

Nettleham Church of England (Voluntary Aided) Junior School

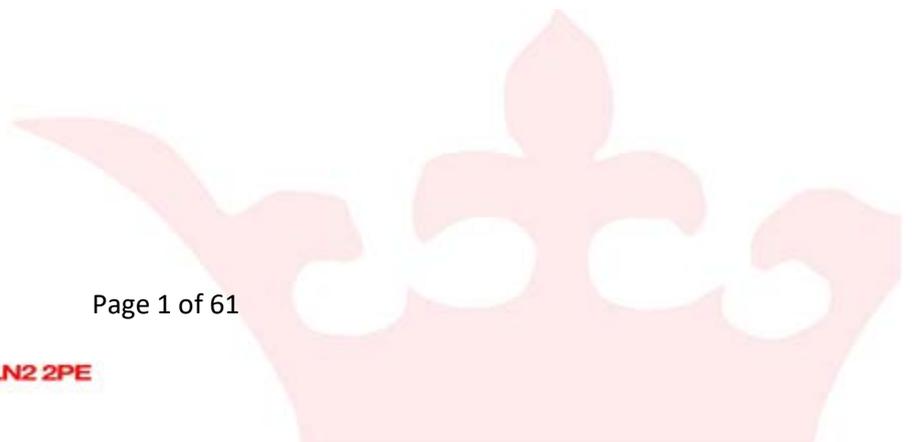
Curriculum

Our School Vision

As a Christian school we believe that every member of our community should feel wonderful, amazing, loved, valued and unique, because God made us that way. We encourage all our children to achieve the highest possible standards and develop skills to be lifelong learners. Our school values are: Trust, Humility, Thankfulness, Koinonia, Friendship and Endurance.

Our Curriculum Vision

Our curriculum is rooted in our school's Christian identity and reflects our values and vision. Thorough academic learning is balanced and enriched by a wide variety of creative, sporting and musical experiences. We aspire to give all our pupils the opportunities, skills and knowledge to have the best possible chance in life.



Rationale

Intent

The Church family is at the heart of our curriculum and our curriculum is taught in such a way as to reflect our values and vision. Our curriculum is based on the principles of balance, coherence and relevance. The curriculum is infused with a well thought-out variety of academic challenges balanced with an array of creative, musical and sporting enrichment opportunities whilst also nurturing personal development. Spiritual, moral, social, cultural development, along with physical and mental wellbeing, underpins all our work. These elements have been carefully considered in designing a broad, balanced and ambitious curriculum for all, which gives children the knowledge to succeed and the skills to become lifelong learners, whichever path they take. We have an aspiration for our children to be successful, independent, resilient, proactive learners, well rounded, passionate pupils so they develop the skills, knowledge and understanding that will set them in good stead for future learning and to give them the best possible chance in life. This is provided in a safe atmosphere of mutual trust, respect and support. We strive to be an inspiring learning community for all which reflect the school and village locality, heritage and community.

Implementation

Pupils learn best when they are happy, confident and interested. They are supported and challenged by staff through a variety of teaching methods to make connections between different subjects and link this to their own life experiences and prior knowledge. In this way knowledge is retained and learning becomes secure and embedded. Misconceptions are closely monitored and children receive effective and timely feedback. Children are encouraged to take responsibility for their own learning and identify their own mistakes, rectifying them where possible and appropriate.

Staff have excellent subject knowledge, which is constantly being developed, and they use this effectively to motivate all children. They ensure that the learning environment is attractive, stimulating and conducive to the development of knowledge, skills and concepts.

The curriculum is thoroughly enriched with a broad range and variety of trips, visitors and engaging experiences both within lessons, throughout the day and extra-curricular activities to enhance pupil provision. Pupils are regularly encouraged to explore their creativity and imagination through diverse music, sports and art projects and experiences.

Formative and summative assessment are regularly used to inform teacher judgements of attainment and progress allowing staff to identify any gaps and provide suitable levels of intervention, support and challenge. Results are tracked and monitored through our own assessment system and then analysed by subject leaders and senior leaders. All subjects have clearly mapped out skills and knowledge progressions, so prior knowledge is effectively built upon. Marking and feedback is used effectively to further learning, set targets, praise, inform

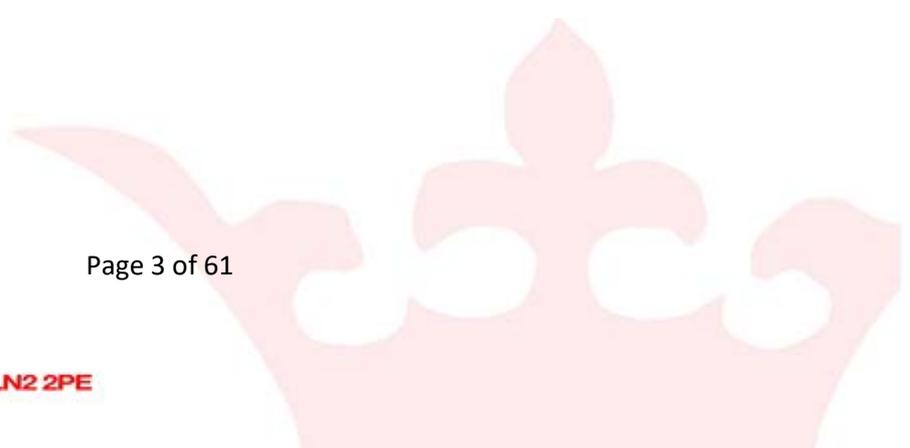
planning, correct misunderstanding, assess, recognise success and showing children next steps to improve through reflecting on comments and personal goal setting.

The whole school family work hard to motivate and inspire our pupils to prepare them for the world they live in today and for life.

Impact

As a result of our broad and rich curriculum, pupils develop detailed knowledge and skills across a range of subjects, recalling and retaining facts and ideas appropriately, and, as a result, achieve well. Where relevant, this is reflected in national test results, where children meet government age related expectations. All pupils read competently and fluently to gain knowledge, understanding and for pleasure. Pupils are given the necessary skills and values to be ready for both the next stage of their education and for their future lives in the wider world. We instil all our pupils with good morals and values to enable them to become tolerant and compassionate individuals.

The effectiveness of our curriculum design is regularly monitored and evaluated by leaders, and adjusted if necessary to ensure the best possible outcomes for all our pupils.



Contents

[Reading Curriculum](#)

[Grammar Curriculum](#)

[Writing Curriculum](#)

[Maths Curriculum](#)

[Science Curriculum](#)

[Religious Education Curriculum](#)

[History Curriculum](#)

[Geography Curriculum](#)

[PE Curriculum](#)

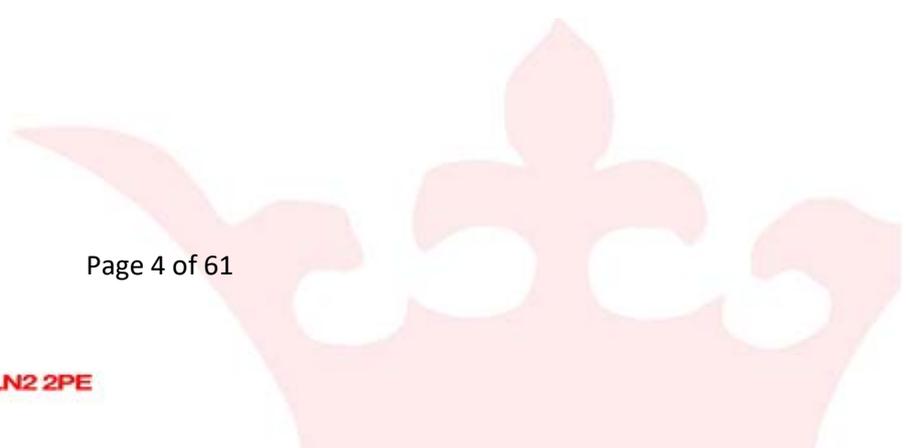
[ICT Curriculum](#)

[French Curriculum](#)

[Art and Design Curriculum](#)

[Music Curriculum](#)

[RHSE Curriculum](#)



Reading

Year 3	Year 4	Year 5	Year 6
Knowledge Progression			
<ul style="list-style-type: none"> - apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet - read further exceptions words, noting the unusual correspondences between spelling and sound, where these occur in the word 	<ul style="list-style-type: none"> - apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet - read further exceptions words, noting the unusual correspondences between spelling and sound, where these occur in the word 	<ul style="list-style-type: none"> - apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet 	<ul style="list-style-type: none"> - apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet
<i>develop positive attitudes to reading and understanding of what they read by:</i>	<i>develop positive attitudes to reading and understanding of what they read by:</i>	<i>maintain positive attitudes to reading and understanding of what they read by:</i>	<i>maintain positive attitudes to reading and understanding of what they read by:</i>
<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 - using dictionaries to check the meaning of words that they have read - 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 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry [for example, free verse, narrative poetry] 	<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 - using dictionaries to check the meaning of words that they have read - 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 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry [for example, free verse, narrative poetry] 	<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 - 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 - recommending books that they have read to their peers, giving reasons for their choices - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - 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 	<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 - 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 - recommending books that they have read to their peers, giving reasons for their choices - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - 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

Year 3	Year 4	Year 5	Year 6
<i>understand what they read, in books they can read independently, by:</i>	<i>understand what they read, in books they can read independently, by:</i>	<i>understand what they read by:</i>	<i>understand what they read by:</i>
<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 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - identifying main ideas drawn from more than one paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning 	<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 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - identifying main ideas drawn from more than one paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning 	<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 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning 	<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 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning
<i>and:</i>	<i>and:</i>	<i>and:</i>	<i>and:</i>
<ul style="list-style-type: none"> - retrieve and record information from non-fiction - 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. 	<ul style="list-style-type: none"> - retrieve and record information from non-fiction - 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. 	<ul style="list-style-type: none"> - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion - retrieve, record and present information from non-fiction - participate in discussions about books that are read to them and those they can read for themselves, 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, maintaining a focus on the topic - and using notes where necessary provide reasoned justifications for their views. 	<ul style="list-style-type: none"> - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion - retrieve, record and present information from non-fiction - participate in discussions about books that are read to them and those they can read for themselves, 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, maintaining a focus on the topic - and using notes where necessary provide reasoned justifications for their views.

Grammar

Overriding concept of Resilience – persevering when things are difficult

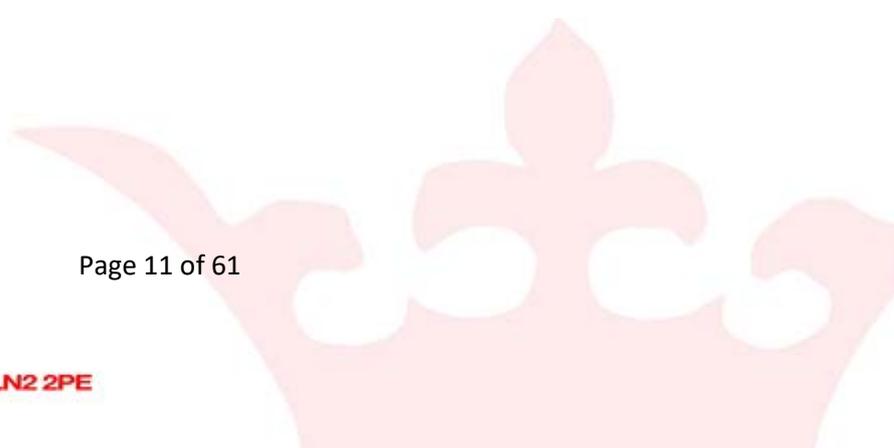
	Year 3	Year 4	Year 5	Year 6
Knowledge Progression				
Word	<p>To understand the function of verbs in sentences</p> <ul style="list-style-type: none"> • Noticing that sentences cannot make sense without them • Identify the verb(s) in a sentence <p>To understand the term noun and use appropriately. To understand that common nouns are names of objects and that proper nouns name particular people, places etc.</p> <ul style="list-style-type: none"> • Identify nouns in shared reading and own writing • Pick out proper nouns and capitalise in own writing. • Discuss proper nouns as they occur across the curriculum, e.g. rivers and counties • Introduce the term 'noun phrase' e.g. the blue butterfly <p>To use the term adjective appropriately and to understand the function of adjectives in sentences through:</p> <ul style="list-style-type: none"> • Identifying adjectives in shared reading and own writing • Understanding that adjectives describe nouns and 	<p>To continually revise and develop knowledge of word classes (verbs, nouns, adverbs, adjectives, prepositions etc)</p> <p>To introduce the term “determiner”</p> <p>To be aware of the use of standard English e.g. I was, we were etc.</p> <p>To identify determiners and look at where they appear in sentences.</p>	<p>To continually revise and extend knowledge of word classes (verbs, nouns, adverbs, adjectives, prepositions, determiners, pronouns etc.)</p> <p>To understand the basic conventions of standard English and consider when and why standard English is used:</p> <ul style="list-style-type: none"> • Agreement between nouns and verbs • Consistency of tense and subject • Avoidance of non-standard dialect words unless in dialogue <p>Convert nouns and or adjectives to verbs using suffixes: -ate, -ise, -ify e.g. note to notify</p>	<p>To use and identify synonyms (similar) and antonyms (opposite).</p> <p>To understand the term ‘adverbial’ (an adverb or adverb phrase) and be aware that they can be used to start a sentence e.g. During the afternoon...</p> <p>To understand the function of a determiner and how they are used to ‘limit’ nouns. To be aware of the articles: a, an, and, the.</p> <p>To be confident in using language of word classes learned in previous years</p>

	Year 3	Year 4	Year 5	Year 6
	<p>identifying in a sentence which adjective relates to which noun</p> <ul style="list-style-type: none"> • Forming adjectives using suffixes such as –ful, -less e.g. helpful/helpless <p>To develop a basic understanding of adverbs through their knowledge of verbs:</p> <p>To extend knowledge and understanding of pluralisation:</p> <ul style="list-style-type: none"> • To understand terms plural and singular • Recognising the use of singular and plural forms (regular and irregular) in speech and through shared writing <p>noticing which nouns can be pluralised and which cannot, e.g. trousers, rain, deer</p>			
Sentence	<ul style="list-style-type: none"> • To understand that adverbs give more information about verbs (focus on adverbs of manner) • To look at how common adverbs (of manner) are often formed by adding the ly suffix to adjectives e.g. careful- carefully <p>To use subordinating conjunctions (when, before, because, if, after, while etc.) to form complex sentences and to use co-</p>	<p>To expand noun phrases e.g. the teacher to: the strict maths teacher with curly hair</p> <p>To extend knowledge and understanding of adverbs :</p> <ul style="list-style-type: none"> • To understand and use the term "adverb" to include not just adverbs of manner (how - quietly, hesitantly), but also adverbs relating to time 	<p>To use the term "preposition" appropriately and to understand the function of prepositions in sentences.</p> <p>Introduce the term relative pronoun: who, which, where, when, whose, that.</p> <p>Use these to form relative clauses eg The boat, which was old and battered, had been on the beach for years. The relative pronoun can be</p>	<p>To understand and use the terms "active" and "passive" when referring to verbs, and to be able to apply their knowledge in their own writing</p> <ul style="list-style-type: none"> • Transforming a sentence from active to passive and vice-versa • To note and discuss how changes from active to passive affect the word order and sense of a sentence and to

	Year 3	Year 4	Year 5	Year 6
	<p>ordinating conjunctions (but, and, or) to make compound sentences. To introduce the term subordinate clause.</p> <p>To begin to use the term preposition in terms of position (under, below, on) and time (during).</p>	<p>(later, soon, earlier, yesterday, now, last year), place (here, there) and frequency (often, never, rarely, regularly)</p> <ul style="list-style-type: none"> • Introduce the phrase fronted adverbials (adverbs or adverb phrases that come at the beginning of a sentence). <p>Introduce the idea of using a comma after a fronted adverbial e.g. Later that day, the children went to the pool.</p> <p>Use the term clause as appropriate.</p> <ul style="list-style-type: none"> • Main clause (can stand alone as a sentence e.g. The man was angry.) • Subordinate clause (cannot stand alone - needs to be attached to a main clause e.g. because he had banged his elbow.) • BOTH TYPES OF CLAUSE HAVE A VERB (a phrase has no verb e.g. The hairy beast under the table) <p>To identify and use categories of sentence: statement, command, exclamation and question.</p>	<p>omitted e.g. The boat, old and battered, had been on the beach for years.</p> <p>Indicate degrees of possibility using adverbs (perhaps, surely, maybe, certainly) or modal verbs: might, should, will, must</p> <p>To investigate clauses through:</p> <ul style="list-style-type: none"> • Identifying the main clause in a long sentence • Investigating sentences which contain more than one clause • Understand how clauses are connected (e.g. combining 3 short sentences into 1) • To use conjunctions to link clauses within sentences and to link sentences in longer texts • To be aware of subordinate clauses and relative clauses 	<p>consider how the passive voice can conceal the agent of a sentence, e.g. The window was broken...</p> <p>To identify, understand and form complex sentences and be able to identify main and subordinate clauses</p> <p>To understand the difference between a phrase and a clause.</p> <p>To understand the difference between a phrase and a clause.</p> <p>To be able to deliberately use combinations of different kinds of sentences for effect.</p> <p>To be aware that there are different kinds of phrases e.g.</p> <ul style="list-style-type: none"> • Noun phrases – battered, old shoes • Prepositional phrases – beside the gate
Text	To develop consistent use of	To understand and use the term	Build cohesion within paragraphs (then,	To understand the term “impersonal

	Year 3	Year 4	Year 5	Year 6
	<p>present and past tenses in own writing. To use the progressive forms of verbs to mark actions in progress (present and past tense) she is running, he was shouting and to use the present perfect form of verbs as well as the simple past (He has gone out to play contrasted with he went out to play)</p> <p>To introduce paragraphs as a way to group related material and also headings and sub-headings to aid presentation.</p>	<p>"tense" in relation to verbs</p> <ul style="list-style-type: none"> To know that tense refers to time <p>To know that one test of whether a word is a verb is whether or not its tense can be changed</p> <p>To use the term "pronoun" appropriately and to understand the function of pronouns in sentences through:</p> <ul style="list-style-type: none"> Noticing in speech and reading how they stand in place of nouns; Substituting pronouns for common and proper nouns in own writing to avoid repetition; Distinguishing personal pronouns, e.g. I, you, him, it and possessive pronouns, e.g. my, yours, hers; <p>Use paragraphs to organise ideas around a theme.</p>	<p>after, firstly and use of pronouns)</p> <p>Link ideas across paragraphs: 'as I stated earlier', 'secondly', 'another point that I would like to make'</p> <p>To explore ambiguities that can arise e.g. through signs and headlines: "police shot man with knife"</p>	<p>voice" and to be able to write in this style e.g. when writing a science investigation</p> <p>To understand features of formal and informal language:</p> <ul style="list-style-type: none"> Use of question tags: He's your friend isn't he? Recognise subjunctive forms that may be used in very formal writing, e.g. I wish it were summer. <p>If Roger were an honest spy, he would not reveal the atomic secret.</p> <p>To use a wider range of cohesive devices to link ideas across paragraphs e.g. On the other hand ... As I have previously mentioned ... However, ... As a consequence</p>
Punctuation	<p>To secure knowledge of full stops, question marks and exclamation marks in reading and to understand their purpose and use appropriately in own writing.</p> <p>To understand the function of commas in lists and to attempt to use in own work.</p> <p>To understand the basic conventions</p>	<p>Using apostrophes to mark singular and plural possession (the girl's name, the girls' names)</p>	<p>To use the conventions of speech, punctuating accurately and starting a new line for a different speaker.</p> <p>To understand the difference between direct and reported speech (e.g. She said, " I am going."") and She said she was going</p>	<p>To use the colon to introduce a list, give explanation or suggest options.</p> <p>To use semi-colon and dash to mark the boundary between independent clauses.</p> <p>To use semi-colons within complicated lists.</p> <p>To use hyphens to avoid ambiguity: man eating shark</p>

	Year 3	Year 4	Year 5	Year 6
	<p>of speech punctuation through:</p> <ul style="list-style-type: none"> identifying speech marks (inverted commas) in reading beginning to use speech marks in own writing using capital letters to mark the start of direct speech to use the term "speech marks" and "inverted commas" to start to understand the term "direct speech" as repeating the exact words spoken <p>Use the apostrophe correctly in contractions to signify missing letters (omission) and to mark singular possession e.g. the boy's bike</p>		<p>Discussing contexts and reasons for using particular forms and their effects</p> <ul style="list-style-type: none"> Transforming direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use commas to clarify meaning, mark off opening phrases or avoid ambiguity.</p>	<p>versus man-eating shark</p>
Terminology	<p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>	<p>determiner pronoun, possessive pronoun adverbial</p>	<p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>



Writing

Year Three	Year Four	Year Five	Year Six
Composition			
Makes some attempt to define paragraphs by organising ideas with related points placed next to each other – eg one sentence paragraphs or ideas loosely organised.	Organises paragraphs around a theme: paragraphs/ sections help to organise content.	Identifies the audience for and purpose of the writing. Selects the appropriate form and uses other similar writing as a model for their own writing.	Identifies the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
In non-narrative material uses simple organisational devices – eg headings and sub headings	In narratives creates settings, characters and plot, with some ideas and material developed in detail (e.g. descriptions elaborated by adverbial and expanded noun phrases).	In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action.	In narratives, uses imaginative description of settings, convincing characterisation and a range of stylistic devices to develop atmosphere.
Proof reads for spelling and punctuation errors.	Proof-reads for errors in spelling and punctuation.	Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).	Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
Discuss writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.	Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.	Ensures the consistent and correct use of tense throughout a piece of writing	Ensures the consistent and correct use of tense throughout a piece of writing.
Discusses and records ideas	Discusses and records ideas.	Proof-reads for errors in spelling and punctuation.	Proof-reads effectively for spelling and punctuation errors.
Composes and rehearses sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structure.	Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures.	Makes notes and develops initial ideas, drawing on reading and research where necessary.	Makes notes and develops initial ideas, drawing on reading and research where necessary
In narrative creates settings, characters and plot, with some attempt to elaborate on basic information or events - eg nouns expanded by simple adjectives etc.	Assesses the effectiveness of their own and others' writing and suggests improvements.	When developing characters and settings for a narrative, the pupil considers what has been learned from their experience of reading, listening to and watching the work of real authors.	When developing characters and settings for a narrative, the pupil considers, and makes use of, what has been learned from their experience of reading, listening to and watching the work of real authors.
Assesses the effectiveness of their own and others' writing and suggests improvements.	Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. A reasonably wide vocabulary is often chosen for effect.	Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Uses an ambitious vocabulary, generally appropriate to purpose and audience.
Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Proof-reads for errors in spelling and punctuation.	Attempts to précis longer passages.	Integrates dialogue to convey character and advance the action.

Year 3	Year 4	Year 5	Year 6
Reads aloud their own writing, to a group or the whole class using appropriate intonation and controls the tone of voice so that the meaning is made clear.	Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controls the tone and volume, so that the meaning is clear.	Uses a wide range of devices to build cohesion within and across paragraphs.	Can shape and précis longer passages to adapt material appropriately for selected form.
		Assesses the effectiveness of their own, and others' writing.	Uses a wide range of devices to build cohesion within and across paragraphs.
		Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Within paragraphs, cohesive devices contribute to emphasis and effect, (e.g. adverbials as sentence starters).
		Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.	Assesses the effectiveness of their own and others' writing.
			Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
			Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register
Vocab, Spelling, and Punctuation			
Limited use of inverted commas to punctuate direct speech	Uses inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!").	Uses commas to clarify meaning or avoid ambiguity.	Uses the colon to introduce a list and uses semi-colons within lists.
Attempts to use paragraphs as a way to group related materials.	Uses paragraphs to organise ideas around a theme.	Uses a range of devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)	Punctuates bullet points when listing information.
Makes some use of the present perfect form of verbs instead of the simple past – eg "He has gone out to play". In contrast with "He went out to play".	Makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Indicates degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)	Use of layout devices (e.g. headings, sub-headings, columns, bullets, or tables, to structure text).
Express time, place and cause using conjunctions. Eg when, before, after, while, because. KPI	Uses fronted adverbials (eg 'Later that day, I heard the bad news')	Understands how to convert nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)	Uses the passive voice to affect the presentation of information in a sentence (e.g. 'I had broken the window in the greenhouse' versus 'The window in the greenhouse had been broken').
Uses the forms "a" or "an" according to whether the next word begins with a consonant or vowel. Eg a rock, an open box.	Most of the time uses appropriate standard English forms for verb inflections instead of local spoken forms (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done').	Uses brackets, dashes or commas to indicate parenthesis.	Recognise and use the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out/discover; ask for/ request; go in/enter).

Year 3	Year 4	Year 5	Year 6
Shows and awareness of headings and sub headings to aid presentation.	Uses expanded noun phrases, by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).	Uses a range of linking ideas across paragraphs: adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).	Uses the colon to introduce a list and uses semi-colons within lists
Expresses time, place and cause using adverbs. Eg then, next, soon, therefore.	Understands the grammatical difference between plural and possessive –s	Uses relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	Shows knowledge of how hyphens can be used to avoid ambiguity (e.g. 'man eating shark' versus 'man-eating shark', or 'recover' versus 're-cover').
Expresses time, place and cause using prepositions eg during, after, in, because of.	Uses commas after fronted adverbials	Knowledge of verb prefixes (e.g. dis-, de-, mis-, over- and re-).	Uses linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as : 'on the other hand', 'in contrast', or 'as a consequence') and ellipsis.
Shows understanding of the formation of nouns, using a range of prefixes eg super, anti, auto.	Some correct use of apostrophes to mark plural possession (e.g. the girl's name, the girls' names).		Use a wide range of clause structures, varying their position within the sentence.
Shows knowledge of word families based on common words, showing how words are related in form and meaning, eg solve, solution, solver, dissolve, insoluble.			Shows knowledge of how words are related by meaning as synonyms and antonyms (e.g. big, large, little).

Transcription/Spelling

Uses prefixes and suffixes to understand how to add them (app 1)	Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Uses further prefixes and suffixes and understands the guidelines for adding them.	Uses dictionaries to check the spelling and meaning of words.
Spells further homophones.	Uses further prefixes and suffixes and understands how to add them (Appendix 1)	Spells some words with 'silent' letters, e.g. knight, psalm, solemn.	Uses further prefixes and suffixes and understands the guidelines for adding them.
Identifies commonly misspelt words and attempts to correct them. (App1)	Spells further homophones.	Continues to distinguish between homophones and other words which are often confused.	Spells some words with 'silent' letters, e.g. knight, psalm, solemn.
Understands how to place the apostrophe in words with regular plurals eg girls' boys'.	Identifies commonly misspelt words and corrects them. (See Appendix 1)	Uses knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically, as listed in Appendix 1.	Continues to distinguish between homophones and other words which are often confused.
Uses the first two or three letters in a word to check its spelling in a dictionary.	Understands how to place the apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's).	Uses dictionaries to check the spelling and meaning of words.	Uses knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically, as listed in Appendix 1

Year 3	Year 4	Year 5	Year 6
Writes from memory simple sentences, dictated from the teacher, that include words and punctuation taught so far.	Use the first two or three letters of a word to check its spelling in a dictionary.	Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Uses a thesaurus.	Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Uses a thesaurus.
Transcription - Handwriting			
Uses diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another are best left unjoined.	Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined.	Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices.	Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices.
Increases the legibility, consistency and quality of their handwriting eg by ensuring that the downward letters are parallel and equidistant.	Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant.	Decides, as part of their personal style, whether or not to join specific letters.	Decides, as part of their personal style, whether or not to join specific letters.
Increases the legibility, consistency, and quality of their handwriting – eg by ensuring that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.	Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).	Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).
		Chooses the writing implement that is best suited for a task (e.g. quick notes, letters).	Chooses the writing implement that is best suited for a task (e.g. quick notes, letters).

Maths

Overriding concepts: [Resilience - never giving up, breaking down problems into manageable parts.](#)

Mathematics NUMBER Progression Grid

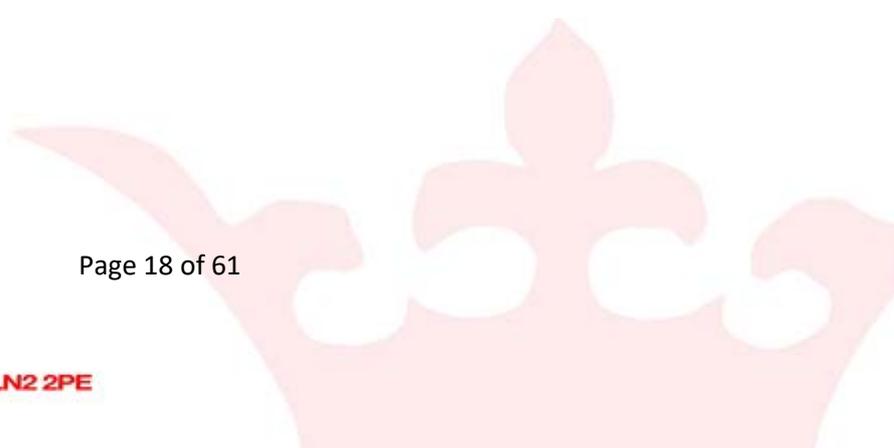
Area	Year 3	Year 4	Year 5	Year 6
Number and place value	<ul style="list-style-type: none"> • Read, write and use numbers up to 1000 in numerals and words • Count in multiples of 4, 8, 50 and 100 • Understand the place value of each digit in a three-digit number and find 10 or 100 more / less than a number 	<ul style="list-style-type: none"> • Read Roman numerals to 100 • Count in multiples of 6, 7, 9, 25 and 1000 • Understand the place value of each digit in a four-digit number and find 1000 more/ less than a given number • Round numbers to nearest 10, 100 or 1000 • Begin to recognise negative numbers 	<ul style="list-style-type: none"> • Read Roman numerals to 1000 • Read, write and use numbers to at least 1 000 000 • Count forwards/ backwards and round in powers of 10 • Begin to interpret negative numbers in context 	<ul style="list-style-type: none"> • Read, write and use numbers up to 10 000 000 • Round any whole number to differing degrees of accuracy • Calculate intervals across zero when problem solving • Use negative numbers in context and problem solving
Addition and subtraction	<ul style="list-style-type: none"> • Add and subtract numbers mentally; including 3-digits • Add and subtract numbers up to 3-digits using formal written methods • Begin to estimate and check answers to calculations using a range of strategies • Solve addition/ subtraction problems; including the use of number facts 	<ul style="list-style-type: none"> • Add and subtract numbers mentally using known facts • Add and subtract numbers up to 4-digits using formal written methods • Routinely estimate and check answers to calculations using a range of strategies • Solve two-step addition/ subtraction problems; choosing appropriate operations 	<ul style="list-style-type: none"> • Accurately add and subtract mentally, and using formal written methods • Routinely check answers to calculations; including by rounding • Solve multi-step addition/ subtraction problems; choosing appropriate operations 	<ul style="list-style-type: none"> • Mentally calculate mixed operations • Solve multi-step problems involving addition/ subtraction • Use efficient formal written methods for multiplication and division; interpret remainders • Solve problems involving all four operations and estimate to check answers • Identify and use common factors and multiples • Identify prime numbers
Multiplication and division	<ul style="list-style-type: none"> • Use mental recall of multiplication/ division facts for 3, 4, 8 • Begin to use formal written methods to calculate larger multiplications • Solve multiplication/ division problems; including simple scaling and correspondence problems 	<ul style="list-style-type: none"> • Know and use mental recall of multiplication/ division facts up to 12 X12 to derive facts • Use factor pairs to support mental calculations • Use formal written method to multiply • Solve multiplication/ addition problems; including applying the rules of arithmetic and two-step problems 	<ul style="list-style-type: none"> • Use known facts to mentally multiply and divide • Use formal long and short written methods for multiplication and division; include decimal numbers and interpret remainders • Recognise and use prime numbers and prime factors • Solve multiplication/ division problems; including recognition and application of factors, multiples, squares, cubes 	
Fractions (including decimals and percentages)	<ul style="list-style-type: none"> • Understand and use unit and non-unit fractions of objects and numbers; including tenths • Recognise equivalent fractions with small denominators • Begin to compare and order fractions • Begin to calculate simple addition and subtraction of fractions; within one whole 	<ul style="list-style-type: none"> • Understand and use hundredths • Begin to recognise decimal and fraction equivalents • Calculate simple addition and subtraction of fractions; beyond one whole • Divide by 10/100 and understand the value of the resulting decimal numbers • Solve fraction and decimal problems in context; including rounding and comparing up to two decimal places 	<ul style="list-style-type: none"> • Recognise, compare and order fractions; including mixed numbers and improper fractions • Calculate addition and subtraction of fractions; including different denominators • Begin to multiply fractions • Recognise, compare and round decimals; up to 3 decimal places • Begin to understand decimal numbers as fractions • Solve problems involving simple percentage and decimal equivalents 	<ul style="list-style-type: none"> • Simplify, compare and order a range of fractions • Use equivalence to add and subtract fractions • Multiply and divide proper fractions • Understand the relationship of division and fractions • Recognise and calculate numbers with three decimal places • Use equivalences between simple fractions, decimals and percentages
Ratio and proportion				<p>When solving problems:</p> <ul style="list-style-type: none"> • Apply multiplication and division facts to calculate proportionality in a range of contexts • Accurately calculate and use percentages • Understand scale factor

	Year 3	Year 4	Year 5	Year 6
Algebra				<ul style="list-style-type: none"> • Use and generate simple formulae using symbols and letters • Generate linear number sequences • Find different possibilities for the variables within equations

Mathematics MEASUREMENT, GEOMETRY, STATISTICS Progression Grid

Area	Year 3	Year 4	Year 5	Year 6
Measurement	<ul style="list-style-type: none"> • Use the appropriate units of length (m/ cm/ mm), mass (kg/g) and volume/capacity (l/ml) to measure, compare, add and subtract • Understand how to measure the perimeter of simple 2-D shapes • Solve practical problems for adding and subtracting amounts of money, using both £ and p to give change • Understand how to tell and record the time; including for analogue, 12-hour, 24-hour and clocks with Roman numerals • Use the terms o'clock, a.m./p.m., morning, afternoon, noon and midnight • Know a range of equivalent units of time • Use known facts to compare the duration of events 	<ul style="list-style-type: none"> • Know how to convert units of measure (e.g. km to m, hour to minutes) • Know how to measure and calculate the perimeter of rectilinear figures (cm/ m) • Use counting to find the area of rectilinear shapes • Solve problems using a different range of measures; including money • Use the units of time to convert between analogue and digital clocks • Solve problems using conversion between units of time 	<ul style="list-style-type: none"> • Know how to convert units of metric measure (e.g. km to m, kg to g, l to ml) • Recognise approximate equivalences between metric units and common imperial units (e.g. inches, pints, pounds) • Know how to measure and calculate the perimeter of composite rectilinear shapes (cm/ m) • Use estimating, calculating and comparing to find the area of rectangles (including squares) and estimate to find the area of irregular shapes • Use practical resources to estimate volume and capacity • When solving problems convert between units of time • When solving problems use all four operations to solve problems involving measures using decimal notation and scaling 	<ul style="list-style-type: none"> • When solving problems that require the calculation and conversion of units of measures, use decimal notation up to three decimal places • Know how to convert between miles and km • Investigate the relationship between area and perimeter identifying examples where the same area can have the same perimeter and vice versa • Use the formulae for area and volume of shapes • Know how to calculate the area of parallelograms and triangles • Be able to calculate, estimate and compare the volume of cubes and cuboids using standard units (cm³, m³)
Geometry – properties of shape	<ul style="list-style-type: none"> • Accurately draw 2-D shapes • Recognise 3-D shapes in different orientations • Know that angles are a property of shapes and can be used to describe turns • Accurately recognise right angles; including a complete turn • Begin to identify whether angles are greater or less than a right angle • Begin to use the terms horizontal and vertical lines & perpendicular and parallel to describe pairs of lines 	<ul style="list-style-type: none"> • Use the properties of shape to compare and classify geometric shapes • Understand and use the terms acute and obtuse to identify angles • Make observations to order angles up to two right angles by size • Recognise lines of symmetry in 2-D shapes presented in different orientations 	<ul style="list-style-type: none"> • Use the terms acute, obtuse and reflex to estimate and compare angles • Know how to identify 3-D shapes from 2-D representations • Accurately draw and measure angles in degrees (°) • Know how to use the properties of rectangles to find missing lengths and angles • Use knowledge of sides and angles to distinguish between regular and irregular polygons 	<ul style="list-style-type: none"> • Use given dimensions and angles to draw 2-D shapes • Construct 3-D shapes including making nets • Know how to find unknown angles in triangles, quadrilaterals and regular polygons • Solve missing angle problems on straight lines • Use the knowledge of shape properties to classify geometric shapes • Know and use the parts of circles (radius, diameter and circumference)
Geometry – position and direction		<ul style="list-style-type: none"> • Know how to use coordinates to describe position in the first quadrant and plot specified points • Use knowledge of coordinates and shape to complete a given polygon • Use translation horizontally and vertically to describe movement 	<ul style="list-style-type: none"> • Know how to successfully reflect and translate shapes 	<ul style="list-style-type: none"> • Know how to use coordinates to describe position in all four quadrants and plot specified points • Know how to draw and translate shapes on the coordinate plane • Know how to reflect simple shapes in the axes of a coordinate plane
Statistics	<ul style="list-style-type: none"> • Use bar charts, pictograms and tables to present and interpret data • Use information in scaled bar charts, pictograms and 	<ul style="list-style-type: none"> • Use bar charts and time graphs to present discrete/ continuous data • Use bar charts, pictograms, tables and other graphs to 	<ul style="list-style-type: none"> • Use line graphs to solve comparison, sum and difference problems • Identify the necessary information in tables 	<ul style="list-style-type: none"> • Know how to construct a pie chart and line graph • Use pie charts and line graphs to solve problems

	Year 3	Year 4	Year 5	Year 6
	tables to solve one-step and two-step questions	solve comparison, sum and difference problems	(including timetables) and be able to complete them	<ul style="list-style-type: none"> • Understand the term mean as an average and be able to calculate it



Science

Objectives in black relate to those which must be taught, those in red could be taught to deepen and extend understanding, those in green are new objectives/wording changes.

Concept links are blue

	Year 3	Year 4	Year 5	Year 6
Skills Progression				
Working scientifically	<p>Ask relevant questions and use different types of scientific enquiries to answer them</p> <p>Set up simple practical enquiries, comparative and fair tests</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>Use straightforward scientific evidence to answer questions or to support their findings.</p> <p>Responsibility – Take responsibility for recording and reporting findings. What do they mean?</p> <p>Resilience – Plan different types of scientific enquiry to answer relevant questions if results are unexpected. Have the resilience to make systematic and careful observations during investigations.</p>	<p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Use test results to make predictions to set up further comparative and fair tests</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments</p> <p>Morality – is animal experimentation acceptable?</p> <p>Resilience – the need for repeat reading and not giving up when things don't go to plan.</p>		
Knowledge Progression				
Living things	<p>Plants</p> <p>Identify and describe the functions of different parts of flowering plants: roots stem/trunk, leaves & flowers.</p> <p>Explore the requirements of plants for life & growth (air, light, water, nutrients from the soil and room to grow) and how they</p>	<p>Classification</p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore & use classification keys to help group, identify & name a variety of living things in their local & wider environment.</p> <p>Explain how environmental changes may have an impact on living things</p>	<p>Living things and their habitat</p> <p>Describe and compare different reproductive processes and life cycles in animals</p> <p>Name, locate and describe the functions of the main parts of plants, including those involved in reproduction.</p>	<p>Living things & their habitats</p> <p>Describe how living things are classified into broad groups according to common observable characteristics & based on similarities & differences, including micro-organisms, plants & animals.</p> <p>Classify and identify micro-organisms,</p>

	Year 3	Year 4	Year 5	Year 6
	<p>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 & seed dispersal Well-being – what do plants require to live well? How might his differ for humans? Resilience – Resilience of plants in the natural world. Can we learn from this? Morality – Is GM food acceptable? Diversity – Diversity of plant life and habitats. How can we ensure this is enhanced, not damaged?</p>	<p>Responsibility – what impact do humans have on living things? What is our responsibility towards the planet we live on? Well-being – How can we ensure/work towards the well-being of all living things?</p>		<p>plants and animals into broad groups using keys or other methods. Give reasons for classifying plants & animals based on specific characteristics. Community – animal communities, how can they live in harmony? Diversity – animal and plant diversity, why is this important? Evolution and inheritance Use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved. Provide evidence for evolution Spirituality – Can you believe in both evolution and God?</p>
Animals, including humans	<p>Identify that animals, including humans, need the right types & amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans & some other animals have skeletons & muscles for support, protection & movement. Morality – Should people eat meat? Well-being – How can we promote good bone and muscle health? Why is this important?</p>	<p>Describe the simple functions of the different parts of the digestive system in humans. Identify the different types of teeth in humans & their simple functions. Construct & interpret a variety of food chains, identifying producers, predators & prey. Well-being – How can we maintain healthy teeth? Community – Develop understanding of inter-reliance among animal/plant communities. How can we learn from this?</p>	<p>Describe the changes as humans develop to old age. Well-being – How can we maintain good health as we get older?</p>	<p>Identify, describe & name the main parts of the human circulatory system, & describe the functions of the heart, blood vessels & blood. Recognise the impact of and describe the effects of diet, exercise, drugs & lifestyle on the way their bodies function. Describe the ways in which nutrients & water are transported within animals, including humans. Well-being – Why are physical and mental well-being important? How can we maintain/improve this?</p>
Chemistry	<p>Rocks Compare & group together different</p>	<p>States of matter Compare & group materials together,</p>	<p>Properties & changes of materials</p>	

	Year 3	Year 4	Year 5	Year 6
	<p>kinds of rocks on the basis of their appearance & simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks & organic matter.</p> <p>Diversity – Understand the huge diversity of rock formations that are generated by three very simple processes.</p>	<p>according to whether they are solids, liquids or gases.</p> <p>Describe the characteristics of different states of matter</p> <p>Describe how materials change state at different temperatures and observe that some materials change state when they are heated or cooled, & measure or research the temperature at which this happens in degrees Celsius.</p> <p>Using the above objective to explain everyday phenomena, including the water cycle, identify the part played by evaporation & condensation in the water cycle & associate the rate of evaporation with temperature.</p> <p>Well-being – Appreciate the fact that every living thing has a reliance on water to some degree for survival and well-being.</p>	<p>Group and identify materials in different ways according to their properties, based on first-hand observation</p> <p>Justify the use of different everyday materials for different uses, based on their properties.</p> <p>Identify and describe what happens when dissolving occurs in everyday situations</p> <p>Describe how to separate mixtures and solutions into their components.</p> <p>Identify, with reasons, whether changes in materials are reversible or not</p> <p>Morality/Responsibility – Do we use the world's resources responsibly? How can we improve this?</p>	
Physical processes	<p>Light</p> <p>Recognise that they need light in order to see things & that dark is the absence of light. Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous & that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a source is blocked by a solid object.</p>	<p>Sound</p> <p>Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear to explain how sounds are heard</p> <p>Find patterns and describe the relationship between the pitch of a sound & features of the object that produced it.</p>	<p>Earth & space</p> <p>Describe the shapes and relative movements of the Sun, Moon, Earth and other planets in the solar system.</p> <p>Explain the apparent movement of the sun across the sky in terms of the Earth's rotation and that this results in day and night.</p>	<p>Light</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects & then to our eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the</p>

	Year 3	Year 4	Year 5	Year 6
	<p>Find patterns in the way that the size of shadows change.</p> <p>Responsibility/Well-being – Understand the potentially harmful effects of the Sun and how to protect ourselves from these.</p>	<p>Find patterns and describe the relationship between the volume of a sound & the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>		<p>same shape as the objects that cast them.</p>
Physics	<p>Forces and Magnets</p> <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other & attract some materials & not others.</p> <p>Compare & group together a variety of everyday materials on the basis of whether they are attracted to a magnet, & identify some magnetic materials.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Electricity</p> <p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying & naming its basic parts, including cells, wires, bulbs, switches & buzzers.</p> <p>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.</p> <p>Recognise that a switch opens & closes a circuit & associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors & insulators, & associate metals with being good conductors.</p> <p>Morality/Responsibility/Community/Well-being – Electricity is vital to life. Are current generating methods sustainable?</p>	<p>Forces</p> <p>Describe the effects of simple forces that involve contact (air and water resistance, friction) and gravity</p> <p>Identify simple mechanisms, including levers, gears and pulleys that increase the effect of a force.</p>	<p>Electricity</p> <p>Use simple apparatus to construct and control a series circuit, and describe how the circuit may be affected when changes are made to it.</p> <p>Use recognised symbols to represent simple series circuit diagrams.</p> <p>Morality/Responsibility/Community/Well-being – Electricity is vital to life. Are current generating methods sustainable?</p>

RE

Broad Aims **Understanding Christianity units** Local Agreed Syllabus Local Agreed
 Syllabus Additional units Key concepts

	Year 3	Year 4	Year 5	Year 6
Skills Progression				
Christianity /Islam/ Hinduism and non-religious views	To know about religion: To be able to name and talk about different religious stories To be able to retell stories and suggest meaning To begin to be able to describe and connect religious knowledge and ideas together To understand the impact of religion: To recognise and connect religious ideas To be able to ask questions sensitively and give thoughtful responses To use investigative and enquiry skills: To be able to find out about religions To collect and use ideas To consider and discuss questions		To know about religion: To understand ideas To be able to explain why and explain impacts To be able to appreciate and appraise differences To understand the impact of religion: To develop own ideas reasonably To be able to explain diverse viewpoints clearly To be able to express insights To use investigative and enquiry skills: To be able to apply ideas thoughtfully To be able to investigate and explain diversity To be able to enquire, interpret, argue	
	Knowledge Progression			
	Year 3	Year 4	Year 5	Year 6
Christianity	God/Incarnation What is the Trinity? To understand Christian beliefs about God- God as Father, Son and Spirit. Children will identify differences in the Gospels and the letters of the NT. They will offer suggestions about baptism and what the Trinity might mean. They will explore the texts and say what these might mean for Christians today. They will explore how Christians show their beliefs about God the Trinity by their lifestyle choices and how they worship (Creativity – artwork) Salvation Why does Easter matter to Christians?	Creation What do Christians learn from the creation story? Make clear links between Genesis 1 and what Christians believe about God and Creation. Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God’s creation is; care for the earth in some specific ways.) Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians (creativity – poetry and artwork linked to theme)	Salvation/Incarnation What difference does the resurrection make for Christians? <i>[How do Christians behave/act because of their beliefs about Jesus and the resurrection?]</i> Outline the timeline of the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus’ death was a sacrifice, using theological terms. Suggest meanings for narratives of Jesus’ death/ resurrection, comparing their ideas with ways in which Christians interpret these texts. Make clear connections between the Christian belief in	Creation Creation and Science: Conflicting or Complementary Outline the importance of Creation on the timeline of the ‘big story’ of the Bible. Identify what type of text some Christians say Genesis 1 is, and its purpose. Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go

Year 3	Year 4	Year 5	Year 6
<p>Why do Christians call the day Jesus died 'Good Friday'?</p> <p>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas. After half term children will Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in</p>	<p>(responsibility – humans and our responsibility for the world) (well-being – spending time in and appreciating creation)</p> <p>Pilgrimage <i>Pilgrimage (including Christianity)</i> <i>[Environmental impact of pilgrimage]</i></p> <p>Children will explore pilgrimage as a significant journey carried out for special purposes. They will explore the differences between religious and non-religious pilgrimage and talk about what makes a religious pilgrimage sacred. They will look at key pilgrimages from Islam, Hinduism and Christianity and establish the key features of these and how they relate to beliefs about God, the world and other humans as well as consider how there is a conflict between beliefs about the environment and how pilgrimages affect the environment.</p> <p>(Passion – people's faith leads them to go on a pilgrimage) (well-being – connecting with God and a sacred place)</p>	<p>Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. Show how Christians put their beliefs into practice.</p> <p>(Well-being – Eucharist being made right with God)</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. Show how Christians put their beliefs into practice in different ways. Explain why some people find belief in the Resurrection makes sense and inspires them.</p> <p>Was Jesus the Messiah?</p> <p>Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the</p>	<p>together. Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account. Identify the type of text that Psalm 8 is, and its purpose. Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation. Make clear connections between Psalm 8 and some ways Christians respond to God as Creator. Show understanding of why some Christians find science and faith compatible. Respond to the idea that humans have great responsibility for the Earth. Weigh up how well humans are responding to this responsibility, taking into account religious and nonreligious viewpoints.</p> <p>(Diversity – different beliefs about how the world came to be) (Responsibility – stewardship of creation – God's command to humans) (Well-being – being connected to creation) (Creativity – artwork, poetry to express ideas) God (Holy or Loving)</p> <p>What does it mean if God is loving and holy?</p> <p>Identify some different types of biblical texts,</p>

worship. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.

(Community – how different communities celebrate Easter)

(Responsibility – the responsibility of Jesus' death)

(Passion – passion of the cross)

Resilience – going through trials – Jesus went through them too)

(Humility – Jesus washing his disciples feet)

(Happiness/enjoyment – celebrations)

Messiah makes sense in the wider story of the Bible. Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.

[Was Jesus who he said he was? Did the resurrection happen?

Does it matter if it didn't?]

(Responsibility – who is responsible for Jesus' death, exploring the responsibility humankind)

(Celebration – Easter and Christmas)

(Diversity – difference in how celebrate within different denominations of Christianity)

(Resilience – Jesus went through trials, understanding that we need to be resilient in difficult times)

(Passion – Easter story and concept of salvation)

Expressing beliefs through the arts

Expressing Beliefs through the Arts (including Christianity)

[Reasons why some people may not use pictorial representation to express belief, e.g. Muslims; Spirited Arts competition run by NATRE]

This unit focuses on some of the ways in which music, art and drama are used to express aspects of faith. The main focus is on Christianity and Islam,

using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.

Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.

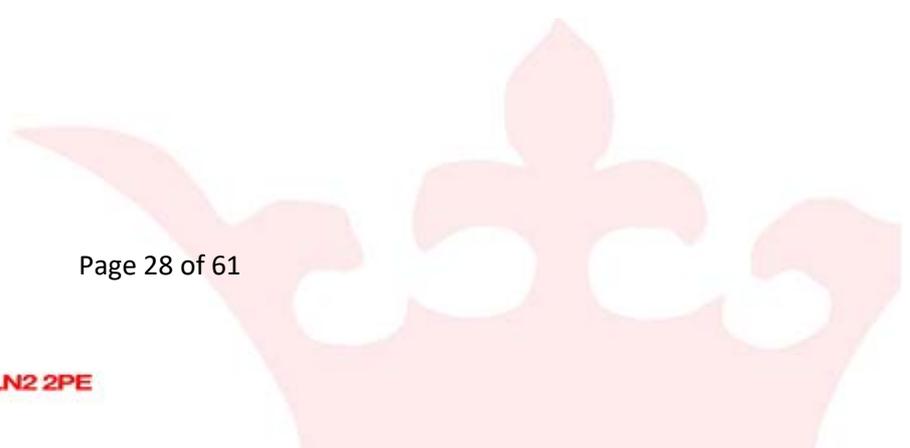
(Spirituality – nature of God)

(Diversity – differing beliefs about the nature of God)

	Year 3	Year 4	Year 5	Year 6
			with reference to Hinduism. The unit provides opportunities for children to experience how certain art forms can be used to express feelings, emotions and intentions and to learn how these are used in a religious context to express faith. (Creativity – art, poetry, music, dance, drama) (Happiness/enjoyment – joy of creativity) (Passion – passion plays at Easter)	
Islam	<p>God (Islam) Children will explore what the word ‘GOD’ means for those who align themselves with Islam and Hinduism. They will explore names for Gods/Deities and understand how these are found in sacred texts and stories. They will begin to explore beliefs about God that affect how these people may live out their lives.</p> <p>Concepts of Tawhid- the oneness of Allah and the relationship of the Trimurti to devotees.. They will also explore the role of messengers and messages from sacred texts.</p>	<p>Community (Islam) <i>[Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i> Children will look at stories at creation from a Hindu and Muslim perspective. We also explore how celebrations and worship interacts with the natural world and how these also bring people together. We will then explore how each religion is expressed by expression of worship and devotion. (community – how faith is lived out in communities) (Enjoyment/happiness – celebrations) Pilgrimage <i>Pilgrimage (including Christianity)</i> <i>[Environmental impact of pilgrimage]</i> Children will explore pilgrimage as a significant journey</p>	<p>Being Human (Islam) <i>[The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i> How does faith and belief affect the way people live their lives? What does the Qur’an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in Practice Examples of contemporary individuals from both faiths (community – coming together to worship, zakah, sawm, sallah, shahadah, hajj – all bring together as community) (Morality – beliefs and practices impact life choices)</p>	<p>Life Journey <i>[Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people’s lives, regardless of whether they can prove their beliefs to be true or not]</i> What do Muslims do to celebrate birth? Birth of a baby as a blessing – aqiqah ceremony, why belonging is special Call to prayer (adhaan) into baby’s ear and taste of something sweet Shaving of head, weighing of hair How do Muslims show they belong? Birth – choice of names, the qualities of people associated with certain names Role of Madrasahs, e.g. training to become Hafez</p>

		<p>carried out for special purposes. They will explore the differences between religious and non-religious pilgrimage and talk about what makes a religious pilgrimage sacred. They will look at key pilgrimages from Islam, Hinduism and Christianity and establish the key features of these and how they relate to beliefs about God, the world and other humans as well as consider how there is a conflict between beliefs about the environment and how pilgrimages affect the environment.</p> <p>(Passion – people’s faith leads them to go on a pilgrimage) (Well-being – connecting with God and a spiritual experience)</p>		<p>(Community – family community) (Morality – life choices due to beliefs and practices)</p>
Hinduism	<p>God (Hinduism) Children will explore what the word ‘GOD’ means for those who align themselves with Islam and Hinduism. They will explore names for Gods/Deities and understand how these are found in sacred texts and stories. They will begin to explore beliefs about God that affect how these people may live out their lives. Concepts of Tawhid- the oneness of Allah and the relationship of the Trimurti to devotees.. They will also explore the role of messengers and messages from sacred texts.</p>	<p>Community (Hinduism) <i>[Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i> Children will look at stories at creation from a Hindu and Muslim perspective. We also explore how celebrations and worship interacts with the natural world and how these also bring people together. We will then explore how each religion is expressed by expression of worship and devotion.</p>	<p>Being Human (Hinduism) <i>[The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i> How does faith and belief affect the way people live their lives? How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve Moksha? (Community – coming together to worship, dharma – providing alms and hospitality)</p>	<p>Life Journey <i>[Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people’s lives, regardless of whether they can prove their beliefs to be true or not]</i> How do Hindu’s show that they belong? Samskaras (passage of life) Birth – namkarna (naming ceremony),</p>

	Year 3	Year 4	Year 5	Year 6
	(community – as part of celebrating festivals)	(community – how faith is lived out in communities) (Happiness/enjoyment - celebrations)	(Morality – beliefs and practices impact life choices)	jatakarma (welcoming the baby into the family) Ear piercing (karnavedha) and first haircut (mundane) Upananyana or sacred thread ceremony (Community – family community) (Morality – life choices due to beliefs and practices)
Non-Religious Beliefs				<p>Do you have to believe in God to be good? <i>[Opportunity to study Humanism/atheism and explore e.g. issues of social justice]</i></p> <p>Scientific and Humanist viewpoints regarding creation</p> <p>Rites of Passage for non-religious people (birth, life, marriage, death)</p> <p>Other religions included to make links: Bar/Bat Mitzvah in Judaism and confirmation, christening, baptism in Christianity.</p> <p>How do we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people’s lives, regardless of whether they can prove their beliefs to be true or not.</p> <p>(Morality – life choices)</p>



History

Objectives in black relate to those which must be taught, those in red could be taught to deepen and extend understanding, those in green are new objectives/wording changes.

Concept links are blue, value links are in purple.

Knowledge			
Year 3	Year 4	Year 5	Year 6
<p>Chronological Understanding</p> <ul style="list-style-type: none"> To be familiar with the concept of a timeline and understand that it represents a sequence of events shown in chronological order. To understand the terms BC and AD, know what they mean and be able to use them to correctly interpret the chronology of events. To have a broad and generalised overview of some of the most significant historical events/eras in British history. <p>Diversity – To understand the diversity of our historical past and be aware of potential impacts of this on our own time.</p> <ul style="list-style-type: none"> To understand how long ago the Stone Age was and that the three Prehistoric periods were significantly longer than the current historical period has been so far. <p>Stone Age</p> <ul style="list-style-type: none"> To name the three different periods of the Stone Age and order them correctly. To understand the nature of the evidence and why it is so insubstantial and open to interpretation. To understand why the material record for this period of history is incomplete. To understand there is no written record for the prehistoric period, and that is what the term ‘prehistory’ means. To develop a broad and generalised understanding of events around the world during the Stone Age. To understand how life changed during the Stone Age and the evidence we have for this. <p>Resilience – As demonstrated by Stone age peoples who survived in very harsh conditions with very limited technologies.</p> <ul style="list-style-type: none"> To understand that the idea of growing your own food in addition to hunting and gathering developed in the Neolithic period of the Stone Age, and the immense impact this had on human society. 	<p>Romans</p> <ul style="list-style-type: none"> To locate Italy and Rome on map of Europe, understanding that the Romans originated in Rome and invaded and conquered much of the world. To be familiar with the story of Romulus and Remus and to understand that this legend has been used to explain the location and name of the city of Rome. To find out why the Romans wanted to come to England. <p>Morality - To explore the moral implications and effects of invading a country and wanting to use their natural resources.</p> <ul style="list-style-type: none"> To identify food eaten by the Romans and how these were introduced into the British diet. To understand that certain foods that we eat in England in the 21st century were first introduced by the Romans. <p>Diversity – To understand the cultural value that the Romans brought to England which has become part of our own culture.</p> <ul style="list-style-type: none"> To learn about Roman warfare, the army, weapons and life as a legionnaire. <p>Morality - To explore the moral implications and effects of warfare and invading and ruling other nations.</p> <ul style="list-style-type: none"> To look at Latin words that have evolved to become part of our language. <p>Diversity – To understand the cultural value that the Romans brought to England which has become part of our own culture.</p> <ul style="list-style-type: none"> To learn about Roman entertainment in the Colosseum based on research of amphitheatres and the Colosseum. <p>Morality - To explore the moral implications of using human fighting for entertainment and the use of animals who were also injured and killed in great numbers.</p> <ul style="list-style-type: none"> To understand the reasons for and the consequences of Boudicca’s rebellion. <p>Passion and resilience – explore the passion and resilience displayed by Boudicca and her followers in the face of a larger and more powerful opponent.</p>	<p>Ancient Greece</p> <ul style="list-style-type: none"> Know and understand significant aspects of history: nature of ancient civilisations, expansion and dissolution empires in the context of learning about the Ancient Greek Empire: How did it grow and why? To understand how to order events in history, with the knowledge of BC and AD incorporated into the timeline. To understand how Ancient Greece was made up of city-states and how these city states were ruled differently over time. <p>Diversity – Understanding the diversity of how in the same time of history, in the same country, different city-states lived so differently.</p> <p>Community – The stark contrasts in the different city-states and how they interacted with each other, but the cohesion within them, making each a strong sense of community.</p> <p>Resilience – As demonstrated by Spartan people who fought and survived in very harsh conditions with only warrior skills as their strength.</p> <p>Morality - To explore the moral implications and effects of warfare.</p> <ul style="list-style-type: none"> To understand the aspects of Ancient Greek democracy and how this compares to alternative methods of how counties are ruled. To understand our knowledge of the past is constructed from a range of sources e.g. Greek vases. To understand what the Greeks believed and to find out about some of the Greek Gods and Goddesses To understand the methods of historical enquiry, how evidence is used to make historical claims when learning about the gods and goddesses. <p>Anglo-Saxons & Vikings</p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by knowing who the Vikings were and when and why they raided and invaded Britain. Be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the later Viking raids, 	<p>Leisure and entertainment</p> <ul style="list-style-type: none"> To locate the start of the 20th Century on a timeline. To recall some key events in British history around the turn of the century. To draw on prior knowledge when discussing leisure activities during World War Two. To know some ways Britain was ‘rebuilt’ at the end of the Second World War. To recall key information from learning over a number of lessons. To recognise which history skills have been used and how effectively. <p>Ancient Egypt</p> <ul style="list-style-type: none"> To understand the reasons behind mummification and have a basic knowledge of the process used by the ancient Egyptians. To make deductions about life in the past from pictures of the landscape To design and make a canopic jar or cartouche of their own design in clay using their observations from visit. (Art project) To formulate 5 – 10 questions to research. To produce an A4 information sheet that could be given to other class members as a basic guide to that subject area.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Community – The profound changes in the nature of communities and how they interacted with each other, brought on by the adoption of farming as the main method of subsistence. To know that the same idea may develop in several different locations at the same time, that knowledge/ideas spread very slowly during this period, and why this might be. To appreciate that different opinions may develop based on the same evidence and that these may change in the light of new evidence. <p>Bronze Age</p> <ul style="list-style-type: none"> To appreciate the persistence of old technologies as new ones spread. To understand the process of casting an object from bronze. To understand how the material record changes from one period to the next, although the same limitations on the survival of the evidence may still be in place. To appreciate the high level of skill displayed by prehistoric people inasmuch as they were able to create enormous monuments such as Stonehenge with very limited equipment. <p>Community – Working together to achieve a common goal as demonstrated by the building of Stonehenge.</p> <p>Spirituality – Stonehenge is thought to be evidence of a strong sense of spirituality among the people of the time.</p> <ul style="list-style-type: none"> To understand that we believe Bronze Age religion was very different to our own, the nature of their religion as we currently understand it, and what we base this belief on. <p>Spirituality – To understand that spirituality may be expressed in many different ways.</p> <ul style="list-style-type: none"> To have a basic understanding of Bronze Age burial practices. <p>Spirituality – To understand that the different ways people express their spirituality will leave different types of evidence.</p> <ul style="list-style-type: none"> To have a basic understanding of travel during the Bronze Age, the technological developments that occurred during this time, and their consequences for society. To have a basic understanding of trade during the Bronze Age, what was traded, and where we believe Bronze Age trade routes were. <p>Iron Age</p>	<ul style="list-style-type: none"> To explore the use of Roman numerals and understand the way the system works up to 100. To understand different styles of ruling – emperor/senate <p>Aztecs</p> <ul style="list-style-type: none"> To learn the main differences between present day map and pre-Columbus map. To discover what drove the need/desire to travel/explore (spices, gold, glory, God etc). <p>Morality - To explore the moral implications and effects of early travel in terms of exploitation and the desire to spread Christianity.</p> <p>Spirituality – to understand that indigenous people would have had their own beliefs before the spread of Christianity.</p> <ul style="list-style-type: none"> To identify and explore key sailing routes/trade routes used by early travellers and to understand why particular routes were chosen. To understand why, at the time, sea travel with all of its dangers was preferable to travel on land in certain areas of the world. To learn about notable explorers: Henry the Navigator, Dias, Vasco da Gama To learn about the journeys of Europeans to the west: Columbus, Vespucci, Cortez To learn about the real and imagined dangers faced by sailors. To learn what a sea journey entails and the hardships that would have to be endured. <p>Resilience – As demonstrated by early sailors who survived in very harsh conditions with very limited food and poor conditions.</p> <ul style="list-style-type: none"> To learn the story of Cortez and the discovery of the Aztec civilisation. To learn about the culture religion, and life of the Aztec people To research personal area of choice and present and display findings to class. 	<p>the actions of King Ethelred II and the introduction of Danegeld.</p> <ul style="list-style-type: none"> Be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about and organising information about Viking life. Be able to address historically valid questions about change, cause, similarity and difference and significance by learning about the Anglo-Saxon legal system and how it is similar and different to the modern legal system in Britain. <p>Morality - To explore the moral implications and effects of the Anglo-Saxon legal system in comparison with today's laws of human rights.</p> <ul style="list-style-type: none"> To develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by learning about the last Anglo-Saxon Kings of England and what happened in Britain during their reign. To explain how the last Anglo-Saxon kings shaped Britain. 	

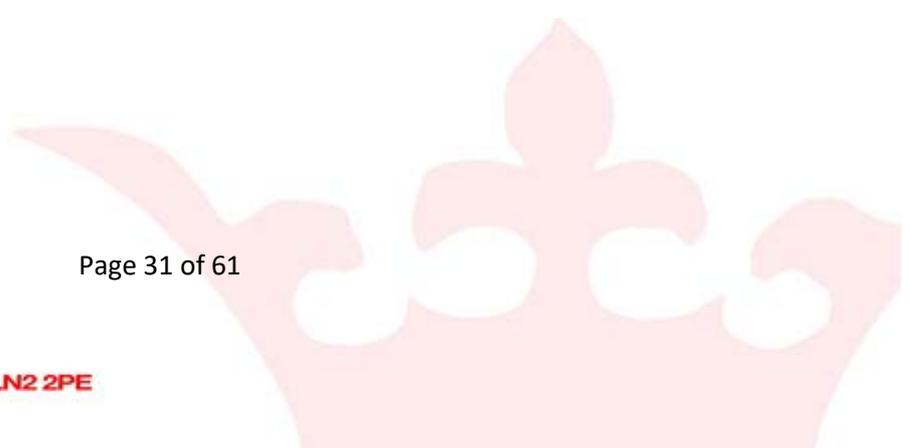
Year 3

Year 4

Year 5

Year 6

<ul style="list-style-type: none"> • To understand that we do have written records of the Iron Age in Britain, but that these are written by the invading Roman forces. • To appreciate that these accounts, written by an invading culture, may not be accurate, and to understand the kind of bias that may be inherent within them. <p>Diversity – How did the diversity of these two cultures affect their own opinions of each other, and what were the consequences of this?</p> <ul style="list-style-type: none"> • To understand the advantages of iron over bronze for making tools. • To be familiar with the idea of an extended Iron Age family living together in a roundhouse, and the possible basic construction techniques used to build such a house. <p>Community/Koinonia/Well-being/Trust – Living together in a closely knit unit, each individual depending on many others for their well-being.</p> <ul style="list-style-type: none"> • To have a broad and general understanding of Iron Age life and culture, including food and food production, what life may have been like for children, and games that we know children played. <p>Well-being – As demonstrated by food security, the variety of food available and having leisure time to play.</p> <ul style="list-style-type: none"> • To understand the important role of hillforts in Iron Age society, why people chose to live in them, and the advantages and disadvantages of this. <p>Community/Koinonia – Living together with a common purpose.</p> <ul style="list-style-type: none"> • To understand why the Roman forces were able to overrun Iron Age hillforts and the consequences of this. <p>Morality – Did the Roman forces have the right to invade a land peacefully occupied by other people and destroy their cultures, imposing their own in their places?</p>			
--	--	--	--



Geography

Objectives in black relate to those which must be taught, those in red could be taught to deepen and extend understanding, those in green are new objectives/wording changes.

Concept links are blue, value links are in purple.

KNOWLEDGE			
Year 3	Year 4	Year 5	Year 6
<p>Local History/Geography Study – The Bishop’s Palace</p> <ul style="list-style-type: none"> • Develop a broad and generalised understanding of the Bishop’s Palace site in Nettleham, including its location and the topography of the site. • Understand that a map represents a bird’s eye view of a specific location and represents 3D features of that location in 2D using symbols. • Understand how to orientate a map correctly with reality using the North arrow. • Understand how to use a map to locate features drawn on the map in reality. • Know the cardinal compass points, and intercardinal points, and how to use them to give directions. 	<ul style="list-style-type: none"> • Revise countries of the UK and the capital cities. • Learn that capital cities are marked by a square symbol and understand what a capital city is. • Be able to locate and recognise key countries using atlases, focusing mainly on Europe including Russia. (Roman topic) Be familiar with our close neighbours in Europe. • Understand the term continent and know that we are part of Europe. • Recognise the continents and identify some countries from each continent. • Understand the term border and understand that borders have changed historically and can do so in the future. <p>Responsibility - to explain, in simple terms, reasons for changes of border boundaries</p> <ul style="list-style-type: none"> • Locate North, Central and South America using atlases (Aztecs topic). • Identify key environmental, physical and human characteristics (including Mexico City). <p>Diversity – Understanding the diversity of how people live now and in the past, in every aspect of life, respecting different cultures</p> <p>Morality - To explore the moral implications and effects of using natural resources and destroying habitats.</p> <ul style="list-style-type: none"> • Understand that the physical features of Mexico and UK such as mountains 	<ul style="list-style-type: none"> • Build on knowledge of the United Kingdom and the wider world. • Revise the continents of the world – locating the world’s countries. • Focus on the continent of Asia and identify the countries within Asia. • Develop understanding of geographical features - both human and physical features – of a named country (India). • Understand geographical similarities and differences through the study of the physical geography of India in comparison to the UK (focusing on mountains, hills, rivers and deserts) • Understand geographical similarities and differences through the study of the human geography of Chembakolli in comparison to Nettleham (including schooling, housing, employment and trade.) <p>Diversity – Understanding the diversity of how people live in other countries, respecting different cultures</p> <ul style="list-style-type: none"> • Begin to understand the relationship between location, land use and economic activity. • Understand the differences between the rural and urban life in India. 	<ul style="list-style-type: none"> • Know that the United Kingdom is divided into 4 countries and is surrounded by several seas. • Know that the U.K is divided into Geographical regions and these are sub divided into counties. • Know the key topographical features of the U.K including hills, mountains, coasts and rivers. • Know land-use patterns of the U.K and understand how some of these aspects have changed over time • Locate the continent of South America on a world map and globe. • Use maps and atlases to identify and name the countries of South America. • Understand that the Andes were formed by tectonic activity. • Understand some of the ways in which the Andes are used. • Use a climatic zone world map to allow understanding of the climate of South America. • Understand the effect of the location of countries in South America on climate and economy. <p>Map and European Study</p> <ul style="list-style-type: none"> • Know the 7 continents of the world and the major oceans. • Know the most northern and southern points of the Earth are known as polar regions. • Know that the world is divided into lines of latitude and longitude. • Know that the key lines of longitude are the Prime meridian and the international date line. • Know that the world is divided into time zones. • Know that the world is divided into time zones. • Complete an in depth study of a European country. <p>South American Study</p>

and volcanos relate to their position on plates making up the Earth's surface.

- Identify the position and significance of lines of latitude, longitude, equator, Northern/Southern Hemispheres, Prime meridian and Tropics of Cancer and Capricorn.
- Understand that the position of Mexico and UK in the world affects the climate in these countries. Have a basic understanding of phrase relating to climate: equatorial, tropical, temperate, polar.

Responsibility – to discuss climate change and the implications for how we choose to live our lives.

- To understand that plates make up the Earth's surface and that the edges of these plate cause movement than can result in volcanoes and earthquakes.
(relate back to Vesuvius in Roman topic as well as Mexican volcanic action).
- To locate and identify the Pacific Ring of Fire and link the location to volcanic and earthquake activity, especially in relation to Mexico.
- To understand that mountains often form chains and ranges and to know where some of the larger ranges exist in the world
- Describe and understand key features of volcanos, mountains, earthquakes and the water cycle (science – changing states).
- Understand how the 4 main types of mountain are formed and recall some features of each.

- Describe the difference between human and physical geography of South America.

- Know that the Andes run the length of South America. Understand the impact of the Andes on the human and physical geography of South America.
- Understand what world trade is. Research and understand trade and industry in South America. Name some of the biggest exports of South America. Identify some of the main industries in various South American countries
- Use a variety of resources to carry out an in depth study of a South American country.
- Create an information booklet about a chosen South American country. Select and include appropriate facts, figures and images. Present geographical information in a variety of ways.

PE

Concept links are blue, value links are in purple.

Type of skill/ knowledge	Year 3	Year 4	Year 5	Year 6
Developing and Applying Movement Skills	<p>Can show different speeds & rhythm of running</p> <p>Can take off and land with different jump combinations</p> <p>Can throw underarm and overarm</p> <p>Can pass and move to retain possession Combine movement types into a movement pattern to music</p> <p>Combine movement type into a sequence using both floor and apparatus</p> <p>Complete an orienteering course Complete a basic outdoor problem solving challenge</p> <p>Use ICT to improve your own and others performance</p>	<p>Can sprint to show speed</p> <p>Can jump to increase distance</p> <p>Can jump to increase height</p> <p>Can field from a hit ball – from directly in front to either side , chasing after the ball</p> <p>Can ‘rally’ and pass in sequence to maintain possession or advantage</p> <p>Choreograph & Combine movement types into a movement pattern to music</p> <p>Choreograph & Combine movement type into a sequence using both floor and apparatus</p> <p>Use ICT to analyse and improve your own performance</p>	<p>Can jump to receive a ball</p> <p>Can dodge, mark, feint, turn</p> <p>Can demonstrate a range of purposeful and accurate passing, receiving, striking, dribbling and shooting skills when kicking, directing with hands or using an implement</p> <p>Can field from a rolling ball – from directly in front 3, to either side 4, chasing after the ball</p> <p>Show specific attacking skills to create space</p> <p>Show specific defending skills to mark a player or reduce space</p> <p>Can plan, perform and evaluate a sequence of movements to music, on the floor and/or apparatus</p> <p>Use ICT to analyse and improve your own and others performance</p>	<p>Can throw using the 3 different types of throw</p> <p>Can pace to run distance</p> <p>Play in a range of small sided games and make effective choices about when, how, where to move, pass and receive</p> <p>Use basic performance data to improve your own and others performance</p> <p>Devise and complete your own orienteering course</p>
Understanding and Applying Principles of Movement		<p>Know how to jump for height and when it is required in different activities</p> <p>Know how to jump for distance and when it is required in different activities</p> <p>Understand principles of take-off and landing in jumps in a variety of activity areas</p> <p>Understand specific attacking skills to create space</p> <p>Understand specific defending skills to mark a player or reduce space</p> <p>Know how to adapt movements, pass, travel of object etc</p> <p>Understand basic water dynamics for buoyancy and efficient movement through water</p> <p>Know and understand basic survival techniques in water</p>	<p>Understanding the principles of pacing to run a distance</p> <p>Well-being/Responsibility/Resilience – Ensuring maximum efficiency of movement through mental control.</p> <p>Know and understand the positions they play in</p> <p>Responsibility – Taking responsibility for performing our own roles within a team to the best of our ability.</p> <p>Perform dances using a range of movement patterns and dynamics</p> <p>Perform sequences using all the fundamental movement categories and using all principles of movement</p>	<p>Know how to change speed, level, pathway, curve and spin of your body and in manipulating an object and the science related to these principles</p> <p>Know the right action to choose at the right time related to a specific scenario</p> <p>Know how a particular movement or action can be adapted to suit different activities</p> <p>Well-being – Using the body efficiently and effectively to achieve specific goals.</p> <p>Apply rule and regulations</p> <p>Know and understand the principles of striking & fielding and invasion games</p> <p>Know and understand basic survival techniques for the outdoors</p> <p>Well-being – being able to maintain good physical and mental health in potentially challenging circumstances.</p> <p>Know and understand how to plan problem solving, tactics & strategies, game play/plan, performance</p>

	Year 3	Year 4	Year 5	Year 6
Personal Fitness & Healthy, Active Lifestyles	<p>Can continuously run for over 8 minutes</p> <p>Resilience/Endurance – continuing a physical activity past the point you would normally stop.</p>	<p>Can run continuously for over 12 minutes</p> <p>Resilience/Endurance – continuing a physical activity past the point you would normally stop.</p> <p>Can hold a tuck shape on feet with a firm base, strong core and clear shape for over 1 minute.</p> <p>Resilience/ Endurance - Maintaining a position over a set period of time.</p> <p>Know how to keep myself safe and others safe in different environments and using a variety of equipment.</p> <p>Well-being/Community - Knowing how to maintain both personal good health and the good health of others in a variety of physical activities.</p> <p>Know how to ensure safety from sun burn and dehydration</p> <p>Well-being – Knowing how to maintain good health when active outside in sunny weather.</p>	<p>Can learn whilst moving for 40 minutes through vigorous physical activity without a break</p> <p>Resilience/Endurance – continuing a physical activity past the point you would normally stop.</p> <p>Understand how to prepare and recover from physical activity</p> <p>Well-being/Responsibility – Ensuring good physical and mental health is maintained and facilitating the best level of performance possible.</p>	<p>Can run continuously for over 20 mins</p> <p>Resilience/Endurance – continuing a physical activity past the point you would normally stop.</p> <p>Can take weight on hands</p> <p>Can take weight on hands and travel</p> <p>Take part in vigorous physical activity for 30 mins or more 3 times a week</p> <p>Resilience/Well-being – Maintaining physical and mental well-being through challenging physical activity.</p> <p>Can hold a tuck shape on feet with a firm base, strong core and clear shape for over 2 minutes</p> <p>Resilience/ Endurance - Maintaining a position over a set period of time.</p> <p>Know what to do to prepare for physical activity and a range of activities</p> <p>Well-being/Responsibility – Ensuring good physical and mental health is maintained and facilitating the best level of performance possible.</p> <p>Know lifting, handling and carrying techniques</p> <p>Well-being/Responsibility – using knowledge responsibly to maintain good health.</p> <p>Know major muscle groups and how to ensure they are prepared effectively for different activities</p> <p>Well-being/Responsibility – Use knowledge to ensure good physical and mental health is maintained and to facilitate the best level of performance possible.</p>
Life Skills and Personal Challenge	<p>Can cross a road safely.</p> <p>Responsibility – Taking responsibility for our own safety.</p> <p>Can organise, set out and put away basic small equipment.</p> <p>Responsibility – Taking responsibility for the equipment that is required, both before and after use.</p> <p>Can move from changing to a starter activity independently</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 meters in a recognised stroke on front</p> <p>Well-being – Being able to be safe in the water.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke.</p> <p>Diversity – Be able to choose the most suitable stroke and use it effectively.</p> <p>Perform safe self-rescue in different water-based situations</p> <p>Well-being – Being able to be safe in the water.</p>	<p>Can prepare the space, equipment, move into the starter activity independently as an individual, pair and small group</p> <p>Responsibility/Community – Taking responsibility for our own fitness, both independently and as a community.</p> <p>Can physically challenge myself to improve</p> <p>Responsibility – Taking responsibility for our own fitness,</p> <p>Can mentally challenge myself to improve</p>	<p>Can ride a bike over a distance of 100m</p> <p>Can plan, perform and evaluate their own, pair and small group activity, challenge and progress for a lesson</p> <p>Responsibility/Community – Taking responsibility for our own fitness, both independently and as a community.</p> <p>Can lead a small group in a coaching type scenario</p> <p>Responsibility/Community – Taking responsibility for the fitness, of others.</p> <p>Can support younger children in purposeful active playtime activities</p>

	Year 3	Year 4	Year 5	Year 6
		<p>Know when to 'move on' in an activity and know what to change to challenge themselves but make sure the activity is still inclusive.</p> <p>Responsibility/Community – Taking responsibility for our own fitness, both physical and mental, whilst ensuring the inclusion of others.</p>	<p>Responsibility– Taking responsibility for our own fitness,</p>	<p>Responsibility/Community – Taking responsibility for others in a physical setting.</p> <p>Can ride a bike showing road proficiency and safety</p> <p>Well-being – using knowledge to ensure personal safety.</p> <p>Know how to build basic shelter and ensure basic needs in outdoor environments</p> <p>Well-being – being able to maintain good physical and mental health in potentially challenging circumstances.</p> <p>Know what is expected of me in relation to conduct and etiquette in various scenarios or contexts</p> <p>Responsibility – Being responsible for our own behaviour.</p> <p>Know how to support others in improving their own performance</p> <p>Community – Supporting others to do their best.</p> <p>Can officiate in games.</p> <p>Responsibility – Take responsibility for ensuring activities are carried out fairly, following all appropriate rules and guidance.</p> <p>Can work independently to set up the lesson and transition between activities whilst challenging themselves and others in a supportive cooperative manner various activities</p> <p>Responsibility/Community – Taking responsibility for our own fitness, both independently and as a community.</p> <p>Know how to read a compass and use basic compass bearings</p>
Taught through	<p>Gymnastics</p> <p>Dance</p> <p>Athletics</p> <p>Outdoor Adventurous</p> <p>Invasion games (football and netball)</p> <p>Striking and Fielding (Rounders and Cricket)</p>	<p>Gymnastics</p> <p>Dance</p> <p>Outdoor Adventurous</p> <p>Invasion games (hockey and basketball)</p> <p>Net/wall games (Badminton and Table Tennis)</p> <p>Swimming</p>	<p>Gymnastics</p> <p>Dance</p> <p>Indoor Athletics</p> <p>Outdoor Adventurous</p> <p>Invasion games (football and tag rugby)</p> <p>Net/wall games (Tennis)</p>	<p>Gymnastics</p> <p>Dance</p> <p>Young Leaders</p> <p>Outdoor Adventurous (Kingswood)</p> <p>Orienteering</p> <p>Top up swimming</p> <p>Invasion games (hockey and own games)</p> <p>Striking and Fielding (Danish Longball and Cricket)</p>

ICT

Computer Science – How it works - Writing code, algorithms, reasoning, debugging, controlling or simulating physical systems

Information Technology – Use Technology effectively (collect, analyse, interpret, design, evaluate) Presenting work, Combining technologies effectively

Digital Literacy – Identify and use opportunities for communication and collaboration, Choose technology effective, E-Safety (Respect and responsibility, who to contact)

	Autumn	Spring	Summer	E-Safety
Year 3	<p>Inserting Text and Image (MS Word and Publisher) and Keyboard Skills (BBC Dance Mat and Two type)</p> <ul style="list-style-type: none"> Learn basic word processing skills, procedures and formatting options, including: <ul style="list-style-type: none"> making text bold, italic or underlined; using undo and redo; Select text in different ways; changing case; aligning text; cut, copy and paste text; format fonts; insert images; explore basic <ctrl> keyboard shortcuts (copy, paste). Learn to open and save files on a networked system and explore basic file roots to save to specific locations. Begin to develop an understanding of touch typing and finger placement on the keyboard. Understand the main parts of a desktop computer: tower, monitor, keyboard, mouse, webcam, USB stick, speakers, camera, scanner, etc. Identify inputs and outputs for computers. 	<p>Coding (Hour of code and Scratch) :<i>Felix and Herbert, and Whack a Witch</i></p> <ul style="list-style-type: none"> Move and edit blocks as part of a given algorithm, including but not limited to; adding a pre-programmed background and character, following mouse pointer, programming basic controls, and changing costume. Follow instructions to program an algorithm as a sequence of game instructions with actions and consequences. Design an original character game including sprites with multiple costumes and backdrops for a game. Add features or effects to enhance a game. 	<p>Animation (I Can Animate and Pivot Stickman)</p> <ul style="list-style-type: none"> Describe one or more traditional methods of animation. Create a series of linked frames that can be played as a short animation. Use a time slider to find a specific point in a film clip to insert or edit an object. Insert, edit and refine images to create a simple stop-motion animation short film clip. Make slight changes to an image using onion skinning, understanding the term. Compare different animation software by analysing good and bad points. 	<p>By the end of year 3, all children should be able to:</p> <ul style="list-style-type: none"> recognise cyberbullying; identify a safe person to tell if they encounter cyberbullying; know that cyberbullying can happen via a range of devices; identify adverts online; identify a targeted advert; explore how companies use websites to promote products; create a strong password; explain why a strong password is important; explain what privacy settings are; discuss email as a form of communication; identify an email that they should not open; write an email with an address and subject; know how to safely send an email;
		<p>E-Safety (see E-safety column) This learning should be embedded and promoted throughout the year.</p> <ol style="list-style-type: none"> To know what cyberbullying is and how to address it. To understand how websites use advertisements to promote products. 	<p>Presenting work <i>Continue with skills learnt during Inserting Text and Image and Keyboard Skills Unit</i></p>	

		<p>3.To create strong passwords and understand privacy settings.</p> <p>4.To safely send and receive emails.</p> <p>5.To explore different ways children can communicate online.</p> <p>6.To use knowledge about online safety to plan a party online.</p>		<ul style="list-style-type: none"> • know how to safely receive an email; • identify online communities they are a part of; • identify different forms of online communication; • discuss the positive and negative aspects of online communities; • discuss the differences between communication in real life and online; • discuss what they have learnt about online safety; • communicate their ideas with a group clearly and listen to others' contributions; • use what they know about online safety to plan a party using online methods.
	<p>Typing Skills <i>See Inserting Text and Image and Keyboard Skills unit.</i> Children should be given the opportunity to practise their typing skills on a physical keyboard each term. At least twice a year, preferably in Term 1, children should have the opportunity to pick up their work on BBC Dance Mat or Two Type to continue to develop their touch typing skills.</p>		<p>Essential learning (non-negotiables)</p> <ul style="list-style-type: none"> • What is an algorithm, input and output? (Simon Haughton) • Identifying inputs and outputs for computers (Inputs – keyboard, mouse [inc. tracker pad], camera, scanner, game controller. Outputs – printer, speaker/headphone, USB peripherals. Stretch – identify those which are both input and output – touchscreen [ipad screen], USB Memory stick, CD, some digital cameras) [Sorting task] 	
	<p>Digital Literacy Opportunities Publisher – Christmas Cards The meaning of Christmas Poster Healthy Eating posters (inserting images, formatting and word processing + research) Geography – internet research of country Plants in different habitats</p>			
<p>Year 4</p>	<p>Coding (Scratch) Questions and Quizzes (build on skills and knowledge from Y3)</p> <ul style="list-style-type: none"> • Write a program which accomplishes a specific goal. • Create a program that includes a logical sequence. • Debug a program they have written. • Use repetition and selection. • Work with variables and adjust these depending 	<p>Word Processing (build on skills and knowledge from Y3)</p> <ul style="list-style-type: none"> • Revise and consolidate skills learnt in Year 3: basic word processing skills, procedures and formatting options, including: making text bold, italic or underlined; using undo and redo; Select text in different ways; changing case; aligning text; cut, copy and paste text; format fonts; insert images; explore basic <ctrl> keyboard shortcuts. • Learn new word processing skills, procedures and 	<p>Flow Charts</p> <ul style="list-style-type: none"> • Follow instructions to draw simple flow charts using MS Publisher and given symbols. • Identify conventional symbols, understanding the process of each stage. • Complete and debug given flow charts. • Create flow charts using decisions, 	<p>By the end of Year 4, ...all children should be able to:</p> <ul style="list-style-type: none"> • define cyberbullying; • know how to respond to a hurtful message or comment online; • access a trusted search engine; • understand that different search terms give different results;

<p>on the effect they wish to create.</p> <ul style="list-style-type: none"> • Understand and use the duplicate function. • Demonstrate that they understand how to combine a range of different effects to create their own quiz. • Build on their existing knowledge to experiment and innovate when programming. 	<p>formatting options, including:</p> <ul style="list-style-type: none"> ○ making effective use of spellcheck and synonym tools; ○ using bullet points or numbering; ○ using the snipping tool to take screen shots; ○ manipulating images using crop function and basic effects; ○ insert and format text boxes; ○ altering margin size and page size; ○ adding tables and manipulating layout (including altering column and row size, adding and deleting rows and formatting cells) ○ use URLs to link to other webpages/documents. 	<p>loops, inputs/outputs and multiple termination points.</p> <ul style="list-style-type: none"> • Use decisions and subroutines. • Consider how flow charts are similar to computer coding and where they are used in everyday life. 	<ul style="list-style-type: none"> • know what plagiarism is; • identify which information to keep private online; • explain what digital citizenship is; • tell someone else at least one way to stay safe online. <p>...most children will be able to:</p> <ul style="list-style-type: none"> • identify comments or messages that may be hurtful to others; • edit their own messages and comments to make sure they are kind; • understand that search results are ranked; • choose an appropriate number of words for a search term; • explain how to use other people's work respectfully; • explain why it may be dangerous to share private information; • explain how to be a good digital citizen; • tell someone else more than one way to stay safe online.
<p>E-Safety (build on skills and knowledge from Y3) This learning should be embedded and promoted throughout the year.</p> <ol style="list-style-type: none"> 1. To identify how a message can hurt someone's feelings. 2. To say how you should respond to a hurtful message online. 3. To demonstrate you can use a search engine accurately. 4. To understand the term 'plagiarism' and how to avoid it. 5. To create a safe online profile. 6. To explain how to be a responsible digital citizen. 7. To create an online safety superhero character. 	<p>How Search Engines Work Effective searching, how search results are ranked, Hyperlinks, MS PowerPoint, Key figure in development of internet (Tim Berners-Lee)</p> <ul style="list-style-type: none"> • Identify how a search engine works and collates results. • Identify that the internet is comprised of many computers/servers linked together and how searches are completed. • Explore terminology and procedures around searches including how to make them more effective/refine them. (use of quotation marks, minus symbol, key words, Googlehack) • Explore a key individual in the development of computers (Sir Time Berners-Lee) • Display research, including citation URLs, in a PowerPoint including transitions, animations, and hyperlinks. 	<p>Presenting work (Continue to explore Word processing unit)</p>	

		<ul style="list-style-type: none"> Recap use of keystrokes for copy and paste. 		
	<p>Typing Skills See <i>Inserting Text and Image and Keyboard Skills</i> unit. Children should be given the opportunity to practise their typing skills on a physical keyboard each term. At least twice a year, preferably in Term 1, children should have the opportunity to pick up their work on BBC Dance Mat or Two Type to continue to develop their touch typing skills.</p>		<p>Essential learning (non-negotiables) <i>(Inc. reiteration from previous year groups)</i></p> <ul style="list-style-type: none"> How the internet works (Simon Haughton – URL) Why passwords are important and how they can protect sensitive information. (Link to Mastermind game) What is the difference between password and encryption? (Link to secret agent code task.) 	
	<p>Digital Literacy Opportunities NO 2019 UPDATE GIVEN Information leaflets – publisher and book creator (Compare and contrast) Research – science (animals, gases), History and geography Newspaper articles (formatting) – Word or publisher? Which is better to use.</p>			
Year 5	<p>Excel - Spread sheets (Simon Haughton) (build on skills and knowledge from Y4)</p> <ul style="list-style-type: none"> To understand how to reference cells in Excel. To enter simple formulae into a spreadsheet. To investigate how formulae results update automatically. To use =SUM to compute numbers in a spreadsheet. To use AUTOSUM feature to quickly find totals. To explore each of the 4 key operators to complete calculations. To use a spreadsheet to calculate and present data. 	<p>Sketch Up 3D Modelling 3D Printing – how does it work and link to 3D modelling software (keyrings)</p> <ul style="list-style-type: none"> To be able to draw basic 3D shapes using a 3D modelling program. To add further detail to 3D drawings. To combine multiple 3D shapes and manipulate 3D models to create complex 3D models. To understand scaling and measurements in 3D models. Use a range of SketchUp tools including: shape, push, pull, orbit, pan, zoom, erase and fill, and concepts including: the dimensions toolbar and guides, tape measure, zoom extents and the 3D warehouse. Use inference points to draw lines and shapes. To convert 2D drawings in to 3D models. 	<p>Coding (Scratch) – Maze Game (build on skills and knowledge from Y3/4)</p> <ul style="list-style-type: none"> Move and edit blocks as part of an algorithm. Program an algorithm as a sequence of game instructions with actions and consequences. Design an original character game including own sprites with multiple costumes and backdrops for a game. Add features or effects to enhance a game including timers an adding a point-scoring system and levels to game code. Build on their existing knowledge to experiment and 	<p>By the end of Year 5, all children should be able to:</p> <ul style="list-style-type: none"> identify a spam email; explain what to do with spam email; understand why they should cite a source; explain the rules for creating a strong password; create a strong password using a set of rules; know that not everything they see online is true; explain how to stay safe online; identify unsafe online behaviour. <p>...most children will be able to:</p> <ul style="list-style-type: none"> identify a dangerous spam email;

	<ul style="list-style-type: none"> To use conditional formatting in a spreadsheet. 		<p>innovate when programming.</p> <ul style="list-style-type: none"> Debug and fix coding issues as they occur. 	<ul style="list-style-type: none"> create multiple strong passwords for use across different platforms; spot citations online; alter a photograph.
	<p>E-Safety (build on skills and knowledge from Y3/4) This learning should be embedded and promoted throughout the year.</p> <ol style="list-style-type: none"> To identify spam emails and what to do with them. To write citations for the websites I use for research. To create strong passwords. To recognise when, why and how photographs we see online may have been edited. To apply online safety rules to real-life scenarios. 	<p>3D printing (Link to Sketch Up unit)</p> <ul style="list-style-type: none"> To understand the basic principles of 3D printing, including how 3D modelling can lead to a physical product and how the 3D printer works. To understand the limitations and some of the possible applications of 3D printing. To take part in the creation of a 3D print from a 3D model created as a class or by individuals. <p>Physical control (Blocky using Dash)</p> <ul style="list-style-type: none"> Move and edit blocks as part of an algorithm. Plan and program an algorithm as a sequence to control a robotic device. Use problem solving and mathematical skills to follow paths or complete tasks. Explore how infrared sensors can be used in coding to avoid obstacles. Create autonomy of movement through coding algorithms. 	<p>Building websites (Hyperlinks in MS PPT) (build on skills and knowledge from Y4)</p> <ul style="list-style-type: none"> Comment on the features and layout of a webpage. Create a new webpage with a chosen layout and format text in the webpage. Independently search for images that can be used in documents. Insert and format an image in a webpage. Independently create a hyperlink. Learn how to share a webpage so it can be viewed by anyone. Use the advanced features of Google's web search. 	
	<p>Typing Skills <i>See Inserting Text and Image and Keyboard Skills unit.</i> Children should be given the opportunity to practise their typing skills on a physical keyboard each term. At least twice a year, preferably in Term 1, children should have the opportunity to pick up their work on BBC Dance Mat or Two Type to continue to develop their touch typing skills.</p>		<p>Essential learning (non-negotiables) <i>(Inc. reiteration from previous year groups)</i></p> <ul style="list-style-type: none"> How a network works (Simon Haughton URL) Identifying parts of a computer (including internals of IPAD/Raspberry Pi) (Simon Haughton) 	
	<p>Digital Literacy Opportunities Chroma Key (Green screen) Researching and presenting work (inserting images, formatting and word processing +research) – various on iPads / computer (Greece, Vikings, and Myanmar/Burma) Presenting work from Literacy lessons. Wordle/word clouds.</p>			

Year 6	<p>E-Safety (build on skills and knowledge from Y3/4/5) This learning should be embedded and promoted throughout the year.</p> <ol style="list-style-type: none"> 1. I can find similarities and differences between in-person and cyberbullying. 2. I can identify good strategies to deal with cyberbullying. 3. I can identify secure websites by identifying privacy seals of approval. 4. I understand the benefits and pitfalls of online relationships. 5. I can identify information that I should never share. 6. I can identify how the media play a powerful role in shaping ideas about girls and boys. 7. I can apply my online safety knowledge to my online activities. 8. I can use my knowledge of online safety to create a multiple choice quiz. 	<p>Robots in the Real World (inc. Lightbot and Alex – Ipad)</p> <ul style="list-style-type: none"> • Define the term 'robot'. • Research and present findings about where robotics and emerging robotics technologies are used in the home, businesses and industry. Identify both the positive and negative impacts of robotics. • Explore some ways in which robots are able to perform operations autonomously, using real life examples: line following procedures; programmed warehouses; AI; QR code recognition. • Independently identify procedures needed to complete tasks and solve problems in given robotics simulations. • Loop procedures and commands in order to solve more complex problems. • Use conditionals within commands to increase the variety of actions. 	<p>Apps for a purpose (Designing apps) (build on skills and knowledge from Y5)</p> <ul style="list-style-type: none"> • Explore the function and form of multiple apps to identify successful layouts and themes. • Identify a 'gap in the market'/need/opportunity for development of a new app. • Create an original idea and prototype for a multipage app using hyperlinks within PowerPoint. • Consider basic costs associated with setting up new app and maintenance, as well as where funding could be sourced. 	<p>By the end of Year 6 all children should be able to:</p> <ul style="list-style-type: none"> • say what bullying and cyberbullying are; • say how people should deal with cyberbullying; • understand why I should ask an adult if I am unsure; • identify warning signs that a website might not be secure; • identify personal information; • explain what to do if I am asked or told something online which makes me uncomfortable; • explain some of the dangers of revealing personal information to an online friend; • choose an appropriate action online to stay safe; • identify a situation I should be careful in online; • understand how a stereotype can be harmful. <p>...most children will be able to:</p> <ul style="list-style-type: none"> • look in the address bar of a website so check for security; • identify the lock symbol in an address bar; • explain why someone might have an online friendship;
	<p>Presentation Tool (MS Publisher) information booklet (build on skills and knowledge from Y3/4/5)</p> <ul style="list-style-type: none"> • Use search engines independently to find accurate information. • Present information linked to geography project in the form of a booklet using templates on Publisher. • Make own decisions about font, text size 	<p>Spread sheets (MS Excel) (build on skills and knowledge from Y5)</p> <ul style="list-style-type: none"> • Recap number operations and formulas used in Excel, including SUM formula, to complete calculations. • Explore how to sort and order information in Excel. • Consider layout of rows and columns, and formatting options to present information clearly. • Consider real life applications of Excel, including budget planning. 		

	<p>and other formatting options to convey information clearly.</p> <ul style="list-style-type: none"> • Insert images and shapes to convey meaning and add additional information. • Include citations to others' work if used. 			<ul style="list-style-type: none"> • explain what the SMART acronym means; • explain what a stereotype is; • compare gender stereotypes.
	<p>Typing Skills <i>See Inserting Text and Image and Keyboard Skills unit.</i> Children should be given the opportunity to practise their typing skills on a physical keyboard each term. At least twice a year, preferably in Term 1, children should have the opportunity to pick up their work on BBC Dance Mat or Two Type to continue to develop their touch typing skills.</p>		<p>Essential learning (non-negotiables) <i>(Inc. reiteration from previous year groups)</i></p> <ul style="list-style-type: none"> • Application of apps and robotics in the real world. (Computing beyond school) • Consolidation and application of various desktop/app based programmes to display and represent work and findings. 	
	<p>Digital Literacy Opportunities Choices boards – images and research Researching and presenting findings (inserting images, formatting and word processing +research) – DT, Science (Animal adaptations), History (medicine and Ancient Egypt, Rosetta stone) Leisure and entertainment in a decade research and presentation project. River Nile leaflets, DT pizza, making booklets, end of ear production programmes. Researching and maps (Geography – European country) Poetry – word Manipulating images (art – flowers and graffiti art) Analyse and evaluate performance (Excel) PE – gymnastics, science experiments.</p>			
Extra-Curricular	<p>IPADs used in classrooms for researching and presenting topics Visitors to school with focus on e-safety Use of E-mail as a communication tool. Publishing work for other lessons. Use of image and video capturing devices for evidencing and visual literacy. Visiting speaker – E Safety Year 6 (Lincolnshire County Council) Abacus Learning Suite (Maths) – Homework and used in lessons. Nessie Learning suite / Power of 2 booster sessions</p>			

Key stage descriptors taken from:

National curriculum in England: computing programmes of study
<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

Key stage 1

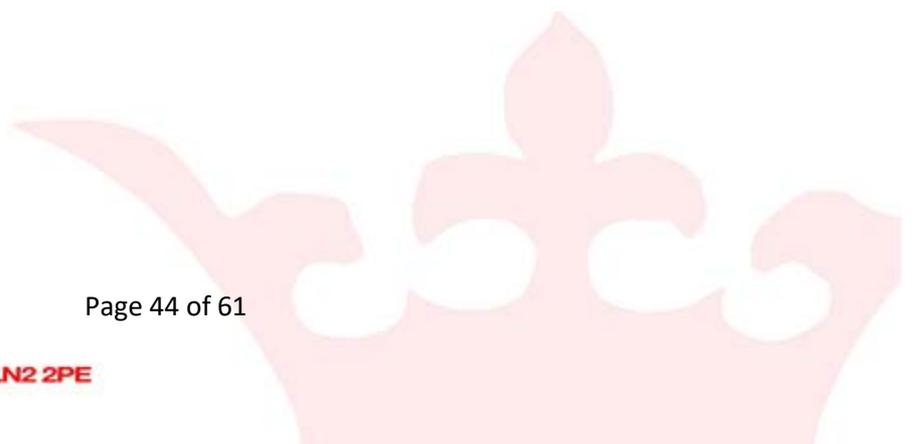
Pupils should be taught to:

- 1. understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions*
- 2. create and debug simple programs*
- 3. use logical reasoning to predict the behaviour of simple programs*
- 4. use technology purposefully to create, organise, store, manipulate and retrieve digital content*
- 5. recognise common uses of information technology beyond school*
- 6. use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies*

Key stage 2

Pupils should be taught to:

1. design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
2. use sequence, selection, and repetition in programs; work with variables and various forms of input and output
3. use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
4. understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
5. use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
6. select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
7. use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.



	KS1	KS2
CS	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web</p> <p>Appreciate how [search] results are selected and ranked</p>
IT	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Use search technologies effectively</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>
DL	<p>Recognise common uses of information technology beyond school</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<p>Understand the opportunities [networks] offer for communication and collaboration</p> <p>Be discerning in evaluating digital content</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>

Naace - Computing in the national curriculum - A guide for primary teachers (Page 7)

Glossary of Terms

algorithm	an unambiguous procedure or precise step-by-step guide to solve a problem or achieve a particular objective
computer networks	the computers and the connecting hardware (wifi access points, cables, fibres, switches and routers) that make it possible to transfer data using an agreed method ('protocol')
Computational thinking	An analytical approach to 'problem' solving (including abstraction, decomposition, logical thinking, pattern evaluation, and generalisation.)
control	using computers to move or otherwise change 'physical' systems. The computer can be hidden inside the system or connected to it
data	a structured set of numbers, representing digitised text, images, sound or video, which can be processed or transmitted by a computer
debug	to detect and correct the errors in a computer program
digital content	any media created, edited or viewed on a computer, such as text (including the hypertext of a web page), images, sound, video (including animation), or virtual environments, and combinations of these (i.e. multimedia)
browser	A computer program used to access the World Wide Web
FTP	File Transfer Protocol. A service for moving files.

HTML	Hyper Text Markup Language: the 'code' used to create and lay out web pages.
information	the meaning or interpretation given to a set of data by its users, or which results from data being processed
input	data provided to a computer system, such as via a keyboard, mouse, microphone, camera or physical sensors
internet	the global collection of computer networks and their connections, all using shared protocols (TCP/IP - transmission control protocol/internet protocol) to communicate
IP address	Numerical label assigned to each device on a computer network.
logical reasoning	a systematic approach to solving problems or deducing information using a set of universally applicable and totally reliable rules
Network	A group of computers that are connected (including the internet)
output	the information produced by a computer system for its user, typically on a screen, through speakers or on a printer, but possibly through the control of motors in physical systems
program	a stored set of instructions encoded in a language understood by the computer that does some form of computation, processing input and / or stored data to generate output
repetition	a programming construct in which one or more instructions are repeated, perhaps a certain number of times, until a condition is satisfied or until the program is stopped
search	to identify data that satisfied one or more conditions, such as web pages containing supplied keywords, or files on a computer with certain properties
selection	a programming construct in which the instructions that are executed are determined by whether a particular condition is met
sequence	to place programming instructions in order, with each executed one after the other
services	programs running on computers, typically those connected to the internet, which provide functionality in response to requests; for example, to transmit a web page, deliver and email or allow a text, voice or video conversation
simulation	using a computer to model the state and behaviour of real-world (or imaginary) systems, including physical and social systems; an integral part of most computer games
software	computer programs, including both application software (such as office programs, web browsers, media editors and games) and the computer operating system. The term also applies to 'apps' running on mobile devices and to web-based services
URL	Uniform Resource Locator: a nickname (address) for a website.
variables	a way in which computer programs can store, retrieve or change simple data, such as a score, the time left, or the user's name
WAN	Wide Area Network. Computers connected together that are geographically far apart, even in different countries. The internet is an example.
Web site	A collection of web pages.
World Wide Web	a service provided by computers connected to the internet (web servers), in which pages of hypertext (web pages) are transmitted to users; the pages typically include links to other web pages and may be generated by programs automatically

French

Year 3 Overview	<p>Bonjour</p> 	<p>Les animaux</p> 	<p>Dans ma classe</p> 	<p>Ma famille</p> 	<p>Ma maison</p> 	<p>Matisse</p> 
Theme	<p>Simple greetings</p> <p>All about me</p> <p>questions about name and age</p> <p>Classroom routines and instructions</p>	<p>Names of animals</p> <p>Questions about pets</p> <p>Likes and dislikes</p>	<p>Names of classroom objects</p> <p>Numbers 1-30</p> <p>Position words</p>	<p>Naming family members</p> <p>Introducing family members</p>	<p>Naming the rooms in the house</p> <p>Furniture</p>	<p>Colours</p> <p>Shapes</p>
Core Grammar	<p>Letter strings -oi, eu.</p> <p>Links between some sounds and spellings.</p> <p>Understand that the final consonant is rarely pronounced.</p> <p>Understanding intonation patterns.</p> <p>Recognise a question form.</p> <p>Recognise a key word in a question.</p> <p>Recognise nouns and verbs in French.</p> <p>Write a simple sentence : 'J'ai un chat'.</p>		<p>Auditory discrimination between indefinite articles 'un/une/des'.</p> <p>Auditory discrimination between definite articles 'la/le/l'/ les.</p> <p>Understanding simple rules for converting singular to plural.</p>	<p>Use mental associations to help remember words.</p> <p>Introduce prepositions : 'dans, derriere, sur, devant'.</p> <p>Recognise an adjective in French.</p>		
Culture and traditions	<p>Animals in France</p>		<p>Family spirit in France</p>		<p>French Art Le Louvre</p>	
Year 4 Overview	<p>Le corps</p> 	<p>Les vêtements</p> 	<p>La nourriture et la boisson</p> 			
Theme	<p>Name parts of the body</p> <p>Describing ailments and illnesses</p>	<p>Items of clothing</p> <p>Colours</p> <p>Numbers 1- 100 (prices)</p>	<p>Naming foods</p> <p>Asking for food and drink</p> <p>Names of meals</p> <p>Crockery and cutlery</p>			

Core Grammar	Identify nouns, adjectives and verbs in a sentence. Understand that all nouns have a gender. Working on singular words becoming irregular when plural (un oeil - des yeux).	Understand that adjectives can change spellings depending on genders.	Understanding negation in French. Introduction of 'polite' verbs Using partitive articles in French accordingly.				
Culture and tradition	Epiphany		Holidays French traditions				
Year 5 Overview	Ma ville Where's the...? 	Les transports 	La date 				
Theme	Where you live Places in the local area Simple directions Names of shops Numbers beyond 100	Means of transport Saying where you are going	Today's date Days of the week Months of the year				
Core grammar	Learning interrogative pronouns: 'où , quand, pourquoi'	Introducing verb conjugation with 'aller' Learning personal pronouns.	Ordinal and cardinal numbers. Link with Latin. No capital letters with months/days of the week.				
Culture and traditions	NHS in France	La mode et les uniformes en école Establish a link with French correspondents in Le Mans (letters/Skype)	Traditional French meals and eating habits				
Year 6 Overview	La date 	Le temps 	Sports et loisirs	Ma journée 	A l'école 	Ma planète	Spanish / German The importance

							
Theme	Dates and names of festivals Birthdays Number revision	Describing the weather Types of clothing Seasons Points of the compass	Sports Leisure Likes and dislikes	Asking and saying the time Daily routines	School subjects Expressing opinions	Solar system Our earth	Greetings Numbers
Core grammar	Preposition: 'avant/après'. Link with Latin. Translation of 'il fait'.		Introducing of the verb 'aimer' and the conjugation. Introduce 'moins/et' for the time making the link with maths. Reflexive verbs : 'se lever' etc.	Introducing opinion verbs. Introducing comparative and superlative.	Link with Latin and other languages. Key pronunciation.		
Culture and traditions	French history key dates (French Revolution 1789) French Festivals key dates (1er mai – Lily of the valley). Map of France.		Compare English / French Schooling (timetable etc.) Continue our Franco – English link with our correspondents in Le Mans (letters/skype)	Family French breakfast Introduce the French 'goûter' at 4 pm. French traditional games during playtime. French leisure for children.	The importance of learning any foreign language.		

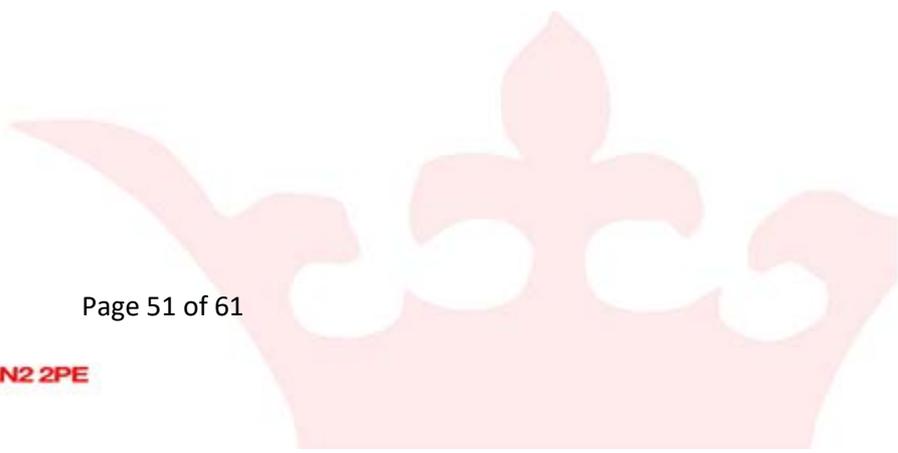
Christmas – New Year:

For each year group Christmas / New Year celebrations in France, Spain and Germany will be introduced to the children (food tasting, songs, craft activities).

Progression of Skills	Year 3	Year 4	Year 5	Year 6
Curiosity and cultural awareness Understand and respond to spoken and written language from a variety of authentic sources	Being accustomed to the concept of a foreign culture/s. Diversity – how do different cultures compare to ours? Foster pupil's curiosity and deepen their understanding of the world.	'Learning another way to think about things' Culture differences and resemblance between English / French speaking countries Diversity – how do different cultures compare to ours?	Establish a strong link with our French pen pals Compare traditions in France and England Introduce some traditions in other countries (Spain / Germany)	Carry on with our connection with our French correspondents Study in depth different traditions in France Introduce traditions in other countries (Spain / Germany)

	Year 3	Year 4	Year 5	Year 6
			Diversity – how do different traditions compare to ours?	Diversity – how do different traditions compare to ours?
Linking languages Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learned	Understand basic grammar appropriate to the language being studied.	Continuing understanding basic grammar appropriate to the language being studied. Understand where relevant feminine, masculine forms.	Recognise patterns when building sentences and apply knowledge of grammatical rules.	Understand how grammar differ from or are similar to English
Expression of ideas Discover and develop an appreciation of a range of writing in the language studied Understand and respond to spoken and written language from a variety of authentic sources	Write some familiar simple words using a model of and from memory Ex : familiar nouns , adjectives	Write some familiar words, phrases and simple sentences Read and understand familiar written words, phrase and short text made of simple sentences Ex: in familiar stories, character descriptions, poems and rhymes.	Write simple sentences and short texts using a model and dictionary to check the spelling of words.	Write sentences and construct short texts using a model and from memory, using knowledge of words, text and structure.
Confidence in communicating Understand and respond to spoken and written language from a variety of authentic sources Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation	Communicate with others using simple words, phrases and short sentences Ex: greetings, simple personal information. Use correct pronunciation when speaking and show awareness of sound spelling links.	Communicate by asking and answering a wider range of questions and presenting short pieces of information. Apply phonic knowledge	Take part in short conversations using familiar structures and vocabulary and present information to others. Understand and express simple opinions.	Understand the main points and simple opinions in spoken sources Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience Express and justify opinion.

Art and Design



Music	Lower key Stage Two		Upper Key Stage Two	
Aims	The national curriculum for music aims to ensure that all pupils: ♣ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians ♣ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence ♣ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.			
Thread	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music.			
Concept	Year 3	Year 4	Year 5	Year 6
Vocal Progression (Performing)	<ul style="list-style-type: none"> • sing songs in a variety of styles with confidence • show increasing awareness of pitch and awareness of the shape of a melody • compose words and actions to go with songs • imitate increasingly longer sung phrases with accuracy • sing with an awareness of the phrases in a song • understand that posture, breathing and diction are important • chant or sing a round in two parts • sing songs with a recognised structure (verse and chorus/ call and response) • follow simple hand directions from a leader • perform with an awareness of others (Creativity) 	<ul style="list-style-type: none"> • sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody • copy short phrases and be able to sing up and down in step independently • identify whether a song has a verse/chorus or call and response structure • sing two/three part rounds with more confidence and increasing pitch accuracy • sing confidently as part of a small group or solo being aware of posture and good diction • follow a leader, stopping / starting, playing faster/ slower and louder / quieter • perform to an audience of adults, an assembly or other classes with increasing confidence (Happiness/Enjoyment) 	<ul style="list-style-type: none"> • sing songs in a wide variety of styles, showing accuracy and expression • sing as part of three-part round: sing a second part with increasing confidence • recognise and talk about specific styles/traditions with growing awareness of musical similarities/ differences • sing a song with an understanding of its history and purpose (i.e. song about the environment, gospel song, protest song) • perform a song showing an awareness of phrasing and the shape of the melody • sing independently with increasing confidence and accuracy 	<ul style="list-style-type: none"> • sing confidently in a wide variety of styles with expression • communicate the meaning/mood of a song • sing a simple second part of a two-part song: maintain own part in a round with confidence • perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion (Passion)

	Year 3	Year 4	Year 5	Year 6
Composition Strand (Composing)	<ul style="list-style-type: none"> • Words and actions to go with songs • A simple rhythmic accompaniment to go with a song, using ostinato patterns • Music that has a recognisable structure; beginning, middle and end or verse/chorus • Music that tells a story, paints a picture or creates a mood • Music that uses repetition / echo 	<ul style="list-style-type: none"> • A simple rhythmic accompaniment to a song using ostinato patterns and drones • A simple melody from a selected group of notes (i.e. a pentatonic scale) • Music that has a recognisable structure • A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect • Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience 	<ul style="list-style-type: none"> • Compose music for a special occasion e.g. a march or fanfare (Happiness/Enjoyment) • Write lyrics to match a melody (Creativity) • Compose descriptive music in groups, using the musical elements and musical devices such as repetition, ostinato, drones, combining musical phrases and effects • Compose a group/class arrangement of a song using voices and instruments (Community) <ul style="list-style-type: none"> - Refine and record compositions either graphically or using ICT • Use a range of symbols (conventional or graphic) to record compositions. 	<ul style="list-style-type: none"> • Create own simple songs reflecting the meaning of the words (Creativity) • Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment • Arrange a song for class performance with an appropriate pitched and unpitched accompaniment • Refine own compositions after discussion • Use a range of symbols (conventional or graphic) to record compositions. • Use ICT (computers/iPads/tablet s/mp 3 recorders etc.) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions
Responding and reviewing (appraising)	<ul style="list-style-type: none"> • Internalise the pulse in music. • Know the difference between pulse and rhythm. • Start to use musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure. • Use these words to identify where music works well/ needs improving. 	<ul style="list-style-type: none"> • Know how pulse stays the same but rhythm changes in a piece of music. <ul style="list-style-type: none"> • Listen to several layers of sound (texture) and talk about the effect on mood and feelings. • Use more musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. • Identify orchestral family timbres. • Identify cyclic patterns. 	<ul style="list-style-type: none"> • Know how pulse, rhythm and pitch fit together. • Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo). <ul style="list-style-type: none"> • Use these words to identify strengths and weaknesses in own and others' music. 	<ul style="list-style-type: none"> • Know how the other dimensions of music are sprinkled through songs and pieces of music. • Use musical vocabulary confidently to describe music. • Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing. • Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. (Diversity) • Refine and improve own/ others' work.

	Year 3	Year 4	Year 5	Year 6
Listening and applying knowledge and understanding	<ul style="list-style-type: none"> • Use musical dimensions together to compose music. (Creativity) • Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration). • Play with a sound-then symbol approach. • Use silence for effect and know symbol for a rest (duration). • Describe different purposes of music in history/ other cultures. • Use written symbols both standard and invented to represent sounds • Use relevant musical vocabulary (e.g. pitch, rhythm, tempo and pulse) when talking about the elements of music within a piece • Recognise changes in the music using word like 'pitch' (high/low), 'timbre' (sound quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow) 	<ul style="list-style-type: none"> • Combine sounds expressively (all dimensions). (Creativity) • Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). • Know that sense of occasion affects performance. • Describe different purposes of music in history/ other cultures. • Follow a basic melody line, using standard notation • Describe and compare and then evaluate different kinds of music using appropriate musical vocabulary • Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory. 	<ul style="list-style-type: none"> • Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/structure). (Creativity) • Read/ work out the musical stave (notes as Year 4). • Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. (Passion) • Describe different purposes of music in history/ other cultures. (Diversity) • Perform from simple notation on tuned/untuned instruments • Use musical vocabulary to explain some of the reasons why a piece of music might have been composed • Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects 	<ul style="list-style-type: none"> • Use increased aural memory to recall sounds accurately. • Use knowledge of musical dimensions to know how to best combine them. • Know and use standard musical notation to perform and record own music (adding dotted quavers). • Use different venues and occasions to vary performances. • (Combining all musical dimensions). • Describe different purposes of music in history/ other cultures. (Diversity) • Understand/use staff and use unconventional notation when composing • Describe how music can be used to create expressive effects and convey emotion • Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music

RHSE

Key:

PSHE Curriculum Coverage – Delivered through the ‘HeartSmart’ curriculum

Science Curriculum Coverage

PE Curriculum Coverage

Computing Curriculum Coverage

DT Curriculum Coverage

RE Curriculum Coverage

First Aid Coverage – Taken from St Johns Ambulance Website which fits with statutory requirements

Additional External workshops to support the RSHE requirements

	Year 3	Year 4	Year 5	Year 6
Relationships Education				
<p>Families and people who care for me <i>Pupils should know...</i></p>	<p>F1 – that families are important for children growing up because they give love, security and stability. F6 – how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>	<p>F1 – that families are important for children growing up because they give love, security and stability. F2 – the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives F3 – that others’ families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children’s families are also characterised by love and care F4 – that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up <i>How environmental changes may have an impact on living things</i></p>	<p>F1 – that families are important for children growing up because they give love, security and stability. F2 – the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives F4 – that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up F6 – how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>	<p>F1 – that families are important for children growing up because they give love, security and stability. F3 – that others’ families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children’s families are also characterised by love and care F5 – that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong <i>Describe how living things are classified into broad groups according to common observational characteristics and based on similarities and differences</i> <i>Understanding that family rites of passage and beliefs are really important within different religions and are believed to help support the idea of families being important to give love, security and stability.</i> <i>Understand how marriage is an important legal and religious commitment of two people who love each other</i> <i>To respect how different religions have varying beliefs on families, roles</i></p>

	Year 3	Year 4	Year 5	Year 6
<p>Caring Friendships <i>Pupils should know...</i></p>	<p>CF1 – how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>CF2 – the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>CF3 – the healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>CF4 – that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>CF5 – how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if need</p> <p>Complete a basic outdoor problem solving challenge</p>	<p>CF1 – how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>CF2 – the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>CF3 – the healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>CF4 – that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>CF5 – how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if need</p>	<p>CF1 – how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>CF2 – the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>CF3 – the healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>CF4 – that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>CF5 – how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if need</p>	<p>and responsibilities and the bringing up children</p> <p>CF1 – how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>CF2 – the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>CF3 – the healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>CF4 – that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>CF5 – how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if need</p> <p>Design and complete your own orienteering course developing teamwork, resilience and cooperation</p> <p>Know how to support others in improving their own performance</p> <p>Caring for each other and the world – creation and science</p>
<p>Respectful Relationships <i>Pupils should know...</i></p>	<p>RR2 – practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>RR3 – the conventions of courtesy and manners</p> <p>RR4 – the importance of self-respect and how this links to their own happiness</p> <p>RR5 – that in school and in wider society they can expect to be treated with respect by others, and in turn they should show due</p>	<p>RR1 – the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>RR2 – practical steps they can take in a range of different contexts to improve or support respectful relationships</p>	<p>RR1 – the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>RR2 – practical steps they can take in a range of different contexts to improve or support respectful relationships</p>	<p>RR1 – the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>RR2 – practical steps they can take in a range of different contexts to improve or support respectful relationships</p>

	Year 3	Year 4	Year 5	Year 6
	<p>respect to others, including those in authority</p> <p>RR7 – what a stereotype is, and hoe stereotypes can be unfair, negative or destructive</p> <p>Understand and respect differences and diversity</p>	<p>RR3 – the conventions of courtesy and manners</p> <p>RR4 – the importance of self-respect and how this links to their own happiness</p> <p>RR5 – that in school and in wider society they can expect to be treated with respect by others, and in turn they should show due respect to others, including those in authority</p> <p>RR6 – about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primary reporting bullying to an adult) and how to get help</p> <p>RR8 – the importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>Know when to ‘move on’ in an activity and know what to change to challenge themselves but make sure the activity is still inclusive</p> <p>Understand and respect differences and diversity</p> <p>Responsibility of creation (including caring for each other)</p>	<p>RR4 – the importance of self-respect and how this links to their own happiness</p> <p>RR5 – that in school and in wider society they can expect to be treated with respect by others, and in turn they should show due respect to others, including those in authority</p> <p>RR6 – about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primary reporting bullying to an adult) and how to get help</p> <p>Understand and respect differences and diversity</p>	<p>RR4 – the importance of self-respect and how this links to their own happiness</p> <p>RR5 – that in school and in wider society they can expect to be treated with respect by others, and in turn they should show due respect to others, including those in authority</p> <p>RR6 – about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primary reporting bullying to an adult) and how to get help</p> <p>Know what is expected in relation to conduct and etiquette in various scenarios or contexts</p> <p>Can work independently to set up the lesson and transition between activities whilst challenging themselves and others in a supportive cooperative manner in various activities</p> <p>Understand and respect differences and diversity</p> <p>Responsibility of creation (including caring for each other)</p>
<p>Online relationships <i>Pupils should know...</i></p>	<p>OR1 – that people sometimes behave differently online, including by pretending they are someone they are not</p> <p>OR3 – the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>OR5 – how information and data is shared online</p> <p>Cyberbullying</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable /unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Use technology safely, respectfully and responsibly; recognise acceptable /unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>OR1 – that people sometimes behave differently online, including by pretending they are someone they are not</p> <p>OR4 – how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>Email safety (people are who they say they are)</p> <p>How we can communicate with others online? (zip it, block it, flag it)</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable /unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>OR1 – that people sometimes behave differently online, including by pretending they are someone they are not</p> <p>Social media and Weiquette – case studies (how should you respond?)</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable /unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>
<p>Being safe <i>Pupils should know...</i></p>	<p>BS3 – that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>BS5 – how to recognise and report feelings of being</p>	<p>BS1 – what sort of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>BS5 – how to recognise and report feelings of being</p>	<p>BS1 – what sort of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>BS4 – how to respond safely and appropriately to adults they may encounter (in all</p>	<p>BS1 – what sort of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>BS2 – about the concept of privacy and the implications of it both for children and</p>

	Year 3	Year 4	Year 5	Year 6
	unsafe or feeling bad about any adult Can cross a road safely Be discerning in evaluation digital content	unsafe or feeling bad about any adult BS8 – where to get advice e.g. family, school and/or other sources Perform safe self-rescue in different water-based situations Be discerning in evaluation digital content	contexts, including online) whom they do not know BS5 – how to recognise and report feelings of being unsafe or feeling bad about any adult BS6 – how to ask for advice or help for themselves or others, and to keep trying until they are heard BS7 – how to report concerns or abuse, and the vocabulary and confidence needed to do so BS8 – where to get advice e.g. family, school and/or other sources Be discerning in evaluation digital content	adults; including that it is not always right to keep secrets if they relate to being safe BS5 – how to recognise and report feelings of being unsafe or feeling bad about any adult Can ride a bike showing road proficiency and safely Be discerning in evaluation digital content

Health Education

Mental Wellbeing <i>Pupils should know...</i>	MW1 – that mental wellbeing is a normal part of daily life, in the same way as physical health MW2 – that there is a normal range of emotions (e.g. happiness, sadness, fear, anger, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations MW3 – how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others; feelings MW4 – how to judge whether what they are feeling and how they are behaving is appropriate and proportionate MW7 – isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support To understand more about resilience through exploring the trials that Jesus went through That the Easter story involves Christians going through a range of emotions (how do respond to our different emotions)	MW1 – that mental wellbeing is a normal part of daily life, in the same way as physical health MW2 – that there is a normal range of emotions (e.g. happiness, sadness, fear, anger, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations MW3 – how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others; feelings MW4 – how to judge whether what they are feeling and how they are behaving is appropriate and proportionate MW5 – the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness MW8 – that bullying (including cyberbullying) has a negative and often long lasting impact on mental wellbeing MW9 – where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) MW10 – it is common for people to experience mental ill health. For many people who do, the problems can be resolved if they right support is made available, especially if accessed early enough	MW1 – that mental wellbeing is a normal part of daily life, in the same way as physical health MW2 – that there is a normal range of emotions (e.g. happiness, sadness, fear, anger, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations MW3 – how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others; feelings MW4 – how to judge whether what they are feeling and how they are behaving is appropriate and proportionate MW7 – isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support MW8 – that bullying (including cyberbullying) has a negative and often long lasting impact on mental wellbeing Can mentally challenge myself to improve That across many religions (specifically we explore Islam, Christianity and Hinduism) community is very important to offer support and encouragement That within Islam (Zakat), Hinduism (providing alms, offering hospitality) and Christianity (supporting charities) getting involved in service based activity is important to the outworking of their faith Eucharist – being made right with God (to support the	MW1 – that mental wellbeing is a normal part of daily life, in the same way as physical health MW2 – that there is a normal range of emotions (e.g. happiness, sadness, fear, anger, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations MW3 – how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others; feelings MW4 – how to judge whether what they are feeling and how they are behaving is appropriate and proportionate MW6 – simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests MW8 – that bullying (including cyberbullying) has a negative and often long lasting impact on mental wellbeing Spending time being connected to creation to support wellbeing Enterprise project – growing and selling vegetable produce from the school poly tunnel and vegetable beds – to understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
---	--	---	--	--

	Year 3	Year 4	Year 5	Year 6
		<p>Know when to 'move on' in an activity and know what to change to challenge themselves but make sure the activity is still inclusive</p> <p>Importance of community in different faiths</p> <p>Pilgrimage – time to connect with God/spiritual experience (supports wellbeing)</p>	<p>wellbeing of those people with a Christian faith)</p> <p>Charity project – raising money for Wah Pre Say – to understand the benefits of community participation, voluntary and service-based activity on mental wellbeing and happiness</p>	
<p>Internet Safety and Harms <i>Pupils should know...</i></p>	<p>ISH6 – how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p> <p>Search safety (being aware of what results may come back and what to do including trusted persons)</p> <p>About free access to the internet</p>	<p>ISH1 – that for most people the internet is an integral part of life and has many benefits</p> <p>ISH2 – about the benefits of rationing time spent online, the risk of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p> <p>ISH5 – that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <p>ISH7 – where and how to report concerns and get support with issues online</p> <p>Search safety (being aware of what results may come back and what to do including trusted persons)</p> <p>Password safety – why is it important?</p>	<p>ISH2 – about the benefits of rationing time spent online, the risk of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p> <p>ISH3 – how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p> <p>ISH4 – why social media, some computer games and online gaming, for example, are age restricted</p> <p>ISH6 – how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p> <p>Search safety (being aware of what results may come back and what to do including trusted persons)</p> <p>Email safety (people are who they say they are)</p>	<p>ISH2 – about the benefits of rationing time spent online, the risk of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p> <p>ISH3 – how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p> <p>ISH4 – why social media, some computer games and online gaming, for example, are age restricted</p> <p>ISH6 – how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p> <p>Search safety (being aware of what results may come back and what to do including trusted persons)</p>
<p>Physical Health and Fitness <i>Pupils should know...</i></p>	<p>PH1 – the characteristics and mental and physical benefits of an active lifestyle</p> <p>PH3 – the risks associated with an inactive lifestyle (including obesity)</p> <p>PH4 – how and when to seek support including which adults to speak to in school if they are worried about their health</p> <p>Can continuously run for over 8 minutes</p>	<p>Can continuously run for over 12 minutes</p> <p>Swim competently and proficiently over a distance of at least 25 metres in a recognised stroke on front</p> <p>Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p> <p>Pilgrimage in different faiths</p>	<p>Can learn whilst moving for 40 minutes through vigorous physical activity without a break</p> <p>Can physically challenge myself to improve</p>	<p>Can pace to run distance</p> <p>Take part in vigorous physical activity for 30 minutes or more 3 times a week</p> <p>Know the major muscle groups and how to ensure they are prepared effectively for different activities</p>
<p>Healthy Eating <i>Pupils should know...</i></p>	<p>HE1 – what constitutes a healthy diet (including calories and other nutritional content)</p> <p>HE2 – the principles of planning and preparing a range of healthy meals</p> <p>Identify that animals, including humans need the right types</p>	<p>Design and make apple crumble – collecting apples from the school grounds.</p> <p>Understanding the elements of nutrition that go into making the crumble – what aspects of a</p>	<p>To investigate spices that are used within Indian cooking. To prepare, cook and taste Indian meals – vegetarian and meat dishes as well as making a Indian fruit drink</p>	<p>Recognise the impact of describe the effects of diet, exercise, drugs and lifestyle on the way bodies function</p> <p>Pizza making – exploring different pizza's and bases and designing and creating</p>

	Year 3	Year 4	Year 5	Year 6
	and amount of nutrition, and that they cannot make their own food they get nutrition from what they eat Design & make a fruit salad and design and make a farmhouse breakfast to understand the importance of a balanced diet	balanced diet are included in this recipe	(Optional extra – Fairtrade cooking and enterprise selling to raise money for TearFund) Understand the importance of Fairtrade on people around the world	their own pizza with a range of toppings Enterprise project – growing and selling vegetable produce from the school poly tunnel and vegetable beds
Drugs, Alcohol and Tobacco <i>Pupils should know...</i>		DAT1 – the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	DAT1 – the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	DAT1 – the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking Recognise the impact of describe the effects of diet, exercise, drugs and lifestyle on the way bodies function
Health and Prevention <i>Pupils should know...</i>	HP6 – the facts and science relation to allergies, immunisation and vaccination Explore the requirements of plants for life and growth	HP5 – about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing How environmental changes may have an impact on living things Identify the different types of teeth in humans and their simple functions and how we can maintain healthy teeth Know how to ensure safety from sun burn and dehydration Perform safe self-rescue in different water-based situations	HP3 – the importance of sufficient good quality sleep for good health and that a lack of good sleep can affect weight, mood and ability to learn Understand how to prepare and recover from physical activity	HP1 – how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body HP6 – the facts and science relation to allergies, immunisation and vaccination Recognise the impact of describe the effects of diet, exercise, drugs and lifestyle on the way bodies function Know what to do to prepare for physical activity and a range of activities Know the major muscle groups and how to ensure they are prepared effectively for different activities Know how to build a basic shelter and ensure basic needs in outdoor environments
Basic First Aid <i>Pupils should know...</i>	BFA1 – how to make a clear and efficient call to emergency services if necessary BFA2 – concepts of basic first-aid, for example dealing with common injuries including head injuries St Johns Ambulance Lesson – Bites and stings https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-bites-and-stings-first-aid-lesson-plan-and-teaching-resources/ Additional Lesson: St Johns Ambulance Lesson - Emergencies and calling for help	Perform safe self-rescue in different water-based situations St Johns Ambulance Lesson – Asthma https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-asthma-first-aid-lesson-plan-and-teaching-resources/ Additional Lesson: St Johns Ambulance Lesson - Burns and Scalds https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-burns-and-scalds-first-aid-lesson-plan-and-teaching-resources/	St Johns Ambulance Lesson – Bleeding https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-bleeding-first-aid-lesson-plan-and-teaching-resources/ Additional Lesson: St Johns Ambulance Lesson – Head injuries https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-head-injuries-lesson-plan-and-teaching-resources/ Additional Lesson: St Johns Ambulance Lesson – Allergies	St Johns Ambulance Lesson – Choking https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-choking-first-aid-lesson-plan-and-teaching-resources/ Additional Lesson: St Johns Ambulance Lesson – Basic Life Support https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-basic-life-support-first-aid-lesson-plan-and-teaching-resources/

	Year 3	Year 4	Year 5	Year 6
	https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-calling-for-help-lesson-plan-and-teaching-resources/		https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-allergies-first-aid-lesson-plan-and-teaching-resources/	
Changing Adolescent Body <i>Pupils should know...</i>	Explore the requirements of plants for life and growth	CAB1 – key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	CAB1 – key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes CAB2 – about menstrual wellbeing including the key facts about the menstrual cycle Describe and compare different reproductive processes and life cycles in animals Describe the changes as humans develop to old age	CAB1 – key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes Coming of age ceremonies – Bar Mitzvah and Bat Mitzvah, the Sacred Thread ceremony, Confirmation
Sex Education	<i>“The Department continues to recommend... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.” DFE RSHE Guidance 2019</i>			
Additional Coverage thorough Collective Worship, School events, Enterprise nights, Community events etc...	<p>All year groups – ‘HeartSmart’ Collective Worship in every term based on the principles taught in PSHE lessons</p> <p>All year groups – HeartSmart.family available to support families in underpinning the principles taught in school in the home too (achieving common language and embedded understanding)</p> <p>Year 5 – Puberty education workshop (staff led) – session together initially and then split into sessions with boys and girls separately</p> <p>Parent Engagement - Year 5 – Opportunity for parents to come in to school to watch the video content that the children will watch in the session and ask any questions prior to the workshop</p> <p>Year 3 – Visit from Osteopath to talk about bones and how to keep them healthy and how to stay safe and prevent injury</p> <p>All year groups – Fun Sports – children grouped across the year groups to work together to carry out a range of ‘fun’ sports activities. Year 6’s given the responsibility to be sports leaders to encourage and support the younger children</p> <p>Year 6 – Sports leaders award</p> <p>Representing school in sports activities – cooperation, respect of others, conducting themselves appropriately, etiquette, celebrating others achievements, resilience and challenge</p> <p>Year 6 – Online safety workshop with ‘Dan’ from LCC</p> <p>Parent Engagement – Google form questionnaire gone out to parents (2019-2020) based on E-Safety provision (82 adult’s responses and 143 children’s responses). Will be offering parents E-Safety sessions to support, upskill and inform parents further</p> <p>E-safety – to become a half term block (parent consultation to help us target key areas and concerns for our school community)</p> <p>Year 3 – Visit to Cathedral (sacred space and understanding how this helps connection with God)</p> <p>Year 4 – Hindu experience, visit from Sunita (understanding diversity and respect for others)</p> <p>Year 5 – Visit to Hindu Mandir and Mosque (understanding diversity and respect for others even if their beliefs, background and traditions differ from our own)</p> <p>Year 3 – Visit to Tesco (field to fork) and understanding of where our food comes from and healthy eating</p> <p>All year groups – Christmas fayre. Make and sell crafts to understand the benefits of community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>Year 5 and 6 – Bi-annual NSPCC workshop based on safe, healthy and respectful relationships (including online safety)</p> <p>Parent Engagement and All Year groups – Parent run basic First Aid Club</p>			