 wks)</p>	<p>Stories with predictable patterns (4 wks)</p> <p>Instructions (3 wks)</p>	<p>Poetry (3 wks)</p> <p>Recounts (3 wks)</p>	<p>Information texts (3 wks)</p> <p>Stories from familiar settings (3 wks)</p>	<p>Information texts (3 wks)</p> <p>Poetry (3 wks)</p>
Suggested Read Aloud	<p>Sense poems (The Works)</p>	<p>Elmer books</p> <p>The Tiger who came</p>	<p>Oliver Donnington Who Would Not Sleep/</p>	<p>Dear Greenpeace</p> <p>Mr. Magnolia</p>	<p>Avocado Baby</p> <p>Owl babies</p>	<p>Tiddler</p> <p>Zog</p>

Texts	The Large Family – Jill Murphy			to Tea The Gruffalo			The Gruffalo’s Child			The Lion Inside																	
Suggested Spoken Outcomes	Role play and hotseating			Retelling the story to each other			Role play and hot seating			Poetry performance			Role play, retelling, giving instructions and discussions - why do we have to protect the environment?			Recreating a circus performance, discussion – is it fair to have animals at the circus?											
Suggested Written Outcomes	Own fairy tale Labels, lists and captions			Recount of a trip Diary entry Story map and story			Create own adventure story in the style of WWWW Written Invitation			Recounts Circus Poems			Instructions (How to make honey – from a bee’s point of view/beekeeper point of view)			Explanation text of the chicken life cycle Anthology of animal poems											
Spelling	<p>Plurals (s, es)</p> <p>Words with ff, ll, ss, zz, nk, tch, ve, ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea, er, ir, ur, oo, oa, oe.</p> <p>the, do, to, today, of, said, are, were, says, was, is, his, has, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, once, ask, friend, school, put, push, pull, full</p>									<p>Words with ck at the end Two syllable words e.g. pocket, rabbit, carrot, thunder Plurals adding s and es, Making verbs plural e.g. catches Words with ow, ue, ew, ou, ie, igh, air, ear, are,</p>									<p>Adding the endings ing, ed, er to verbs Adding the ending er and est to adjectives Words containing the sounds ie, or, ore, aw, au, ph, wh, Words ending with y Words with prefix un Compound words e.g football, playground etc. Review common exception words; the, a, do , today of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my , here, there, where, love, come, some,one, once, ask, friend, school, put, push, pull, full, house, our.</p>								
SpaG	LA	MA	HA	LA	MA	HA	LA	MA	HA	LA	MA	HA	LA	MA	HA												

Plurals-adding s to make more than 1	Plurals adding s and es (rules) to make more than one	Plurals adding es (rules). Words that change completely in plural form e.g. child-children	Suffixes adding to verbs where no changes are needed e.g. help, helping,	Suffixes adding to verbs where no changes are needed e.g. help, helping, helper	Suffixes where words change e.g. a double consonant is used (run-running).	Suffixes adding to verbs where no changes are needed e.g. help, helping,	Suffixes adding to verbs where no changes are needed e.g. help, helping, helper	Suffixes where words change e.g. a double consonant is used (run-running).
Finger spaces between words-using lolly stick for support	Finger spaces between words.	Correct orientation of letters.	Understanding what a prefix is and where it goes to change a word.	Prefix 'un' where no change is made to the verb e.g. untie	Prefix 'un' is past and present tense e.g. untie, untied.	Understanding what a prefix is and where it goes to change a word.	Prefix 'un' where no change is made to the verb e.g. untie	Prefix 'un' is past and present tense e.g. untie, untied.
Full stops at the end of sentences.	Editing work to ensure full stops are in the correct place.	Sentences are demarcated with full stops and capital letters.	Using 'and' to join sentences.	Using 'and' and 'but' to join sentences.	Using 'and', 'but', and 'so' to join sentences.	Using 'and' to join sentences.	Using 'and' and 'but' to join sentences.	Using 'and', 'but', and 'so' to join sentences.
Teaching formation of capital letters-practice putting them at beginning of sentences	Capital letters at beginning of sentences and for the personal pronoun (I).	Capital letters at beginning of sentences and for people's names.	Sequencing sentences to form short narratives	Simple beginning, middle and end are becoming apparent.	Begins to use some story language.	Capital letters and full stops.	Exclamation marks.	Exclamation marks and question marks.
Orally rehearse and record sentences with and	To join sentences with and	To join sentences with 'and' and but	Capital letters and full stops.	Exclamation marks.	Exclamation marks and question marks.	Plurals-adding s to make more than 1	Plurals adding s and es (rules) to make more than one	Plurals adding es (rules). Words that change completely in

									plural form e.g. child-children
	Terminology word, sentence, letter, capital letter, full stop, punctuation, singular, plural			Capital letters for names	Capital letters for personal pronouns and names.	. Capital letters used for names, personal pronouns and used for effect e.g. someone shouting			
				Terminology Nouns, singular, plural, suffix, prefix, question mark and exclamation mark, sentence,		Terminology Letter, capital, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark			
Cross Curricular Writing	Labels and lists in science	Instructions of how to make toys	Looking at the seasons in WWTA	Nouns, singular, plural, suffix, prefix, question mark and exclamation mark, sentence,	Recount of a trip to a farm	Labels, lists, captions	Explanations of shadows		

An overview of English for Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2 Units	Our city, London. The Great Fire of London/Transport in London		When I Grow Up (Jobs and Holidays)		People of the past	
Teaching Texts	Katie in London Paddington at the Tower This is London	Man on the Moon The Way Back Home Tony Mitton transport books series Oi, Get off my Train	Grace and Family The Snail and the Whale	Space Poems Traction Man The Jolly Postman Traditional	Rosa Parks If a Bus Could Talk Florence Nightingale Mary Seacole Rosie Revere, Engineer I am Jane Goodall Me, Jane	The Queen's Knickers Cinderella/Snow White Princess Smartypants The Worst Princess Puffin book of fantastic first poems
Suggested number of weeks and planning resources	Explanations (3 weeks) Instructions (2 weeks)	Stories about Fantasy Settings (4 weeks)	Recounts (3 weeks) Stories with familiar settings (4 weeks)	Poetry (2 weeks) Recounts (3 weeks)	Non-Chron Reports (3 weeks) Information Texts (3 weeks)	Traditional Stories (3 weeks) Poetry (2 weeks)
Suggested Read Aloud Texts	Paddington's Guide to London The Twits	Fairy Tales The Day the Crayons Quit The Giraffe, Pelly and Me – Roald Dahl	Tiddler Millie's Marvellous Hat	How to Catch a Star Giraffes Can't Dance	Great Women Who Changed the World Michael Rosen poetry books	Prince Cinders Paddington at the Palace The Paperbag Princess

Spoken Outcomes	Discussions, share opinions	Hotseating, asking questions , retelling story to each other	Hotseating, asking questions, Retelling the story, role play	Poetry performance,	State an opinion and share ideas, Role play, hotseating	Role play, asking questions, stating an opinion			
Written Outcomes	Explanation about how the GFL occurred and how it could have been prevented Instructions on how to build a sturdy house Instructions on how to put out a fire	Own poems, class anthology Write story about an adventure to the moon	Create a travel scrapbook for the snail (recount) Diary entry/journal of the snail (or whale) Instructions of how to save a whale	Plan and write own Traction Man adventure story	Create an information book about a person from the past Diary entry	Write a story about a king or a queen Re-write a traditional fairy tale Write a recount of a trip or an experience.			
SpaG	LA	MA	HA	LA	MA	HA	LA	MA	HA
	Full stops at the end of sentences.	Editing work to ensure full stops are in the correct place.	Sentences are demarcated with full stops and capital letters.	Consistent use of past tense.	Consistent use of past and present tense.	Begins to use first and third person consistently.	Formation of nouns using suffix -ness	Formation of nouns using suffixes such as -ness and -er	Formation of nouns using suffixes such as -ness and -er, and -ing
	Capital letters at the beginning of sentences.	Capital letters for the personal pronoun and people's names	Capital letters for names and places	Past tense of verbs.	Past and present tense of verbs.	Progressive form of verbs e.g. is drumming, was shouting.	Formation of adjectives using suffixes such as -full	Formation of adjectives using suffixes such as -full and -less	Formation of adjectives using suffixes such as -full -less and -est
	Coordinating connectives-	Coordinating connectives-	Coordinating connectives-	Full stops and capital	Use of exclamation	Use of commas in	Use of the suffixes, -est	Use of the suffixes -er,-	Use of the suffixes -er,-

	using and to join sentences	using and and but to join sentences	using and, because, but and so to join sentences	letters.	marks and question marks.	list formation.	in adjectives	est in adjectives	est and -ful in adjectives
	Use word banks to make alternative word choices	Use of ambitious adjectives in writing.	Expanded noun phrases using ambitious adjectives for nouns and adjectives.	Plural adding s and es.	Singular possession with apostrophes.	Singular and plural possession with apostrophes.	The use of adjectives as description	Turn adjectives into adverbs with the use of ly	Adverbial sentence starters
	Question marks	Exclamation marks Question marks	Exclamation marks Question marks Commas	Adjectives	Adverbs	Noun phrases with adverbs.	The use of adjectives as description	Noun phrases for description and specification.	Expanded Noun phrases for description and specification.
	Terminology Adjective, capital letter, full stops, question mark, exclamation marks, verb, noun, comma, compound			Terminology Noun phrase, statements, commands, past and present tense, apostrophe, comma			Full stops and capital letters.	Use of exclamation marks and question marks.	Use of commas in list formation.
							Grammatical patterns in a sentence e.g. statements, questions	Grammatical patterns in a sentence e.g. statements, questions, exclamations	Grammatical patterns in a sentence e.g. statements, questions, exclamations or commands
							Contracted form	Contracted form	Contracted form

				Terminology Suffix, noun phrase, statement, question, exclamation, command, suffix, adverb		
Spelling	<p>Words with dge, ge, g, S sound spelt c the silent k, g, Words with wr at the beginning Words with le, el, il and al at the end</p> <p>door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, Christmas</p>	<p>Root words with y at the end, the plural forms of words with y at the end (ies), verbs that change into ied e.g. copied, root words adding ed, ing and er, root words that end in 'e' adding ing, ed, er, est and y, words with the 'o' sound e.g. brother, mother, Monday, words where s sounds like z e.g. treasure, words ending in 'tion',</p> <p>After, fast, last, past, father, class, grass, pass, plant, bath, path, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money,</p>		<p>Words with ge at the end Adding ing, ed, er, est and y to words of one syllable ending Words that contain an 'al' e.g. ball, call, always Words that contain an 'ey' e.g. they, donkey, monkey Words that have an 'a' after a w or qu e.g. want, quantity, squash, watch Words that have an 'o' after a w e.g. word, work, worm Words that contain the suffixes ment, ness, ful, less and ly. Contractions e.g. can't, didn't hasn't couldn't, it's, I'll Homophones e.g. there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</p>		
Cross Curricular Writing examples	<p>Instructions: How to build a cardboard house</p>	<p>Explanation of transport in the past</p>	<p>Recount of a holiday or trip Holiday brochure</p>	<p>Labels and Captions for Science</p>	<p>Diary entry form the point of view of the historical figure</p>	<p>Recount of a trip to Buckingham Palace</p>

An overview of English for Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Units	Stone Age: Prehistoric Britain		Where does our food come from? (Local Industries)		Romans in Britain	
Teaching Texts	Stone Age Boy How to Live Like a Stone Age Hunter The First Drawing by Mordecai Gerstein Toby and the Ice Giants by Joe Lillington	The Pebble in my Pocket: History of the Earth (PoR) Julius Caesar (in prep for the Shakespeare Festival)	Greedy Zebra Gregory Cool (PoR) Mirror by Jeannie Baker Bringing the Rain to Kapiti Plain by Verna Aardema Monsoon Rain	Various Information books Disgusting Digestion Nestful of Stars (Poems set in the Caribbean) (PoR) The Chocolate Touch by Patrick Skene Catling	Romans on the rampage? What the Romans did for us Information Texts	Iron Man
Suggested number of weeks and planning resources	Letters (3 weeks) Stories with Familiar Settings (3 weeks)	Narratives (3 weeks) Instructions (2 weeks)	Information Texts (3 weeks) Narrative (3/4 weeks)	Reports (3 weeks) Poetry (3/4 weeks)	Recounts (3 weeks) Information Texts (3 weeks)	Adventure and Mystery (3 weeks)
Suggested Read Aloud Texts	The Owl who was Afraid of the Dark Leon and the Place Between	Hot Like Fire by Valerie Bloom (poems) The Princess and the Pea by Rachel Isadora (African version of the story)	The Invisible Boy by Tracey Ludwig The Reluctant Dragon by Kenneth Grahame (linked to Romans)	Fantastic Mr Fox but Roald Dahl Willa and Old Miss Annie by Berlie Doherty	Charlie and the Chocolate Factory The Giving Tree by Shel Silverstein	Meerkat Mail by Emily Gravitt

Suggested Spoken Outcomes	Hotseat, role play, Talk4 Writing, rehearsal,	Hotseating, role play, conscience alley, Talk4 Writing, rehearsal,	Role play, drama activities, conscience alley, Shakespeare performance	Poetry performance, spoken word, word games	Hotseating, role play, conscience alley, Talk4 Writing, rehearsal,	Hotseating, role play, conscience alley, Talk4 Writing, rehearsal			
Suggested Written Outcomes	Letters from one character to another Story set in the stone age Scene description	Next chapter of Gregory Cool Instructions on how to play a stone age themed game Post cards home	Report on how our food gets to our plate/ Journey of a Carrot!	Recount of a trip to the chocolate factory Food Poetry/ Poetry from around the world	Information text on an aspect of Roman life. Next chapter of Romans on the Rampage	Re-write the ending of the book/Write the next chapter			
Spag	LA	MA	HA	LA	MA	HA	LA	MA	HA
	Sentences are demarcated with full stops and capital letters.	Capital letters for the names of places and people.	Capital letters are used in detail to engage the reader e.g. AHHHH	Work with prefix 'super'	Prefixes e.g. super, anti.	Prefixes super, anti and under.	Compound words e.g. football, playground etc.	Word families based on form e.g. 'ough'-bought, thought, though, etc.	Word families based on common words that are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble
	Use connectives- <i>and, but, so, because</i>	Use connectives that signal time e.g. <i>then, after, before, meanwhile.</i>	Use connectives at the beginning and within sentences- <i>when, if</i>	When to use 'an' in writing.	'A' and 'an' as the indefinite article.	Exceptions to the 'a' and 'an' rule.	Can identify the difference between past and present tense and use it correctly in writing.	Present perfect form of verbs e.g. 'he has gone out to play' rather than 'he went out to play'.	Present perfect form of verbs e.g. 'he has gone out to play' rather than 'he went out to play' (including experiences and over time)

	Pupils begin to use paragraphs.	Material is grouped into short paragraphs.	Related material is grouped into paragraphs and attempts are made to link them.	Conjunctions so, because, after.	Conjunctions e.g. when, before, after, while, so, because	Conjunctions e.g. when, before, after, while, so, because, who, that	Sentences are demarcated with full stops and capital letters.	Capital letters, full stops, exclamation points and question marks are used.	Capital letters, full stops, commas, exclamation points and question marks are used throughout writing.
	Experiments with direct speech and use of speech marks.	Speech marks are used in the appropriate place.	Punctuation within dialogue is mostly accurate.	Adverbs that end in ly.	Adverbs e.g. then, next, soon, therefore.	Adverbial phrases.	Prepositions e.g. before, after,	Prepositions e.g. before, after, during, in	Prepositions e.g. before, after, during, in, because of
	Identify determiners in sentences.	Identify articles and possessive adjectives in the determiner family.	Identify articles, possessive adjectives and other examples in the determiner family.	Headings to aid presentation.	Heading, sub headings to aid presentation.	Heading, sub headings, diagrams to aid presentation.	Pupils begin to use paragraphs.	Material is grouped into short paragraphs.	Related material is grouped into paragraphs and attempts are made to link them.
	Terminology conjunctions/connectives, word family, adverb, determiner, direct speech, inverted commas, consonant, vowel, subordinate clause			Terminology Subordinate clause, main clause, prefix, consonant, vowel,			Terminology Preposition, consonant letter, vowel letter,		
Spelling	Words that end in ly Words that end in le and it changes to ly Adjectives where the y comes off and you add an ily Words that end in sure and ture Words that end in ous Words that end in ion			Words that begin with 'super' e.g. supermarket, changing a 'y' to an 'I' e.g. angrily, changing adjectives that end in 'le' to 'ly' e.g. gently, words ending in 'sion' e.g. extension. Famous, favourite, February, forward, fruit,			Words with 'ei' and 'eigh' or 'ey' e.g. vein, weight, eight, obey, Opposite, ordinary, particular, peculiar, perhaps, popular, position, possess, possession, possible, potatoes, pressure, probably, promise, purpose, quarter, question,		

	<p>Accident, actually, address, answer, appear, arrive, believe, bicycle, breath, breathe, build, business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight, eighth, enough, exercise, experience, experiment, extreme</p>		<p>grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion, occasionally, often.</p>	<p>recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though, although, thought, through, various, weight, woman/women</p>		
<p>Possible Cross Curricular Writing</p>	<p>Information writing on Rocks and Minerals</p> <p>Instructions on how to sew stone age clothing.</p>	<p>Instructions on how to create a chocolate machine using forces and magnets</p>	<p>Animal fact file (linked to science)</p> <p>Letter from one Shakespeare character to another.</p> <p>Fact file for different countries</p>	<p>Recount of the trip to the market</p> <p>Information leaflet about healthy eating</p> <p>Investigation on how plants grow best (or other plant related)</p>	<p>Roman timeline</p>	

An overview of English for Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4 Units	Anglo-Saxons/The Vikings /Our Local Area/Rivers (River Thames)		Great Rainforests		Awesome Egyptians	
Suggested Teaching Texts	<p>The littlest Viking</p> <p>The Saga of Erik the Viking by Terry Jones</p> <p>Viking Boy by Tony Bradman</p> <p>The Last Viking by Terry Deary</p>	<p>How Things Work</p> <p>Information texts about Vikings</p> <p>Viking Raiders (Usbourne)</p>	<p>The Great Kapok tree</p> <p>The Secret Garden</p> <p>Anthony and Cleopatra (Shakespeare Festival)</p>	<p>Where the Forest Meets the Sea</p> <p>The Secret Garden (cont)</p>	<p>The Egyptian Echo</p> <p>Flat Stanley: The Egyptian Grave Robber</p> <p>First News</p>	<p>Funky Chickens by Benjamin Zephaniah</p> <p>Michael Rosen's A-Z Poetry Book</p>
Suggested number of weeks and planning resources	Narrative (6-7 weeks)	<p>Explanation Texts (3 weeks)</p> <p>Information Texts (3 weeks)</p>	<p>Persuasive Texts (4 weeks)</p> <p>Narrative / Plays (3 weeks)</p>	<p>Persuasive Texts</p> <p>Narrative (3 weeks)</p>	<p>Narrative (3 weeks) Recounts/</p> <p>Newspaper articles (4 weeks)</p>	Poetry (4 weeks)
Suggested Read Aloud Texts	<p>The Butterfly Lion</p> <p>Georges's Marvellous Medicine</p>	<p>The Mystery of the Jewelled Moth by Katherine Woodfine</p> <p>The Sheep Pig by Dick King Smith</p>	<p>Charlotte's Web</p> <p>Superhero Street by Phil Earle</p>	Michael Morpurgo	<p>The Wolves in the Wall</p> <p>Journey to the Riversea</p>	Where the Sidewalk Ends by Shel Silverstein
Spoken Outcomes	Hot seating, conscience alley etc, oral re-telling	Freez framing, Thought tracking	Drama activities leading to a Shakespeare performance, debate	Staged debate with two clear opposing sides	Hot seating, oral retelling, newspaper report (oral)	Poetry recital

Suggested Written Outcomes	Write the next chapter of the Butterfly Lion	Newspaper article based on Stanley's adventures	Persuasive letter written from on Shakespearean character to another (see Romeo and Juliet letters from last year)	Persuasive holiday leaflet (eco resort)	Information book – How to Be a Viking	Create a class poetry anthology			
	Writing from the point of view of a character	Recount of a historical event	Persuasive text based on Kapok Tree	Write a diary from the point of view of Mary/Colin from The Secret Garden	Writing a chapter from a different point of view	Poems based on the city we live in (London)			
Spelling	<p>Words with <i>dis, mis, in</i> as prefixes</p> <p>Words with <i>anti</i> as a prefix</p> <p>Words with <i>sub</i> as a prefix</p> <p>Words with <i>im</i> as a prefix e.g. immature</p> <p>Words with the suffix <i>ation</i></p> <p>Words with <i>ou</i> in them</p> <p>Review words from year 3 and 4 list that are not yet spelt correctly by children</p>		<p>The I sound spelt with a 'y' e.g. Egypt, gym,</p> <p>Words that begin with <i>il</i> and <i>ir</i> e.g. illegal irregular</p> <p>Words that begin with 'auto' e.g. autobiography</p> <p>Words that begin with 'inter' e.g. internet</p> <p>Words that end in 'ic' add 'ally' e.g. basic-basically</p> <p>Homophones and near homophones e.g. ball/bawl (see curriculum)</p> <p>Ensure all words from the year 3 and 4 list are spelt correctly.</p>		<p>Words with the 'k' sound spelt 'ch' e.g. scheme, chorus, chemist, echo, character</p> <p>Words with 'f' sound spelt ch e.g. chef, chalet, machine, brochure.</p> <p>Words with 'g' sound spelt gue and the 'k' sound spelt que e.g. league, tongue, antique, unique</p> <p>Words with the 's' sound spelt sc e.g. science, scene, discipline, fascinate, crescent.</p> <p>Possessive apostrophe with plural words e.g. girls', boys' babies', children's, men's</p> <p>Ensure all words from the year 3 and 4 list are spelt correctly.</p>				
	SpaG	LA	MA	HA	LA	MA	HA		
Sentences are demarcated with full stops and capital letters.		Capital letters for the names of places and people.	Capital letters are used in detail to engage the reader e.g. AHHHH	Review plural rules.	Review plural exception rules.	Difference between plural and possessive	Adverbial phrases.	Fronted adverbials with commas.	Clauses with fronted adverbials.
	Material is grouped into short paragraphs.	Related material is grouped into paragraphs	Each element of narrative is grouped into	Can move words between past and	Can use past and present tense correctly.	Standard English forms of verb	Use of adjectives in writing to add description.	Expanded noun phrases	Noun phrases expanded by the addition

	and attempts are made to link them.	separate paragraphs.	present tense.		inflects e.g. we were instead of we was			of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair.
Use of adverbs in sentences.	Use of adverbial phrases in sentences (how, when, where).	Fronted adverbials followed by commas.	Apostrophes for singular possession.	Apostrophes for plural possession.	Apostrophes for singular and plural possession.	Sentences are demarcated with full stops and capital letters.	Full stops, capital letters, exclamation marks and question marks are used throughout writing.	A range of punctuation is used throughout writing. (Full stops, capital letters, commas, question marks, exclamation marks, brackets)
Speech marks are used in the appropriate place.	Punctuation within dialogue is mostly accurate.	Accurate use of punctuation within dialogue and within the complete sentence.	Adverbial phrases.	Fronted adverbials	Clauses with fronted adverbials	Past tense is accurate.	Past and present tense is mainly accurate.	Use of first and third person is consistent along with tense.
Past tense is accurate.	Past and present tense is mainly	Use of first and third person is consistent	Can identify and use pronouns in sentences.	Appropriate choice of pronouns within	Appropriate choice of pronoun or noun within	Speech marks are used in the appropriate	Punctuation within dialogue is mostly	Accurate use of punctuation within

		accurate.	along with tense.		sentences.	a sentence to avoid repetition.	place.	accurate.	dialogue and within the complete sentence.
	Appropriate use of pronoun and nouns (word choice).	Appropriate use of pronoun and nouns to avoid repetition.	Appropriate use of pronoun and nouns to avoid repetition. Select nouns to be specific.	Personal pronouns	Personal and demonstrative pronouns	Possessive, personal and demonstrative pronoun	Material is grouped into short paragraphs.	Related material is grouped into paragraphs and attempts are made to link them.	Each element of narrative is grouped into separate paragraphs.
	Terminology pronoun, adverbial			Terminology Possessive, subordinate clause, complex sentence.			Terminology Determiner, possessive pronoun, adverbial		
Possible Cross Curricular Writing	Report about an aspect of Viking/Anglo Saxon History	Newspaper article about an historical event	Letter asking children to donate to a charity that would protect the rainforests	Information texts on the Rainforests				Information text / report about the local area	Information leaflet about neighbourhood

An overview of English for Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 Units	Children in Victorian London		China (incl the Shang Dynasty)		Groovy Greeks	
Suggested Teaching Texts	There is a Boy in the Girl's Bathroom Street Child	Hetty Feather	Shakespeare – Macbeth The Highway Man Daily life in Shang Dynasty China	The Firework Maker's Daughter by Philip Pullman Non-fiction books about China Chinese Myths and Legends	Cosmic UFO Diary Georges's Secret Key to the Universe by Lucy Hawkins Greek Myths linked to star constellations	Greek Myths Pandora's Box (myth)
Suggested number of weeks and planning resources	Narrative (3 weeks) Narrative (4 weeks)	Persuasive Texts (3 weeks) Recounts/ Journalistic writing (3/4 weeks)	Narrative/Plays (3 weeks) Poetry (3 weeks)	Holiday Brochure/ Persuasion (3 weeks) Information Texts (3 weeks)	Biography and auto biography (3 weeks) Recount (3 weeks)	Narrative (3 weeks) Formal Writing (3 weeks)
Suggested Read Aloud Texts	These stories are long enough that they may also be read during end of the day story time.		Kindlekrax by Philip Ridley Scribbleboy by Phillip Ridley	James and the Giant Peach Series of Unfortunate Events	Bridge to Terabithia	Journey to the River Sea
Suggested Spoken Outcomes	Hot seating, conscience alley, circle time discussions,	Hot seating, conscience alley, circle time discussions, debates,	Drama techniques, scene from Macbeth for the festival, Poetry performance,	Discussions, debates, oral questioning	Hot seating, question brainstorming, dramatic representation of trip	Hot seating, conscience alley, circle time discussions,

		oral presentations/ newspaper report			into Space	
Suggested Written Outcomes	Diary entry from the point of view of a character Alternative ending for a chapter Descriptive setting Letter from one character to another Anti bullying leaflet (anti bullying week)	Newspaper article about the Foundling Museum	Writing inspired by Shakespeare (Lady Macbeth's diary entry) Response to the Highway Man (letters, extra story verse etc)		Recount of a trip into Space/ adventure on Mars etc Tim Peake's log book (recount of trip into Space) Bio of Tim Peak or Helen Sharman Auto biography	Own version of a myth or legend Writing a formal invitation to a gathering of the Greek Gods/ Godesses
Spelling	Words with suffix <i>cious</i> Words with suffix <i>ial</i> Words with suffix <i>ible</i> and <i>able</i> Words with suffix <i>ent</i> (nouns and adjectives) e.g, innocent-innocence Spelling rule 'i after e-except when after c e.g. receive. Accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity,		Words ending in <i>ant, ance, ancy, ence,</i> <i>ency, ably, ibly.</i> Adding a suffixes beginning with vowels to words ending in 'in' and 'fer' e.g. referred, transferring Use of a hyphen e.g. co-ordinate Words with silent letters e.g. island, doubt, lamb, Equip, equipped, equipment, especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediately, individual, interfere, interrupt, language, leisure, lightening, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, opportunity, occur		Words containing 'ough' e.g. ought, bought, brought, enough Homophones and other words that are often confused e.g. principal/principle, steal/steel, wary/weary, morning/mourning parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere, sincerely, solidier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht.	

	definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment								
SpaG	LA	MA	HA	LA	MA	HA	LA	MA	HA
	Attempts to link paragraphs.	Each element of narrative is grouped into separate paragraphs.	Paragraphs are linked by adverbials of time, place and number. (Cohesive)	Verb prefixes adding dis, mis and re to words.	Verb prefixes adding dis, de, mis, over and re to words.	Verb prefixes adding un, dis, de, mis, over and re to words.	Converting nouns or adjectives into verbs using suffixes e.g. ate, ise)	Converting nouns or adjectives into verbs using suffixes e.g. ate, ise, ify)	Converting nouns or adjectives into verbs using suffixes e.g. ate, ise, en, ify)
	Commas used to separate items in a list.	Commas used with adverbial starters	Commas used to mark clauses.	Review of suffixes ing, ed.	Converting nouns and adjectives to verbs using suffixes e.g. ify ise, e.g. standard-standardise.	Converting nouns and adjectives to verbs using suffixes e.g. ate, ise, ify e.g. simple-simplify.	Each element of narrative is grouped into separate paragraphs.	Linking ideas across paragraphs using adverbials of time, and number e.g. later and secondly	Linking ideas across paragraphs using adverbials of time, place and number e.g. later, nearby and secondly
	Relative clauses using who.	Relative clauses using who, that, which.	Relative clauses using <i>who, which, where, why, whose, and that.</i>	Adverbs that end in ly as sentence starters.	Degrees of possibility using adverbs e.g. perhaps, surely.	Degrees of possibility using adverbs e.g. perhaps, surely, definitely, possibly, maybe.	Relative clauses using who.	Relative clauses using who, that, which.	Relative clauses using <i>who, which, where, why, whose, and that.</i>
	Revisit demarcating sentences with full stops, capital	Brackets	Brackets, dashes to indicate parenthesis	Modal verbs e.g. should, could, would	Modal verbs e.g. might, should, must, could, would.	Modal verbs e.g. might, should, must, could, would, will,	Revisit demarcating sentences with full stops, capital	Brackets	Brackets, dashes to indicate parenthesis

	letters, exclamation marks and questions marks					might, may	letters, exclamation marks and questions marks		
				Relative pronouns- that, which	Relative pronoun who, whose, which, that	Relative pronouns- who whom, whose, which, that	Commas used to separate items in a list.	Commas used with adverbial starters	Commas used to mark clauses.
	Terminology Relative clauses/pronoun, parenthesis, bracket, dash, cohesion			Terminology Modal verbs, relative pronoun,			Terminology Ambiguity, commas, bracket, dashes, adverbials, relative clause,		
Possible Cross Curricular Writing	Victorian child's diary (Hist) Medical report of a Victorian child (Hist) Anti Bullying information article	Comparison report of Shadwell (victorian times and now)	Newspaper report about the events in the Highway man (including facts about the historical period)				Explanation text on the solar system. Instructions on how to get ready for a trip into Space	Write own myth or legend	

An overview of English for Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6 Units	Early Islamic Civilizations (Gorsefield Residential Trip)		World War II		Migration around the World/Transition	
Suggested Teaching Texts	The London Eye Mystery Lion Boy by Zizou Corder	One Thousand and One Arabian Nights Aladdin	Shakespeare Romeo and Juliet The Boy in the Striped Pyjamas	Anne Frank's Diary Rose Blanche Once by Morris Glitzman	Welcome to Nowhere by Elizabeth Laird The Arrival by Shawn Tan The Bone Sparrow	End of Year pay preparation (play scripts)
Suggested number of weeks and planning resources	Narrative (3 weeks) Journalistic Writing (3 weeks)	Persuasion (3 weeks) Formal vs Impersonal writing (3 weeks)	Narrative (3 weeks) Poetry through Shakespeare (3 weeks)	Narrative (3 weeks) SATS review	Information Texts (3 weeks) SATs review	Transition Units
Suggested Read Aloud Texts	Rabbits by Sawn Tan	Holes by Louis Sachar	Stig of the Dump by Clive King Skellig by David Almond	Pax by Sara Pennypacker Carries War by Nina Bawden	Kensuke's Kingdom by Michael Morpurgo The Other Side of Truth by Bevelie Naidoo	Memory Bottles Skellig by David Almond
Possible Spoken Outcomes	Discussions and debates, hot seating, conscience alley	Discussions and debates, hot seating, conscience alley	Drama techniques, scene from Romeo and Juliet for the festival, Poetry performance,	Discussions and debates, hot seating, conscience alley	Discussions, debates, oral newspaper reports/ documentaries	Circle time sessions, presentations,

Possible Written Outcomes	Diary entry	Medical report (Aladdin's)	Love letter from Romeo to Juliet	Diary Entry	Newspaper reports about refugee camps				
	Recounts		Letter from Aladdin to Jasmine	Further chapter for Boy in the Striped Pyjamas Newspaper article	Research about charities that support refugees				
Spelling	Review of homophones. Review able, ible words. Review ation words with nouns. Adding suffixes beginning with vowel letters to words ending in fer Words with ough Review word list from year 5.		Words that end in ably, ibly Words with silent letters e.g. know, homophones Ensure children can spell the words in the word list for year 5.		Use of the hyphen e.g. co-operate, co-own. Homophones and other words that are often confused e.g. principal/principle, steal/steel, wary/weary, morning/mourning Ensure children can spell the words in the word list for year 5.				
Spag	LA	MA	HA	LA	MA	HA	LA	MA	HA
	Each element of narrative is grouped into separate paragraphs.	Ideas are sustained and developed within and between paragraphs or sections.	Linking paragraphs using a range of cohesive devices e.g. fronted adverbials, connectives	Can identify and use formal language.	Can use formal and informal language	Formal and informal style is consistent through writing.	Review of punctuation and accurate use within dialogue.	Ellipsis, Hyphen brackets, colon, semicolon.	Uses the full range of punctuation accurately.
	Expanded noun phrases.	Varies the use of verbs and adjectives in expanded noun phrases to achieve impact.	Vocabulary is chose to add interest or clarity or introduce opinion or persuasion with expanded noun phrases.	Can identify synonyms.	Can identify synonyms and antonyms.	Can use a thesaurus to identify the best synonym to use to improve writing. Can identify antonyms.	Layout devices e.g. headings, sub-headings,	Layout devices e.g. headings, sub-headings, columns, tables.	Layout devices e.g. headings, sub-headings, columns, tables, bullet points.

	Can identify formal vocabulary.	Can distinguish between informal and formal vocabulary.	Can distinguish between informal and formal vocabulary and now when it is appropriate to use.	Can use past and present tense accurately.	Can use passive voice.	Can you use passive voice to create suspense e.g. science reports.	Use of a colon to introduce a list.	Use of a colon to introduce a list and use of semi-colons within lists.	Uses the full range of punctuation accurately.
	Identify synonyms to improve writing.	Identify synonyms and antonyms.	Use a dictionary/the saurus to improve use of vocabulary (synonyms and antonyms)	Can identify subjunctive forms and begins to use them.	Subjunctive form e.g. If I were or Were they too in past tense.	Subjunctive form e.g. If I were or Were they too in past and present tense.	Can use past and present tense accurately.	Can use passive voice.	Can you use passive voice to create suspense e.g. science reports.
	The correct use of past and present tense in writing.	Tense and person are accurate with noun verb agreement.	To identify and use passive voice in writing.	Fronted adverbial phrases followed by a comma.	Adverbials e.g. on the other hand, as a consequence.	Adverbials of place are used to add detail.	Can identify subjunctive forms and begins to use them.	Subjunctive form e.g. If I were or Were they too in past tense.	Subjunctive form e.g. If I were or Were they too in past and present tense.
	Terminology Active and passive voice, dash, brackets, subject, object, synonym and antonym			Review of punctuation and accurate use within dialogue.	Ellipsis, Hyphen brackets, colon, semicolon.	Review of punctuation and accurate use within dialogue.	Terminology Subject, object, active, passive, antonym, synonym, ellipsis, hyphen colon, semi-colon, bullet points		
Cross Curricular	Comparison between rural and	Exploration of the universities that	A speech for Churchill	Newspaper article Persuasive posters	--	--			

Writing

urban habitats

developed during the
Islamic civilizations

Progression of skills – Reading and Writing

Reading, Year 1	
Decoding	<ul style="list-style-type: none"> ▪ apply phonic knowledge to decode words ▪ speedily read all 40+ letters/groups for 40+ phonemes ▪ read accurately by blending taught Grapheme Phoneme Correspondent (GPC) ▪ read common exception words ▪ read common suffixes (-s, -es, -ing, -ed, etc.) ▪ read multisyllable words containing taught GPCs ▪ read contractions and understanding use of apostrophe ▪ read aloud phonically-decodable texts
Range of reading	<ul style="list-style-type: none"> ▪ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ▪ being encouraged to link what they read or hear read to their own experiences
Familiarity with texts	<ul style="list-style-type: none"> ▪ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ▪ recognising and joining in with predictable phrases
Poetry & performance	<ul style="list-style-type: none"> ▪ learning to appreciate rhymes and poems, and to recite some by heart
Word meanings	<ul style="list-style-type: none"> ▪ discussing word meanings, linking new meanings to those already known
Understanding	<ul style="list-style-type: none"> ▪ discussing word meanings, linking new meanings to those already known
Inference	<ul style="list-style-type: none"> ▪ discussing the significance of the title and events ▪ making inferences on the basis of what is being said and done
Prediction	<ul style="list-style-type: none"> ▪ predicting what might happen on the basis of what has been read so far
Authorial intent	<ul style="list-style-type: none"> ▪
Non-fiction	<ul style="list-style-type: none"> ▪
Discussing reading	<ul style="list-style-type: none"> ▪ participate in discussion about what is read to them, taking turns and listening to what others say ▪ explain clearly their understanding of what is read to them

Reading, Year 2	
Decoding	<ul style="list-style-type: none"> ▪ secure phonic decoding until reading is fluent ▪ read accurately by blending, including alternative sounds for graphemes ▪ read multi- syllable words containing these graphemes ▪ read common suffixes ▪ read exception words, noting unusual correspondences ▪ read most words quickly & accurately without overt sounding and blending
Range of reading	<ul style="list-style-type: none"> ▪ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
Familiarity with texts	<ul style="list-style-type: none"> ▪ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ▪ recognising simple recurring literary language in stories and poetry
Poetry & performance	<ul style="list-style-type: none"> ▪ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Word meanings	<ul style="list-style-type: none"> ▪ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ▪ discussing their favourite words and phrases
Understanding	<ul style="list-style-type: none"> ▪ discussing the sequence of events in books and how items of information are related ▪ drawing on what they already know or on background information and vocabulary provided by the teacher ▪ checking that the text makes sense to them as they read and correcting inaccurate reading
Inference	<ul style="list-style-type: none"> ▪ making inferences on the basis of what is being said and done ▪ answering and asking questions
Prediction	<ul style="list-style-type: none"> ▪ predicting what might happen on the basis of what has been read so far
Authorial intent	<ul style="list-style-type: none"> ▪
Non-fiction	<ul style="list-style-type: none"> ▪ being introduced to non-fiction books that are structured in different ways
Discussing reading	<ul style="list-style-type: none"> ▪ participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say ▪ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Reading, Year 3	
Decoding	<ul style="list-style-type: none"> ▪ apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet ▪ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Range of reading	<ul style="list-style-type: none"> ▪ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ▪ reading books that are structured in different ways and reading for a range of purposes
Familiarity with texts	<ul style="list-style-type: none"> ▪ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ▪ identifying themes and conventions in a wide range of books
Poetry & performance	<ul style="list-style-type: none"> ▪ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ▪ recognising some different forms of poetry
Word meanings	<ul style="list-style-type: none"> ▪ using dictionaries to check the meaning of words that they have read
Understanding	<ul style="list-style-type: none"> ▪ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ▪ asking questions to improve their understanding of a text ▪ identifying main ideas drawn from more than one paragraph and summarising these
Inference	<ul style="list-style-type: none"> ▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	<ul style="list-style-type: none"> ▪ predicting what might happen from details stated and implied
Authorial intent	<ul style="list-style-type: none"> ▪ discussing words and phrases that capture the reader's interest and imagination ▪ identifying how language, structure, and presentation contribute to meaning
Non-fiction	<ul style="list-style-type: none"> ▪ retrieve and record information from non-fiction
Discussing reading	<ul style="list-style-type: none"> ▪ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Reading, Year 4	
Decoding	<ul style="list-style-type: none"> ▪ apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet ▪ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Range of reading	<ul style="list-style-type: none"> ▪ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ▪ reading books that are structured in different ways and reading for a range of purposes
Familiarity with texts	<ul style="list-style-type: none"> ▪ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ▪ identifying themes and conventions in a wide range of books
Poetry & performance	<ul style="list-style-type: none"> ▪ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ▪ recognising some different forms of poetry
Word meanings	<ul style="list-style-type: none"> ▪ using dictionaries to check the meaning of words that they have read
Understanding	<ul style="list-style-type: none"> ▪ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ▪ asking questions to improve their understanding of a text ▪ identifying main ideas drawn from more than one paragraph and summarising these
Inference	<ul style="list-style-type: none"> ▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	<ul style="list-style-type: none"> ▪ predicting what might happen from details stated and implied
Authorial intent	<ul style="list-style-type: none"> ▪ discussing words and phrases that capture the reader's interest and imagination ▪ identifying how language, structure, and presentation contribute to meaning
Non-fiction	<ul style="list-style-type: none"> ▪ retrieve and record information from non-fiction
Discussing reading	<ul style="list-style-type: none"> ▪ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Reading, Year 5	
Decoding	<ul style="list-style-type: none"> ▪ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
Range of reading	<ul style="list-style-type: none"> ▪ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ▪ reading books that are structured in different ways and reading for a range of purposes ▪ making comparisons within and across
Familiarity with texts	<ul style="list-style-type: none"> ▪ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions ▪ identifying and discussing themes and conventions in and across a wide range of writing
Poetry & performance	<ul style="list-style-type: none"> ▪ learning a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Word meanings	<ul style="list-style-type: none"> ▪
Understanding	<ul style="list-style-type: none"> ▪ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ▪ asking questions to improve their understanding ▪ summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference	<ul style="list-style-type: none"> ▪ drawing inferences such as inferring character' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	<ul style="list-style-type: none"> ▪ predicting what might happen from details stated and implied
Authorial intent	<ul style="list-style-type: none"> ▪ identifying how language, structure and presentation contribute to meaning ▪ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Non-fiction	<ul style="list-style-type: none"> ▪ distinguish between statements of fact and opinion ▪ retrieve, record and present information from non-fiction
Discussing reading	<ul style="list-style-type: none"> ▪ recommending books that they have read to their peers, giving reasons for their choices ▪ participate in discussions about books, building on their own and others' ideas and challenging views courteously ▪ explain and discuss their understanding of what they have read, including through formal presentations and debates, ▪ provide reasoned justifications for their views

Reading, Year 6	
Decoding	<ul style="list-style-type: none"> ▪ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
Range of reading	<ul style="list-style-type: none"> ▪ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ▪ reading books that are structured in different ways and reading for a range of purposes ▪ making comparisons within and across books
Familiarity with texts	<ul style="list-style-type: none"> ▪ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions ▪ identifying and discussing themes and conventions in and across a wide range of writing
Poetry & performance	<ul style="list-style-type: none"> ▪ learning a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Word meanings	<ul style="list-style-type: none"> ▪
Understanding	<ul style="list-style-type: none"> ▪ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ▪ asking questions to improve their understanding ▪ summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference	<ul style="list-style-type: none"> ▪ drawing inferences such as inferring character' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	<ul style="list-style-type: none"> ▪ predicting what might happen from details stated and implied
Authorial intent	<ul style="list-style-type: none"> ▪ identifying how language, structure and presentation contribute to meaning ▪ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Non-fiction	<ul style="list-style-type: none"> ▪ distinguish between statements of fact and opinion ▪ retrieve, record and present information from non-fiction
Discussing reading	<ul style="list-style-type: none"> ▪ recommending books that they have read to their peers, giving reasons for their choices ▪ participate in discussions about books, building on their own and others' ideas and challenging views courteously ▪ explain and discuss their understanding of what they have read, including through formal presentations and debates, ▪ provide reasoned justifications for their views

Writing, Year 1	
Phonic & whole word spelling	<ul style="list-style-type: none"> words containing each of the 40+ phonemes taught the days of the week; name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound; common exception words
Other word building spelling	<ul style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words apply simple spelling rules and guidance from Appendix 1
Transcription	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
Handwriting (Nelson scheme)	<ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters; form digits 0-9 understand which letters belong to which handwriting ‘families’ and to practise these
Contexts for writing	<ul style="list-style-type: none">
Planning writing	<ul style="list-style-type: none"> saying out loud what they are going to write about; composing a sentence orally before writing it
Drafting writing	<ul style="list-style-type: none"> sequencing sentences to form short narratives re-reading what they have written to check that it makes sense
Editing writing	<ul style="list-style-type: none"> discuss what they have written with the teacher or other pupils
Performing writing	<ul style="list-style-type: none"> read their writing aloud clearly enough to be heard by their peers and the teacher.
Vocabulary	<ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using "and"
Grammar (edited to reflect content in appendix 2)	<ul style="list-style-type: none"> regular plural noun suffixes (-s, -es) verb suffixes where root word is unchanged (-ing, -ed, -er); un- prefix to change meaning of adjectives/adverbs to combine words to make sentences, including using ‘and’; sequencing sentences to form short narratives separation of words with spaces; sentence demarcation (. !?); capital letters for names and pronoun ‘I’)
Punctuation (edited to reflect content in appendix 2)	<ul style="list-style-type: none"> beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
Grammatical terminology	<ul style="list-style-type: none"> letter, capital letter, singular, plural, sentence punctuation, full stop, question mark, exclamation mark

Writing, Year 2	
Phonic & whole word spelling	<ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones; learning to spell common exception words; distinguishing between homophones and near-homophones
Other word building spelling	<ul style="list-style-type: none"> learning the possessive apostrophe (singular); learning to spell more words with contracted forms add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly; apply spelling rules and guidelines from Appendix 1
Transcription	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Handwriting (Nelson scheme)	<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters
Contexts for writing	<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional); writing about real events; writing poetry; writing for different purposes
Planning writing	<ul style="list-style-type: none"> planning or saying out loud what they are going to write about
Drafting writing	<ul style="list-style-type: none"> writing down ideas and/or key words, including new vocabulary; encapsulating what they want to say, sentence by sentence
Editing writing	<ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form; proofreading to check for errors in spelling, grammar and punctuation
Performing writing	<ul style="list-style-type: none"> read aloud what they have written with appropriate intonation to make the meaning clear
Vocabulary	<ul style="list-style-type: none"> expanded noun phrases to describe and specify
Grammar (edited to reflect content in appendix 2)	<ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command; the present and past tenses correctly and consistently including the progressive form; subordination (using when, if, that, or because) and co-ordination (using or, and, or but); some features of written Standard English; suffixes to form new words (-ful, -er, -ness); sentence demarcation; commas in lists; apostrophes for omission & singular possession
Punctuation (edited to reflect content in appendix 2)	<ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
Grammatical terminology	<ul style="list-style-type: none"> noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma

Writing, Year 3	
Phonic & whole word spelling	<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1)
Other word building spelling	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them ; place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals; use the first 2 or 3 letters of a word to check its spelling in a dictionary
Transcription	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting (Nelson scheme)	<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined; increase the legibility, consistency and quality of their handwriting
Contexts for writing	<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Planning writing	<ul style="list-style-type: none"> discussing and recording ideas; composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
Drafting writing	<ul style="list-style-type: none"> organising paragraphs around a theme; in narratives, creating settings, characters and plot; in non-narrative material, using simple organisational devices (headings & subheadings)
Editing writing	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors
Performing writing	<ul style="list-style-type: none"> read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although; choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition• using conjunctions, adverbs and prepositions to express time and cause (and place)
Grammar (edited to reflect content in appendix 2)	<ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense; form nouns using prefixes (super-, anti-) use the correct form of 'a' or 'an'; word families based on common words (solve, solution, dissolve, insoluble)
Punctuation (edited to reflect content in appendix 2)	<ul style="list-style-type: none"> using and punctuating direct speech (i.e. Inverted commas)
Grammatical terminology	<ul style="list-style-type: none"> adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

Writing, Year 4

Phonic & whole word spelling	<ul style="list-style-type: none">spell further homophonesspell words that are often misspelt (Appendix 1)
Other word building spelling	<ul style="list-style-type: none">use further prefixes and suffixes and understand how to add themplace the possessive apostrophe accurately in words with regular plurals and in words with irregular pluralsuse the first 2 or 3 letters of a word to check its spelling in a dictionary
Transcription	<ul style="list-style-type: none">write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting (Nelson scheme)	<ul style="list-style-type: none">use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined; increase the legibility, consistency and quality of their handwriting
Contexts for writing	<ul style="list-style-type: none">discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Planning writing	<ul style="list-style-type: none">discussing and recording ideas; composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
Drafting writing	<ul style="list-style-type: none">organising paragraphs around a themein narratives, creating settings, characters and plot; in non-narrative material, using simple organisational devices
Editing writing	<ul style="list-style-type: none">assessing the effectiveness of their own and others' writing and suggesting improvementsproposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentencesproofread for spelling and punctuation errors
Performing writing	<ul style="list-style-type: none">read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary	<ul style="list-style-type: none">extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although; choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
Grammar (edited to reflect content in appendix 2)	<ul style="list-style-type: none">using fronted adverbials; difference between plural and possessive'sstandard English verb inflections ; (I did vs I done)extended noun phrases, including with prepositions; appropriate choice of pronoun or noun to create cohesion
Punctuation (edited to reflect content in appendix 2)	<ul style="list-style-type: none">using commas after fronted adverbialsindicating possession by using the possessive apostrophe with singular and plural nounsusing and punctuating direct speech (including punctuation within and surrounding inverted commas)
Grammatical terminology	<ul style="list-style-type: none">determiner, pronoun, possessive pronoun, adverbial

Writing, Year 5

Phonic & whole word spelling	<ul style="list-style-type: none"> spell some words with 'silent' letters; continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
Other word building spelling	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them; use dictionaries to check the spelling and meaning of words; use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription	<ul style="list-style-type: none">
Handwriting (Nelson scheme)	<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task
Contexts for writing	<ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning writing	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary
Drafting writing	<ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; précis longer passages; using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader
Editing writing	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing; proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register; proofread for spelling and punctuation errors
Performing writing	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	<ul style="list-style-type: none"> use a thesaurus; using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility
Grammar (edited to reflect content in appendix 2)	<ul style="list-style-type: none"> using the perfect form of verbs to mark relationships of time and cause using relative clauses beginning with who, which, where, when, whose, that or with an implied ; (ie omitted) relative pronoun converting nouns or adjectives into verbs; verb prefixes; devices to build cohesion, including adverbials of time, place/ number
Punctuation (edited to reflect content in appendix 2)	<ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis
Grammatical terminology	<ul style="list-style-type: none"> determiner, pronoun, possessive, pronoun, adverbial

Writing, Year 6	
	(same skills as Year 5 but using higher level texts)
Phonic & whole word spelling	<ul style="list-style-type: none"> spell some words with 'silent' letters; continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
Other word building spelling	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them; use dictionaries to check the spelling and meaning of words; use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Handwriting (Nelson scheme)	<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task
Contexts for writing	<ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning writing	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary
Drafting writing	<ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; précisising longer passages; using a wide range of devices to build cohesion within and across paragraphs• using further organisational and presentational devices to structure text and to guide the reader
Editing writing	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing; proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register; proofread for spelling and punctuation errors
Performing writing	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	<ul style="list-style-type: none"> use a thesaurus; using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility
Grammar (edited to reflect content in appendix 2)	<ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence; using the perfect form of verbs to mark relationships of time and cause; differences in informal and formal language; synonyms & Antonyms; further cohesive devices such as grammatical connections and adverbials; use of ellipsis
Punctuation (edited to reflect content in appendix 2)	<ul style="list-style-type: none"> using hyphens to avoid ambiguity; using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently
Grammatical terminology	<ul style="list-style-type: none"> subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Mathematics		Year 1
Number	Number and place value	<ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least; read and write numbers from 1 to 20 in numerals and words
	Addition and subtraction	<ul style="list-style-type: none"> read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs represent and use number bonds and related subtraction facts within 20; add and subtract one-digit and two-digit numbers to 20, including zero; solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.
	Multiplication and division	<ul style="list-style-type: none"> solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
	Fractions	<ul style="list-style-type: none"> recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
Measurement	<ul style="list-style-type: none"> compare, describe and solve practical problems for: <ul style="list-style-type: none"> lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds) recognise and know the value of different denominations of coins and notes sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] recognise and use language relating to dates, including days of the week, weeks, months and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. 	
Geometry	Properties of shapes	<ul style="list-style-type: none"> recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
	Position and direction	<ul style="list-style-type: none"> describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Mathematics		Year 2
Number	Number and place value	<ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward recognise the place value of each digit in a two-digit number (tens, ones) identify, represent and estimate numbers using different representations, including the number line compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words; use place value and number facts to solve problems.
	Addition and subtraction	<ul style="list-style-type: none"> solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
	Multiplication and division	<ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
	Fractions	<ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
Measurement	<ul style="list-style-type: none"> choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using >, < and = recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change compare and sequence intervals of time 	

	<ul style="list-style-type: none"> ▪ tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times ▪ know the number of minutes in an hour and the number of hours in a day.
Geometry	Properties of shapes <ul style="list-style-type: none"> ▪ identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line ▪ identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces ▪ identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] ▪ compare and sort common 2-D and 3-D shapes and everyday objects.
	Position and direction <ul style="list-style-type: none"> ▪ order and arrange combinations of mathematical objects in patterns and sequences ▪ use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)..
Statistics	<ul style="list-style-type: none"> ▪ interpret and construct simple pictograms, tally charts, block diagrams and simple tables ▪ ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ▪ ask and answer questions about totalling and comparing categorical data

Mathematics		Year 3
Number	Number and place value	<ul style="list-style-type: none"> count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000 identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words solve number problems and practical problems involving these ideas.
	Addition and subtraction	<ul style="list-style-type: none"> add and subtract numbers mentally, including: <ul style="list-style-type: none"> a three-digit number and ones a three-digit number and tens a three-digit number and hundreds add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction estimate the answer to a calculation and use inverse operations to check answers solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
	Multiplication and division	<ul style="list-style-type: none"> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 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 solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.
	Fractions	<ul style="list-style-type: none"> count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above.

Measurement	<ul style="list-style-type: none"> ▪ measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) ▪ measure the perimeter of simple 2-D shapes ▪ add and subtract amounts of money to give change, using both £ and p in practical contexts ▪ tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks ▪ estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight ▪ know the number of seconds in a minute and the number of days in each month, year and leap year ▪ compare durations of events [for example to calculate the time taken by particular events or tasks]. 	
Geometry	Properties of shapes	<ul style="list-style-type: none"> ▪ draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them ▪ recognise angles as a property of shape or a description of a turn ▪ identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle ▪ identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
	Position and direction	<ul style="list-style-type: none"> ▪
Statistics	<ul style="list-style-type: none"> ▪ interpret and present data using bar charts, pictograms and tables ▪ solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. 	

Mathematics		Year 4
Number	Number and place value	<ul style="list-style-type: none"> ▪ count in multiples of 6, 7, 9, 25 and 1000 ▪ find 1000 more or less than a given number ▪ count backwards through zero to include negative numbers ▪ recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) ▪ order and compare numbers beyond 1000 ▪ identify, represent and estimate numbers using different representations ▪ round any number to the nearest 10, 100 or 1000 ▪ solve number and practical problems that involve all of the above and with increasingly large positive numbers ▪ read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
	Addition and subtraction	<ul style="list-style-type: none"> ▪ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate ▪ estimate and use inverse operations to check answers to a calculation ▪ solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
	Multiplication and division	<ul style="list-style-type: none"> ▪ recall multiplication and division facts for multiplication tables up to 12×12 ▪ use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers ▪ recognise and use factor pairs and commutativity in mental calculations ▪ multiply two-digit and three-digit numbers by a one-digit number using formal written layout ▪ solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
	Fractions	<ul style="list-style-type: none"> ▪ recognise and show, using diagrams, families of common equivalent fractions ▪ count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. ▪ solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number ▪ add and subtract fractions with the same denominator ▪ recognise and write decimal equivalents of any number of tenths or hundredths ▪ recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ ▪ find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones,

		<ul style="list-style-type: none"> tenths and hundredths round decimals with one decimal place to the nearest whole number compare numbers with the same number of decimal places up to two decimal places solve simple measure and money problems involving fractions and decimals to two decimal places.
Measurement		<ul style="list-style-type: none"> Convert between different units of measure [for example, kilometre to metre; hour to minute] measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres find the area of rectilinear shapes by counting squares estimate, compare and calculate different measures, including money in pounds and pence
Geometry	Properties of shapes	<ul style="list-style-type: none"> compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes identify acute and obtuse angles and compare and order angles up to two right angles by size identify lines of symmetry in 2-D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry
	Position and direction	<ul style="list-style-type: none"> describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon
Statistics		<ul style="list-style-type: none"> interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Mathematics		Year 5
Number	Number and place value	<ul style="list-style-type: none"> ▪ read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit ▪ count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 ▪ interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero ▪ round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 ▪ solve number problems and practical problems that involve all of the above ▪ read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
	Addition and subtraction	<ul style="list-style-type: none"> ▪ add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) ▪ add and subtract numbers mentally with increasingly large numbers ▪ use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy ▪ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
	Multiplication and division	<ul style="list-style-type: none"> ▪ identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers ▪ know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers ▪ establish whether a number up to 100 is prime and recall prime numbers up to 19 ▪ multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers ▪ multiply and divide numbers mentally drawing upon known facts ▪ divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context ▪ multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
	Fractions	<ul style="list-style-type: none"> ▪ compare and order fractions whose denominators are all multiples of the same number ▪ identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths ▪ recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] ▪ add and subtract fractions with the same denominator and denominators that are multiples of the same number ▪ multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams ▪ read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] ▪ recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents

		<ul style="list-style-type: none"> round decimals with two decimal places to the nearest whole number and to one decimal place read, write, order and compare numbers with up to three decimal places solve problems involving number up to three decimal places recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.
Measurement		<ul style="list-style-type: none"> convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] solve problems involving converting between units of time use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.
Geometry	Properties of shapes	<ul style="list-style-type: none"> identify 3-D shapes, including cubes and other cuboids, from 2-D representations know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles draw given angles, and measure them in degrees (°) identify: <ul style="list-style-type: none"> angles at a point and one whole turn (total 360°) angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) other multiples of 90° use the properties of rectangles to deduce related facts and find missing lengths and angles distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
	Position and direction	<ul style="list-style-type: none"> identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
Statistics		<ul style="list-style-type: none"> solve comparison, sum and difference problems using information presented in a line graph complete, read and interpret information in tables, including timetables.

Mathematics		Year 6
Number	Number and place value	<ul style="list-style-type: none"> read, write, order and compare numbers up to 10 000 000 and determine the value of each digit round any whole number to a required degree of accuracy use negative numbers in context, and calculate intervals across zero solve number and practical problems that involve all of the above.
	Addition, subtraction, multiplication and division	<ul style="list-style-type: none"> multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context perform mental calculations, including with mixed operations and large numbers identify common factors, common multiples and prime numbers use their knowledge of the order of operations to carry out calculations involving the four operations solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
	Fractions	<ul style="list-style-type: none"> use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions > 1 add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
Measurement	<ul style="list-style-type: none"> solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places convert between miles and kilometres recognise that shapes with the same areas can have different perimeters and vice versa recognise when it is possible to use formulae for area and volume of shapes calculate the area of parallelograms and triangles calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and 	

	extending to other units [for example, mm^3 and km^3].	
Geometry	Properties of shapes	<ul style="list-style-type: none"> draw 2-D shapes using given dimensions and angles recognise, describe and build simple 3-D shapes, including making nets compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles..
	Position and direction	<ul style="list-style-type: none"> describe positions on the full coordinate grid (all four quadrants) draw and translate simple shapes on the coordinate plane, and reflect them in the axes
Algebra	<ul style="list-style-type: none"> use simple formulae generate and describe linear number sequences express missing number problems algebraically find pairs of numbers that satisfy an equation with two unknowns enumerate possibilities of combinations of two variables. 	
Ratio and proportions	<ul style="list-style-type: none"> solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison solve problems involving similar shapes where the scale factor is known or can be found solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. 	
Statistics	<ul style="list-style-type: none"> interpret and construct pie charts and line graphs and use these to solve problems calculate and interpret the mean as an average. 	

Progression of skill for science: working scientifically

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Observing over time	Use all their senses to observe changes.	Can observe changes over different periods of time and talk about what has happened.	Can use simple equipment to help observe changes over time.	Can make decisions about observations – what to make, how long to make them for and what equipment to use (with help)	Can make decisions about observations – what to make, how long to make them for and what equipment to use Use equipment like data loggers and microscopes.	Can make decisions about what observations to make. Can make decisions about what equipment to use.	Can identify when further observations might be needed.
Pattern Seeking	Are curious about patterns.	Can notice patterns and relationships (with help.)	Can notice patterns and relationships and begin to discuss these (with help.)	Can draw simple conclusions from data to answer questions (with help) Can identify simple changes, patterns, similarities and differences in data (with help.)	Can identify where patterns might be found. Can identify simple changes, patterns, similarities and differences in data. Can draw simple conclusions from data to answer questions.	Can identify anomalies in results. Can identify patterns that may be found in the natural environment.	Can look for casual relationships in data and identify evidence that refutes or supports this.
Identifying and Classifying	Use senses to sort and match things.	Can identify simple patterns in their observations and investigations. Can make comparisons between objects and begin to sort them.	Can identify simple patterns from their observations and begin to relate these to scientific knowledge. Can make comparisons between objects and begin to sort	Can identify new questions arising from data or relevant enquiries to answer questions (with help.) Can suggest criteria for grouping, sorting	Can identify which data to collect. Can identify new questions arising from data or relevant enquiries to answer questions. Can sort information into criteria that they have	Can use and develop scientific keys and information records to identify and describe living things and materials. Can use and develop scientific keys and information records to classify living	Can make decisions about how to record data and information.

			them, using scientific vocabulary to do so.	and classifying information.	decided.	things and materials.	
Comparative and Fair Testing	Carry out simple tests.	Can begin to make predictions	Can begin to choose ways they might answer scientific questions.	Can make predictions based on prior knowledge. Can suggest how to plan a fair test.	Can make predictions based on scientific knowledge??! Can find ways of making improvements. Can make decisions on how to record and analyse data.	Can make decisions about what measurements to make. Can recognise how and when to set up fair tests. Can make predictions and with help hypothesis.	Can identify when further comparative tests might be needed. Can make decisions about how long to make measurements for and whether to repeat them. Can explain which variable to control and why. Can make predictions and hypothesis.
Researching	Listen carefully.	Can ask questions and gather simple secondary sources to find answers	Can record and communicate findings from relevant enquiries (including research) in a range of ways and begin to use simple scientific language.	Can draw simple conclusions from research to answer questions (with help.)	Can draw simple conclusions from research to answer questions. Can recognise when secondary sources of information should be used when questions cannot be answered practically.	Can recognise which secondary sources will be most useful to research ideas and begin to separate fact from fiction.	Can talk about how science has changed over time.

Science: knowledge and understanding

Early Years Learning Goal 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.

	Year 1	Year 2	Year 3	Year 5
Plants	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> <i>identify and name a variety of plants and animals in their habitats, including micro-habitats</i> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy 	<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 	<ul style="list-style-type: none"> <i>describe the life process of reproduction in some plants and animals</i>

	Year 1	Year 2	Year 3	Year 5	Year 6
Animals	<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) 	<ul style="list-style-type: none"> <i>identify and name a variety of plants and animals in their habitats, including micro-habitats</i> 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) 	<ul style="list-style-type: none"> <i>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</i> <i>identify that humans and some other animals have skeletons and muscles for support, protection and movement</i> 	<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 	<ul style="list-style-type: none"> <i>describe the ways in which nutrients and water are transported within animals, including humans</i>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Humans	<ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	<ul style="list-style-type: none"> • <i>notice that animals, including humans, have offspring which grow into adults</i> • <i>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</i> • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<ul style="list-style-type: none"> • <i>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</i> • <i>identify that humans and some other animals have skeletons and muscles for support, protection and movement</i> 	<ul style="list-style-type: none"> • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions 	<ul style="list-style-type: none"> • describe the changes as humans develop to old age 	<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 • <i>describe the ways in which nutrients and water are transported within animals, including humans</i>

	Year 1	Year 2	Year 4	Year 6
Habitats	<ul style="list-style-type: none"> • <i>observe changes across the four seasons</i> • <i>observe and describe weather associated with the seasons and how day length varies</i> 	<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 • <i>identify and name a variety of plants and animals in their habitats, including micro-habitats</i> • 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 	<ul style="list-style-type: none"> • 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 • <i>recognise that environments can change and that this can sometimes pose dangers to living things</i> • construct and interpret a variety of food chains, identifying producers, predators and prey 	<ul style="list-style-type: none"> • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics

	Year 2	Year 3	Year 4	Year 6
Evolution	<ul style="list-style-type: none"> • <i>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</i> 	<ul style="list-style-type: none"> • <i>describe in simple terms how fossils are formed when things that have lived are trapped within rock</i> 	<ul style="list-style-type: none"> • <i>recognise that environments can change and that this can sometimes pose dangers to living thing</i> 	<ul style="list-style-type: none"> • 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 • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

	Year 1	Year 2	Year 3	Year 5
Materials and their properties	<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 	<ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses 	<ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • <i>describe in simple terms how fossils are formed when things that have lived are trapped within rock</i> • recognise that soils are made from rocks and organic matter 	<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 • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

	Year 2	Year 4	Year 5
Changing materials	<ul style="list-style-type: none"> • <i>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and</i> 	<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 (°C) 	<ul style="list-style-type: none"> • 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 • demonstrate that dissolving, mixing and changes of state are reversible changes

<i>stretching</i>	<ul style="list-style-type: none"> identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<ul style="list-style-type: none"> explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda
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	Year 2	Year 3	Year 5
Forces	<ul style="list-style-type: none"> <i>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</i> 	<ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing 	<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

	Year 1	Year 5	Year 6
Earth and space	<ul style="list-style-type: none"> <i>observe changes across the four seasons</i> <i>observe and describe weather associated with the seasons and how day length varies</i> 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Could include shadows caused by the sun

	Year 1	Year 3	Year 6
Light	<ul style="list-style-type: none"> <i>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</i> 	<ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from 	<ul style="list-style-type: none"> recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye

	<ul style="list-style-type: none"> surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by a solid object find patterns in the way that the size of shadows change 	<ul style="list-style-type: none"> explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
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	Year 4	Year 6
Electricity	<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 	<ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram

	Year 1	Year 2	Year 4
Sound	<ul style="list-style-type: none"> <i>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</i> 	<ul style="list-style-type: none"> Observe and name a variety of sources of sounds, noting that we hear with our ears. Recognise that sounds get fainter as the distance from the sound source increases. 	<ul style="list-style-type: none"> 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

Computing – progression of skills

	Computer Science	Information Technology	Digital Literacy
Year 1	<ul style="list-style-type: none"> Understand what algorithms are Create simple programs 	<ul style="list-style-type: none"> Use technology purposefully to create digital content Use technology purposefully to store digital content Use technology purposefully to retrieve digital content 	<ul style="list-style-type: none"> Use technology safely Keep personal information private Recognise common uses of information technology beyond school
Year 2	<ul style="list-style-type: none"> Understand that algorithms are implemented as programs on digital devices Understand that programs execute by following precise and unambiguous instructions Debug simple programs Use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> Use technology purposefully to organise digital content Use technology purposefully to manipulate digital content 	<ul style="list-style-type: none"> Use technology respectfully Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
Year 3	<ul style="list-style-type: none"> Write programs that accomplish specific goals Use sequence in programs 	<ul style="list-style-type: none"> Use search technologies effectively Use a variety of software to accomplish given goals Collect information Design and create content Present information 	<ul style="list-style-type: none"> Use technology responsibly Identify a range of ways to report concerns about contact
Year 4	<ul style="list-style-type: none"> Work with various forms of input Work with various forms of output 	<ul style="list-style-type: none"> Use search technologies effectively Use a variety of software to accomplish given goals Collect information Design and create content Present information 	<ul style="list-style-type: none"> Use technology responsibly Identify a range of ways to report concerns about contact

Year 5	<ul style="list-style-type: none"> • Design programs that accomplish specific goals • Design and create programs • Debug programs that accomplish specific goals • Use repetition in programs • Control or simulate physical systems • Use logical reasoning to detect and correct errors in programs • Understand how computer networks can provide multiple services, such as the World Wide Web • Appreciate how search results are selected 	<ul style="list-style-type: none"> • Select a variety of software to accomplish given goals • Select, use and combine internet services • Analyse information • Evaluate information • Collect data • Present data 	<ul style="list-style-type: none"> • Understand the opportunities computer networks offer for communication • Identify a range of ways to report concerns about content • Recognise acceptable/unacceptable behaviour
Year 6	<ul style="list-style-type: none"> • Solve problems by decomposing them into smaller parts • Use selection in programs • Work with variables • Use logical reasoning to explain how some simple algorithms work • Use logical reasoning to detect and correct errors in algorithms • Understand computer networks, including the internet • Appreciate how search results are ranked 	<ul style="list-style-type: none"> • Combine a variety of software to accomplish given goals • Select, use and combine software on a range of digital devices • Analyse data • Evaluate data • Design and create systems 	<ul style="list-style-type: none"> • Understand the opportunities computer networks offer for collaboration • Be discerning in evaluating digital content

History – progression of skills

	1. Chronological understanding	2. Knowledge and understanding of events, people and changes in the past	3. Historical interpretations	4. Historical enquiry	5. Organisation and communication
Year 1	<ul style="list-style-type: none"> • Pupils recognise the distinction between present and past in their own and other people's lives • They show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time. 	<ul style="list-style-type: none"> • They know and recount episodes from stories about the past 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • They find answers to some simple questions about the past from sources of information 	<ul style="list-style-type: none"> •
Year 2	<ul style="list-style-type: none"> • Pupils show their developing sense of chronology by using terms concerned with the passing of time, by placing events and objects in order, and by recognising that their own lives are different from the lives of people in the past. 	<ul style="list-style-type: none"> • They show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people they have studied • They are beginning to recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> • They are beginning to identify some of the different ways in which the past is represented 	<ul style="list-style-type: none"> • They observe or handle sources of information to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> •
Year 3	<ul style="list-style-type: none"> • Pupils show their developing understanding of chronology by their realisation that the past can be divided into different periods of time, their recognition of some of the similarities and differences between these periods, and their use of dates and terms 	<ul style="list-style-type: none"> • They show knowledge and understanding of some of the main events, people and changes studied. • They are beginning to give a few reasons for, and results of, the main events and changes. 	<ul style="list-style-type: none"> • They identify some of the different ways in which the past is represented. 	<ul style="list-style-type: none"> • They use sources of information in ways that go beyond simple observations to answer questions about the past. 	<ul style="list-style-type: none"> •

Year 4	<ul style="list-style-type: none"> • Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world. They use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods 	<ul style="list-style-type: none"> • They describe some of the main events, people and changes. • They give some reasons for, and results of, the main events and changes. 	<ul style="list-style-type: none"> • They show some understanding that aspects of the past have been represented and interpreted in different ways. 	<ul style="list-style-type: none"> • They are beginning to select and combine information from different sources. 	<ul style="list-style-type: none"> • They are beginning to produce structured work, making appropriate use of dates and terms.
Year 5	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Pupils show increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world. • They use this to describe features of past societies and periods and to begin to make links between them. • They describe events, people and changes. • They describe and make links between events and changes and give reasons for, and results of, these events and changes. 	<ul style="list-style-type: none"> • They know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. 	<ul style="list-style-type: none"> • Using their knowledge and understanding, pupils are beginning to evaluate sources of information and identify those that are useful for particular tasks. 	<ul style="list-style-type: none"> • They select and organise information to produce structured work, making appropriate use of dates and terms.
Year 6	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Pupils use their factual knowledge and understanding of the history of Britain and the wider world to describe past societies and periods, and to make links between features within and across different periods. • They examine and explain the reasons for, and results of, events and changes. 	<ul style="list-style-type: none"> • Pupils describe, and begin to analyse, why there are different historical interpretations of events, people and changes. 	<ul style="list-style-type: none"> • Using their knowledge and understanding, they identify and evaluate sources of information, which they use critically to reach and support conclusions. 	<ul style="list-style-type: none"> • They select, organise and deploy relevant information to produce structured work, making appropriate use of dates and terms

Geography – progression of skills

	Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills & Field work
YEAR 1	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country using Barnaby Bear/class bear.	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: forest, hill, mountain, soil, valley, vegetation, • key human features, including: city, town, village, factory, farm, house, office. 	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
YEAR 2	Name and locate the world's seven continents and five oceans.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country concentrating on islands and sea sides	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>

YEAR 3	<p>Locate and name the continents on a World Map.</p> <p>Locate the main countries of Europe inc. Russia. Identify capital cities of Europe.</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p>	<p>Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks.</p>	<p>Describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science: rock types.</p> <p>Human geography including trade links in the Pre-Roman and Roman era.</p> <p>Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe 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.</p>
YEAR 4	<p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Locate and name the main counties and cities in and around London.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>	<p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>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.</p>
YEAR 5	<p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Compare 2 different regions in UK rural/urban.</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities.</p>	<p>Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and</p>	<p>Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied</p> <p>Use the eight points of a compass, four-figure</p>

	<p>Locate and name the main counties and cities in England.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p>		<p>vegetation belts.</p> <p>Human geography including trade between UK and Europe and ROW</p> <p>Fair/unfair distribution of resources (Fairtrade).</p> <p>Types of settlements in Viking, Saxon Britain linked to History.</p>	<p>grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>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.</p>
<p>YEAR 6</p>	<p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Linking with local History, map how land use has changed in local area over time.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography). Understand some of the reasons for similarities and differences.</p>	<p>Describe and understand key aspects of :</p> <p>Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Distribution of natural resources.</p>	<p>Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p> <p>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.</p>

Design Technology – progression of skills

	Key Stage 1	Key Stage 2
Designing	<ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 	<ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
Making	<ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
Evaluating	<ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria 	<ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world
Technical Knowledge	<ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.
Cooking & Nutrition	<ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. 	<ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Music – progression of skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<ul style="list-style-type: none"> • Sing as part of a large ensemble • Stop and change voice at a given signal (loud, quiet) • Begin to sing and play an instrument at the same time • With support, begin to accompany singing with instruments 	<ul style="list-style-type: none"> • Sing confidently as part of a large ensemble • Begin to explore different sounds using the voice • Begin to control voice to change pitch and dynamics • Accompany singing with instruments 	<ul style="list-style-type: none"> • Begin to sing as part of a round • Control using a range of dynamics when singing on a given signal • Sing expressively, with growing accuracy • Confidently accompany singing with various instruments 	<ul style="list-style-type: none"> • Confidently play a range of instruments to accompany singing • Sing as part of a round with growing accuracy • Show increasing control of pitch, phrasing and dynamics • Sing expressively with accuracy 	<ul style="list-style-type: none"> • Sing different and more complex parts as a large ensemble • Sing and play an instrument rhythmically at the same time • Control voice to change pitch, dynamics and tone • Begin singing in harmony 	<ul style="list-style-type: none"> • Perform more complex phrases with growing musicality • Sing confidently as part of a round with accuracy and fluency • Sing in harmony with control and independence • Sing with expression and good control
Pitch	<ul style="list-style-type: none"> • Know when a pitch is high middle, or low • Copy simple melodic phrases using tuned percussion with teacher support 	<ul style="list-style-type: none"> • Recognise simple melodic phrases and play with more independence • Copy and perform simple melodic phrases using tuned percussion with growing independence 	<ul style="list-style-type: none"> • Determine general ascending and descending movements in pitch when listening and begin to replicate • Know and use the notes of the pentatonic scale • Copy and perform simple melodic phrases independently 	<ul style="list-style-type: none"> • Determine ascending and descending movements in pitch and replicate with growing precision • Identify the prominent melody in a song 	<ul style="list-style-type: none"> • Begin to understand and identify different melodic shapes • Compose ascending and descending movements in pitch • Improvise a simple, repetitive melodic pattern using various scales on tuned percussion 	<ul style="list-style-type: none"> • Understand and compose melodic shapes and movements • Improvise a short, melodic pattern • Identify similar and dissimilar phrases and explain differences • Perform in solo and ensemble contexts with good fluency and accuracy
Dynamic	<ul style="list-style-type: none"> • Distinguish between loud and soft sounds 	<ul style="list-style-type: none"> • Distinguish between loud and soft sounds and begin to play these on an instrument 	<ul style="list-style-type: none"> • Recognise crescendo and diminuendo independently • Begin to play crescendos and 	<ul style="list-style-type: none"> • Include loud and soft elements in compositions • Begin to play crescendos and 	<ul style="list-style-type: none"> • Show good control when changing dynamics using a range of instruments • Compose/follow a score 	<ul style="list-style-type: none"> • Change dynamics independently when playing • Compose music using musical symbols for

		<ul style="list-style-type: none"> Follow a signal to get louder or quieter 	diminuendos independently using instruments	diminuendos independently using instruments <ul style="list-style-type: none"> Identify changes in dynamics with confidence 	with changing dynamics <ul style="list-style-type: none"> Understand symbols on the staff to change dynamics 	dynamics and play with accuracy
Tempo	<ul style="list-style-type: none"> Begin to play at a steady tempo Recognise the difference between fast and slow tempos and begin to play using instruments 	<ul style="list-style-type: none"> Recognise and play tempo changes using instruments Identify tempo increase and decrease and begin to use vocabulary: 'rallentando / accelerando' 	<ul style="list-style-type: none"> Include slow and fast tempos in compositions Demonstrate tempo increase and decrease on an instrument with more independence 	<ul style="list-style-type: none"> Identify tempo increase and decrease and use vocabulary Demonstrate tempo increase and decrease on an instrument with independence 	<ul style="list-style-type: none"> Recognise vocabulary to show tempo increase and decrease Demonstrate controlled tempo increase and decrease on an instrument independently and include in compositions 	<ul style="list-style-type: none"> Identify music as fast, moderate or slow, getting faster, and getting slower and use corresponding vocabulary
Duration	<ul style="list-style-type: none"> Copy simple patterns of short and long sound Copy patterns of sound and phrases 	<ul style="list-style-type: none"> Recognise and copy simple patterns of short and long sound Use instruments to keep a steady beat/pulse 	<ul style="list-style-type: none"> Identify and create simple rhythmic patterns and begin using simple staff notation Perform rhythmic ostinato patterns 	<ul style="list-style-type: none"> Create rhythmic patterns using standard notation Play more complex rhythms with growing ability and accuracy, using a range of instruments Independently find the pulse to keep in time 	<ul style="list-style-type: none"> Perform both rhythmic and melodic ostinato patterns Recognise different metres and play with some support 	<ul style="list-style-type: none"> Understand and recognise different metres when listening to music Play in 3 and 4 metre independently Begin to understand more complex metres Identify strong and weak beats and imitate independently
Timbre	<ul style="list-style-type: none"> Recognise different instrument sounds identify the instrument 	<ul style="list-style-type: none"> Recognise the difference between the speaking and singing voice 	<ul style="list-style-type: none"> Explores different kinds of speaking and singing sounds using voice Say how an instrument or voice sounds e.g. smooth, crisp, scratchy, 	<ul style="list-style-type: none"> With support, can describe the tone and colours of some instruments Identify families of instruments by their sounds Begin to use 	<ul style="list-style-type: none"> Describe the tone and colours of instruments independently Choose sounds to represent different things and consider the effect of the different timbres in composing 	<ul style="list-style-type: none"> Confidently identify individual instruments within different pieces of music Understand and apply why some instruments are used for specific sounds

			rattling <ul style="list-style-type: none"> Choose sounds to represent different things 	changes in timbre to organise music		
Texture	<ul style="list-style-type: none"> Recognise a melody with and without an accompaniment 	<ul style="list-style-type: none"> Identify changes in the textures within a piece of music e.g. thin or thick 	<ul style="list-style-type: none"> Listen and say when a texture is thick or thin within a composition Understand how to change the texture within a piece of music 	<ul style="list-style-type: none"> Identify the different layers in a piece of music Identify different layers in a song 	<ul style="list-style-type: none"> Identify the different layers in a song and understand how they fit together With some support, can compose a simple piece of music to have thin and thick textures 	<ul style="list-style-type: none"> Explain the effect different textures have in a piece of music Compose music with thin and thick textures
Structure	<ul style="list-style-type: none"> Recognise that some parts of a song are repeated 	<ul style="list-style-type: none"> Recognise when sections or phrases of music sound the same or repeat Begin to identify different sections of music 	<ul style="list-style-type: none"> Understand that different styles of music have different patterns and structures Identify different sections of music with growing independence 	<ul style="list-style-type: none"> Begin to organise the structure of music song using A, B, C etc... Begin to understand the links between structures of music and 'styles' or 'periods' of music 	<ul style="list-style-type: none"> With support, compose two or more parts to a song and play these, with some phrases repeated 	<ul style="list-style-type: none"> Compose two or more parts to a song and play these, with some phrases repeated Understand the use of repetition in music
Notation	<ul style="list-style-type: none"> Begin to recognise crotchets and quavers in standard notation 	<ul style="list-style-type: none"> Begin to recognise and write crotchets, quavers and rests in standard notation 	<ul style="list-style-type: none"> Begin to understand the value of and write whole notes, minims, crotchets, quavers and rests in standard notation 	<ul style="list-style-type: none"> Read and play short melodic patterns and rhythms with support Know the value of whole notes, minims, crotchets, quavers and rests Play simple rhythms which use dotted notes in standard notation 	<ul style="list-style-type: none"> Know the value of whole notes, minims, crotchets, quavers and rests and play these in standard notation with support With guidance, can compose in 3 and 4 metre 	<ul style="list-style-type: none"> Know the value of and recognise whole notes, minims, crotchets, quavers, rests and some dotted notes and play and write these in standard notation with growing independence Compose in different metres with more independence

The programmes of study for Arts need to be photocopied and included here.

