



The Curriculum

William Law CE Primary School

2023-2024

Learning, Living, Loving Together

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Curriculum Statement

We recognise that we are ambitious for pupils. We aim to ensure that children accumulate rich, well-connected knowledge and develop strong skills which they are able to apply. The curriculum is the substance of what is taught. It is a specific plan of what pupils need to know and should be able to do. It shapes and determines what pupils will get out of their educational journey.

Our curriculum ensures progression from Early Years to the end of Key Stage 2 and is constructed to build on prior skills and knowledge. To enable high quality teaching, we are well-resourced which leads to enriched and varied learning experiences across the curriculum.

The curriculum brings our intent to implementation. It includes links with Statutory Inspection of Anglican and Methodist Schools. (SIAMs). We are a Church of England School and proudly learn that 'Jesus is the Way, the Truth and the Life.' The curriculum has taken into account the local context of Werrington and Peterborough. We prepare children to succeed as adults and be active citizens in modern Britain. This permeates through our ethos of the school.

Children will have the chance to question, be reflective, be analytical in their thinking, reason, be articulate, learn new vocabulary and become confident speakers and listeners. They have resilience, discover new skills and learn that making mistakes is part of the learning process.

We believe children should 'run' to school excited about their learning. Children will be encouraged to be independent, have a growth mindset with a 'can do' attitude and use their learning powers as they discover the curriculum. Children will be 'learning, living and loving together.' There will be WOW days, trips and experiences within topics which are fun and engaging. The topics are chosen to challenge, excite and stimulate our children.

Curriculum Statement

(to be read in conjunction with the Trust's Teaching and Learning statement)

Our Vision:

For every child, within our Trust, to experience an excellent education and to realise their God-given potential to flourish.

Our Pathway:

Working together as one, through the affirmation of God's love within a distinctively Christian ethos, we aim to:

Educate for:

- Wisdom and Knowledge
- Hope and Aspiration
- Community and Living Well Together • Dignity and Respect and

Promote a positive, open and honest culture which embraces and nurtures these.

We ensure our academies are inclusive, serving the local community, welcoming all: children of the Christian faith, of other faiths or of no faith.

Inclusivity

We ensure our curriculum is accessible to all.

Curriculum Intent:

In our Trust the curriculum is broadly defined as the knowledge students are expected to learn (including spiritual, moral, social and cultural) through the totality of experiences provided in our children's primary schooling. By knowledge we mean facts, concepts and rules (declarative knowledge: to know that...), and procedural knowledge (to know how....) acquired through experience and /or education.

The curriculum lies at the heart of education in each academy. It therefore determines what our learners will become, what they will know and understand, and what they will be able to do by the time they leave.

Bearing in mind the definition of knowledge above, we aim for our knowledge-rich curriculum to enable:

- (i) Sustained mastery (and a greater understanding for those who are capable) of subject specific key knowledge that we want the children to acquire;
- (ii) Sustained mastery of knowledge that pupils will need to be able to make sense of the world by providing rich cultural capital.

Our academies deliver the National Curriculum 2014 throughout Key Stage 1 and 2 providing pupils with ‘an introduction to the essential knowledge that they need to be educated citizens and to the best that has been thought and said, helping to engender an appreciation of human creativity and achievement’.

We regard the curriculum as the progression model. We focus on knowledge progression mainly through subject specific models within the context of themes or topics. Hence, our aim is for the curriculum in our academies to be coherently planned, organised and structured with key concepts identified and prioritised, built upon and revisited.

Whilst we ensure that there is a broad and rich curriculum delivered across our academies, we prioritise and regard the mastering of foundational knowledge as crucial in the younger years. Reading and vocabulary development is an integral part of our curriculum. We aim to develop Tier 1, 2 and 3 vocabulary (Isabel Beck 2002). Pupils from all backgrounds, including those who are disadvantaged, are provided with the tools to access a broad curriculum within a language rich environment.

We also aim for our curriculum to develop attitudes, attributes and dispositions which enable our children to:

- (i) develop as confident, responsible citizens;
- (ii) be prepared for future learning e.g. resilience, perseverance and a growth mindset.

Key principles of curriculum design are illustrated below:



William D. (2013) Principled Curriculum Design (Designed by Oliver Caviglioli)

Curriculum Implementation:

‘Learning is defined as an alteration in long-term memory. If nothing has been altered in longterm memory then nothing has been learned.’

Sweller et al. 2011

In line with cognitive load theory we aim, through our teaching, to develop understanding by building well-developed schema: well organised, connected knowledge as opposed to a handful of unconnected facts. We, therefore, favour spaced and distributed learning, where knowledge is rehearsed for short periods over a longer period of time. We aim to ensure retrieval practice is built in to strengthen memory by:

- Providing overviews
- Outlining content to be covered and signalling transitions between different parts of the lesson;
- Calling attention to main ideas;
- Providing daily, weekly and monthly reviews.
- Re-teaching when necessary.

We regard teaching as effective when underpinned by Rosenshine’s ‘Principles of Instruction’ (see the Trust’s Teaching and Learning statement). Effective questioning, effective use of formative assessment and adaptive, responsive teaching are regarded as key.

Responsive teaching will be delivered and appropriate reasonable adjustments put in place to enable all children to access the curriculum.

We regard the following teachers’ knowledge as essential:

- pedagogical knowledge: teachers’ knowledge of effective teaching methods;
- content knowledge: teachers’ subject knowledge;
- pedagogical content knowledge: teachers’ knowledge of how to teach the particular subject / topic e.g. knowing the misconceptions that arise prior to teaching specific key knowledge.

Leadership of the curriculum is distributed within our academies. Subject leaders are given the autonomy to lead on their specific subject curriculum within the shared vision and accountability framework of the school.

Curriculum Impact

We measure this by the extent to which our aims, curriculum defined end points and strong outcomes are achieved as a result of our curriculum intent and implementation. The vast majority of our pupils will have sustained mastery of key, detailed knowledge identified and some children will have a greater depth of understanding.

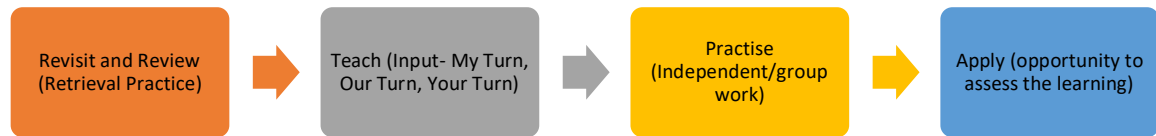
‘If a student has learnt the curriculum, they have made progress.’

Michael Fordham

Teaching and Learning Sequence at William Law CE Primary

(Based on Rosenshine Principles)

The teaching sequence below applies for **most** lessons for both core and foundation. This should be used in conjunction with PDETs Teaching and Learning Statement.



At each stage of the lesson, the following approaches could be deployed by the class teacher. This is not an exhaustive list or a prescriptive list of everything that we would see in each lesson.

Revisit and Review

The purpose of review is to continuously recall previously learnt content and to assess whether learning has transferred into long term memory. These sessions should not ordinarily be longer than 5 minutes. You might give 4 minutes to complete and 1 minute to go through one example that children commonly got wrong.

- Revisit previous content- Flashback 4s- Whiterose for maths, SPAG for English, last week, last month, last term, last year, weekly/monthly review
- Knowledge organisers
- Quiz
- Model addressing misconceptions

Teach

In line with cognitive load theory, material is presented in a clear and logical manner. The information is broken down into small steps and modelled. This should match the learning pupils are expected to learn as part of the practise section of the lesson. This element of the teaching session will switch between my turn, our turn and your turn.

- Learning Objectives and Success Steps shared, explained and modelled.
- Modelling- thinking aloud, worked examples, scaffolding, vocabulary development, WAGOLLS/WABOLL, written by hand, my turn, our turn, your turn.
- Questioning and feedback- cold calling, show me boards, think-pair-share, whole class feedback, say it again better, probing/process questions, whole class feedback
- Peeling off- enabling or extending group work with an adult. This adult teaches them as above but this will either be deepening learning for extending learners or consolidating gaps with learners for enabling learners.

Practise

This is the opportunity for children to independently complete work or working with an adult to demonstrate the learning objective and small steps learning. If a group has worked with an adult during the input as a peeling off group, then they should work independently to start with at this section of the lesson. At William Law CE Primary, we do not use 1 to 1 support for SEND children with a TA attached to that child (except in exceptional circumstances). Over the course of a week those children should work with a balance of teacher, TA and have opportunities to work independently. This also applies to lower attaining children.

- Adults should work with groups of children to address gaps in learning/work on the skill/provide further scaffolding or modelling/complete work using our turn/your turn approach, construct shared work.
- All adults working with groups of children should be live marking by providing further modelling or worked examples. This can be done on an individual basis or whole group level.
- Adults to check understanding of the whole class by sweeping the room. If whole class misconceptions need addressing then further modelling could be completed. If at group level, reassess adult support groups. Could children previously working in a group now work independently or do other children need to join the adult supported groups?
- Scaffolding provided to support pupils. This could be enabling resources or extending resources that deepen learning.
- Peer and self-assessment against the learning objective and success steps.

Apply

This is an opportunity to review the learning and assess whether the children have understood the learning. This can be demonstrated through some of the following approaches.

- Quizzes
- Show me boards
- Peer or self-assessment
- Probing and process questioning
- Apply to test question situation
- Weekly or monthly review

After the lesson the teacher should review all independent learning and children should be offered Pick Me Up to extend or enable. This will be offered either an afternoon session, morning activity or assembly slot (selected assemblies only). TAs across the school are off timetable from 12 midday to facilitate listening to readers and completing Pick Me Up. To get an equal balance, the teacher might also do this within teaching time with the TA supervising the practise element of foundation subjects.

Teaching and Learning Statement

(to be read in conjunction with the Trust's Curriculum statement)

The importance of strong teacher knowledge cannot be under-estimated. This can be broken down into three areas:

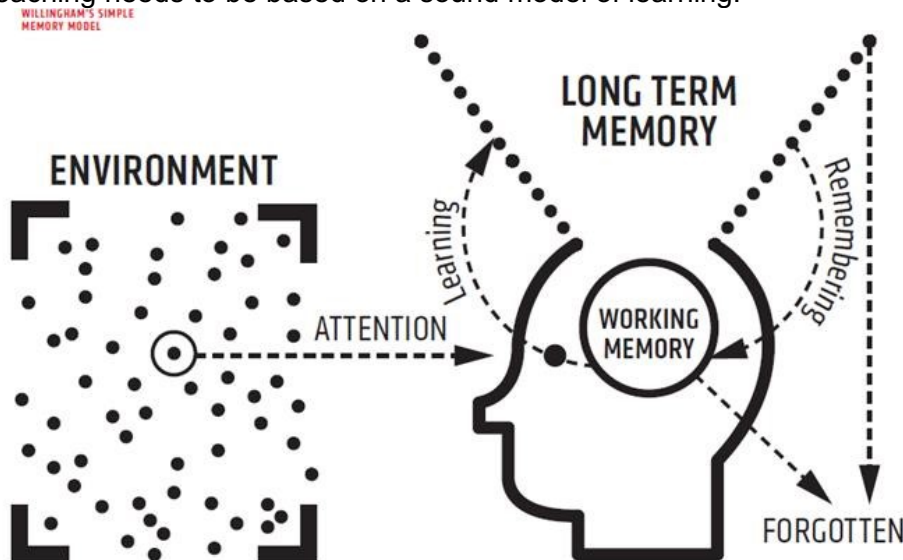
1. Pedagogical knowledge: teacher knowledge of effective teaching methods;
2. Content knowledge: teacher subject knowledge;
3. Pedagogical content knowledge: teacher knowledge of how to teach the particular subject / topic e.g. knowing the misconceptions that arise prior to teaching specific key knowledge.

This Teaching and Learning Statement focuses on pedagogical knowledge. It outlines the principles that we believe underpin effective teaching (pedagogical knowledge) in our Trust and how these contribute to learning.

This Teaching and Learning Statement is underpinned by a joint, common understanding of the key terminology. This enables teachers and leaders in our Trust to work collaboratively to develop trust-wide effective teaching in order to deliver the intended curriculum and hence, strive to ensure optimum learning occurs. Key terminology is outlined below:

Learning: 'is an alteration in long-term memory. If nothing has been altered in long-term memory then nothing has been learned.' (Sweller et al. 2011)

Effective teaching needs to be based on a sound model of learning:



Designed by Oliver Caviglioli

Understanding: Well-developed schema; well organised, connected knowledge as opposed to a handful of unconnected facts.

Curriculum: The knowledge students are expected to learn (including spiritual, moral, social and cultural) through the totality of experiences provided in our children's primary schooling.

Declarative knowledge: ‘to know that.....’; concepts, rules and facts ‘waiting to be of service’. Declarative knowledge has a vital place in enabling all further thought and all learning.

Procedural knowledge: ‘to know how.....’; goal directed; produces actions; enables us to do things. Procedural knowledge enables us to use declarative knowledge. Skills are regarded as procedural knowledge, totally dependent on specific declarative knowledge. Skills can’t exist as free floating and context free.

Progress: The curriculum is the progression model. Therefore, ‘if a student has learnt the curriculum, they have made progress.’ (Michael Fordham)

High Quality Teaching:

In our Trust pedagogical knowledge should be underpinned by Rosenshine’s ‘Principles of Instruction’. These principles are grouped into four strands:

- (i) Sequencing Concepts and Modelling:
 - a. Present new material using small steps.
 - b. Provide models
 - c. Provide scaffolds for difficult tasks.
- (ii) Questioning:
 - a. Ask questions
 - b. Check for understanding
- (iii) Stages of Practice:
 - a. Guide learner practice
 - b. Obtain a high success rate
 - c. Provide independent practice
- (iv) Reviewing Material:
 - a. Daily Review
 - b. Weekly and monthly review (Tom Sherrington; 2019)

High quality teaching in the Trust should therefore incorporate the following:

Sequencing Concepts and Modelling:

- a. Presenting new material using small steps: In order to address the limitations in working memory, concepts and knowledge need to be broken down into small steps. These steps can be represented by ‘success steps’. Such ‘success steps’ should shape explanations and learning should be continually referenced against these.
 - b. Providing models: Central to good explanations, models can be (i) physical representations of completed tasks e.g. exemplars (ii) conceptual models (iii) explicit narration of thinking. Modelling helps learners to organise information into well-structured schemata.
 - c. Providing scaffolds for difficult tasks e.g. writing frames: Scaffolds support the thought process. However, these should be temporary so that learners don’t become over-reliant on them.
- The anticipation of errors and misconceptions throughout modelling is key.

Questioning:

- a. Asking questions: A large number of questions need to be asked and such questions need to involve many learners to probe thinking, explain, clarify and check for understanding. Effective questioning strategies should include:
 - (i) No hands up - cold calling;
 - (ii) No 'opt out' - giving learners opportunities for consolidating or correcting their answers; non-acceptance of 'I don't know';
 - (iii) Say it again, better - give learners opportunities to reformulate answers;
 - (iv) Think, pair, share;
 - (v) Whole class response - the use of individual whiteboards can't be underestimated;
 - (vi) Probing – exploring learners' schemata.
- b. Check for understanding: The use of the question, 'What have you understood?' is far more effective than 'Have you understood?'. (See also Responsive Teaching section.)

Stages of Practice:

- a. Guiding learner practice: This involves teachers asking questions, checking understanding, using models, worked examples and scaffolds. Strong schema need to be formed early so the possibility of forming misconceptions is minimised.
- b. Obtaining a high success rate: As a guide, if learners are getting less than 80% correct they may be reinforcing errors. If the success rate is too low, individual / groups of learners may need re-explanations, re-modelling and re-teaching. If the individual success rate is above 80% challenge needs to be re-assessed, including adding levels of depth to the tasks and removing scaffolds and supports.
- c. Providing independent practice: Following guided practice there needs to be enough opportunity provided for independent practice. Judging when this transition takes place, is vital. Enough independent practice should result in learner fluency. Such strategies as rote learning, drilling and repetition are regarded as ways of providing practice, and hence, they become part of a sensible learning process, if used appropriately.

Reviewing Material:

In line with cognitive load theory we aim to increase understanding by building well developed schemata: well organised, connected knowledge as opposed to a handful of unconnected facts. We, therefore, favour spaced and distributed learning, where knowledge is rehearsed for short periods over a longer period of time. Retrieval practice needs to be built in to strengthen memory by:

- Providing overviews
 - Outlining content to be covered and signalling transitions between different parts of the lesson;
 - Calling attention to main ideas;
 - Providing daily, weekly and monthly reviews. - Re-teaching when necessary.
- a. Daily Review: This supports the development of fluency by allowing learners to re-activate recently acquired knowledge. This allows prior learning to be active in our working memory in order to make further connections.
 - b. Weekly and Monthly Review: These ensure that learned material is not forgotten and more extensive schemata are developed. Strategies involve simple recall tests,

quizzes, multiple choice tests, 'telling the story', rehearsing explanations, creating knowledge maps, summarising, demonstrating – all without prompts.

Highly Responsive Teaching

All planning should be learning not task orientated. Longer term learning goals and subsequent short-term learning objectives must drive teaching at all times. Clarity regarding learning is vital; learning objectives must be shared with learners.

Learning should be grounded in responsive teaching. Teaching and planning needs to be adapted in response to learner feedback. Therefore all teachers need to be skilled in:

- Identifying how well learners are doing (effective use of feedback and formative assessment);
- Adjusting teaching in order to achieve the longer term learning goals.

Good teacher-learner relationships are imperative. Without these, learners will not effectively engage with teacher feedback.

See **Appendix 1**: Oliver Caviglioli's representation of Tom Sherrington's Rosenshine's Principles in Action (2019)

Barak Rosenshine's

PRINCIPLES OF INSTRUCTION



A thematic
interpretation
for teachers by
Tom Sherrington
@teacherhead

VISUALISED BY
**OLI
CAV**

Oliver Cavignoli
@olicav



REVIEWING MATERIAL

1 Daily review



Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that students don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning — to activate relevant prior learning in working memory.

10 Weekly and monthly review



QUESTIONING

3 Ask questions



6 Check for student understanding



The main message I always stress is summarised in the mantra: ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need ask how students worked things out, not just get answers. He is also really good on stressing that asking questions is about getting feedback to us as teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.

SEQUENCING CONCEPTS & MODELLING

2 Present new material using small steps



Small steps — with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps so that each can be practised.

Models — including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teachers give too few.

4 Provide models



8 Provide scaffolds for difficult tasks



Scaffolding is needed to develop expertise — a form of mastery coaching, where cognitive supports are given — such as how to structure extended writing — but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building — but eventually they need to come off.

STAGES OF PRACTICE

5 Guide student practice



Teachers need to be up close to students' initial attempts, making sure that they are building confidence and not making too many errors. This is a common weakness with 'less effective teachers'. Guided practice requires close supervision and feedback. High success rate — in questioning and practice — is important. Rosenshine suggests the optimum is 80%. i.e. high! Not 95-100% (too easy). He even suggests 70% is too low.

7 Obtain a high success rate



9 Independent practice



Independent, monitored practice. Successful teachers make time for students to do the things they've been taught, by themselves... when they're ready. "Students need extensive, successful, independent practice in order for skills and knowledge to become automatic"

Whole School Long Term Plan

	Autumn 1 (1)		Autumn 2 (2)		Spring 1 (3)		Spring 2 (4)		Summer 1 (5)		Summer 2 (6)	
Y1	History Changes within living memory: Toys	Science Everyday materials: identify and name Science 2.2 Science 4.3 Science 5.3	Geography UK Countries	Science Plants – Trees and plants - naming	History Significant People: Florence Nightingale	Science Humans: Body parts Science 2.3, 3.3, 4.1,6.6	History Significant People: Mary Anning	Science Animals - groupings Science ,4.4,5.5,6.4	Geography Local study: Our School	Science Seasonal changes – four seasons Science 1.2; 1.5; 2.1; 2.5,3.4,5.5	History Significant Event in own locality: Local Transport in Peterborough Railway Perkins Henry Royce	Science Everyday materials – properties Science 1.1 Science 4.3 Science 5.3
	DT Mechanisms – Moving Story Book	PE Fundamentals Team building	Art <u>Spirals</u> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.	PE Ball Skills Gymnastics	DT Cooking and Nutrition- Smoothies	PE Sending and Receiving Dance	ART <u>Simple Printmaking</u> Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.	PE Striking and Fielding Dance	DT Constructing Windmills	PE Target Games Net and Wall	Art <u>Making Birds</u> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.	PE Athletics Invasion
	PSHRE Introduction lesson Family and relationships	Computing <u>Computing systems and networks</u> Improving mouse skills	PSHRE Family and relationships Health and wellbeing	Computing <u>Programming 1</u> Algorithms unplugged	PSHRE Health and wellbeing Safety and the changing body	Computing <u>Skills Showcase</u> Rocket to the moon	PSHRE Safety and the changing body Citizenship	Computing <u>Programming</u> Bee-Bots	PSHRE Citizenship Economic wellbeing	Computing <u>Creating Media</u> Digital imagery	PSHRE Economic wellbeing Transition lesson	Computing <u>Data Handling</u> Introduction to data
	RE What do Christian's believe God is like?	Music Story time - exploring sounds Seasons - exploring pitch	RE Exploring religious stories	Music Number - exploring beats Weather - exploring sounds PRODUCTION	RE What can we learn from other religions?	Music Animals - exploring pitch Machines - exploring beat	RE Why does Easter matter to Christians?	Music Ourselves - exploring sound Our bodies - exploring beats	RE Weddings	Music Our school - exploring sound Water - exploring pitch	RE What is the good news Jesus brings?	Music Travel - performance Pattern - exploring beat
Y2	History Events beyond Living Memory: Great Fire of London	Science Everyday materials: identify and compare Science 1.2 Science 4.3 Science 5.3	Geography The World Continents and 5 oceans	Science Animals including humans Humans exercise, eating the right type of foods and hygiene.	History Significant People: Christopher Columbus George Alcock (English astronomer from Peterborough)	Science Animals and habitats - identify What animals need to survive Science 6.5	History Significant People Comparison: Neil Armstrong VS Christopher Columbus	Science Plants: What is needed for growth and changes over time	Geography Local Study: Small UK area Peterborough / Werrington / Glinton (village) / Peakirk (village) / Eton (hamlet)	Science Living things and their habitats Living/dead things Habitats Science 1.2; 1.5; 2.1; ,3.4,5.5	Geography Non-European Study: Kenya	Science Living things and their habitats- Foodchains -how animals and plants depend of each other Humans and animals have offspring which grow into adults Science 1.4,4.4,,5.5,6.4
	Art <u>Explore & Draw</u> Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.	PE Fundamentals Swimming	DT Textiles – Pouches	PE Ball Skills Swimming	Art <u>Expressive Painting</u> Explore how painters sometimes use paint in an expressive and gestural way.	PE Net and Wall Dance	DT Mechanisms – Fairground wheels	PE Striking and Fielding Dance	Art <u>Be An Architect</u> Exploring architecture and creating architectural models.	PE Sending and Receiving Gymnastics	DT Cooking and Nutrition- A balanced diet. Linked to Come Dine with Me.	PE Athletics Invasion
	PSHRE Introduction lesson Family and relationships	Computing <u>Computing systems and networks 1</u> What is a computer?	PSHRE Family and relationships Health and wellbeing	Computing <u>Programming 1</u> Algorithms and debugging	PSHRE Health and wellbeing Safety and the changing body	Computing <u>Computing systems and networks 2</u> Word Processing	PSHRE Safety and the changing body Citizenship	Computing <u>Programming 2</u> Programming: ScratchJr	PSHRE Citizenship	Computing <u>Creating Media</u> Stop Motion	PSHRE Economic wellbeing Transition lesson	Computing <u>Data Handling</u> International Space Station

	RE Christianity and Judaism Creation	Music Ourselves - exploring sounds Our bodies - exploring beat OCARINA	RE Christianity Jesus' birth	Music Story time – exploring sounds Number – exploring beats OCARINA	RE Hinduism Religious festivals	Music Our land - exploring sounds Seasons - exploring pitch OCARINA	RE Holy week and Easter	Music Travel – performance Toys – exploring beats OCARINA	RE All religions Sacred text	Music Animals - exploring pitch Pattern – exploring beat OCARINA	RE Humanists- What they believe	Music Water – exploring pitch Weather – exploring sounds OCARINA
Y3	Geography UK study Countries and regions / cities <i>Geography 1.2; 1.5; 2.5; Geography 3.3</i>	Science Function of parts of flowering plants and requirements of plants for life including life-cycle of plants <i>Science 1.2; 1.5; 2.1; 2.5,3.4,5.5</i>	History Changes in Britain from the Stone Age to the Iron Age	Science Rocks and fossils– compare and group <i>History 1.4 (fossils) History 3.2 Geography 3.6</i>	Geography European Study Major Cities and Countries and the 4 regions <i>History 3.4 (Italy) Geography 3.1; 3.6 (Italy; Iceland)</i>	Science Animals: humans (nutrition) <i>Science 2.4 Science 3.4 Science 4.1</i>	Geography Volcanoes & earthquakes <i>Geography 3.3 (Italy; Iceland) Science 3.2 Geography 5.3</i>	Science Animals: humans (muscles & skeleton) <i>Science 3.3</i>	History The Roman Empire and its Impact on Britain (Settlers)	Science Light and shadows <i>Science 6.2</i>	History The Roman Empire and its Impact on Britain (Invaders)	Science Forces & magnets <i>Science 5.3</i>
	Art <u>Gestural Drawing with Charcoal</u>	PE Fundamentals Fitness	DT Mechanical systems- Pneumatic Toys	PE Outdoor Adventurous Activities Gymnastics	Art <u>Cloth, Thread, Paint</u>	PE Ball skills Dance	DT Cooking and Nutrition- Eating Seasonally Linked to Come Dine with Me.	PE Netball Dance	Art Telling stories <u>through drawing and making</u>	PE Tag Rugby Tennis	DT Structures- Constructing a Castle.	PE Athletics Rounders
	PSHRE Introduction lesson Family and relationships	Computing <u>Computing systems and networks 1</u> Networks and the internet	PSHRE Family and relationships Health and wellbeing	Computing <u>Programming</u> Programming: Scratch	PSHRE Health and wellbeing Safety and the changing body	Computing <u>Computing Systems and Networks 2</u> Emailing	PSHRE Safety and the changing body Citizenship	Computing <u>Computing Systems and Networks 3</u> Journey inside a computer	PSHRE Citizenship	Computing <u>Creating Media</u> Video Trailers	PSHRE Economic wellbeing Transition lesson	Computing <u>Data Handling</u> Comparison cards databases
	RE People of faith, courage and commitment	Music Environment – composition skills Sounds – exploring sound RECORDER	RE What is Trinity?	Music Human body - exploring structure Singing French – exploring pitch RECORDER	RE Why is prayer important to Muslims?	Music Ancient Worlds - exploring structure In the past – exploring pitch. RECORDER	RE What do Christians call the day Jesus died?	Music Building – exploring beat Poetry – performance RECORDER PRODUCTION	RE When Jesus left what was the impact of the Pentecost?	Music Food and drink performance Communication composition RECORDER	RE How do people express their religious and spiritual ideas through art?	Music China – exploring pitch Time – exploring beat. RECORDER
	MFL – French Hocus le dinocroc story 1 (skills & vocabulary relating to greetings, colours, numbers, names, French phonics)		MFL - French Hocus le dinocroc story 2 (skills & vocabulary relating to days, classroom instructions, the nativity, French phonics)		MFL – French Hocus le dinocroc story 3 (skills & vocabulary relating to body parts, French phonics)		MFL -French Hocus le dinocroc story 4 (skills & vocabulary relating to the weather, Easter celebrations, French phonics)		MFL – French Hocus le dinocroc story 5 (skills & vocabulary relating to musical instruments, how are you, French phonics)		MFL – French Hocus le dinocroc story 6 (skills & vocabulary relating to animals, playground games, French phonics)	
Y4	History Ancient Egyptians	Science Animals: humans (digestion, teeth) <i>Science 2.3 Science 3.3 Science 6.1</i>	History Local history study Edith Cavell	Science Electricity –simple series circuits. Conductors and insulators <i>Science 6.2</i>	Geography Rivers & the water cycle Stibbington (Rivers)	Science States of matter – changing state and water cycle <i>Science 5.4</i>	Geography Region in the UK study: London <i>Geography 3.1</i>	Science Animals including humans (Food chains)	History Britain's Settlement by Anglo-Saxons and Scots	Science Living things- classification keys and different environments <i>Science 6.4</i>	History The Vikings' and Anglo-Saxons' struggle for the Kingdom of England to the time of Edward the Confessor	Science Sound –pitch and volume
	Art <u>Storytelling through Drawing</u>	PE Hockey Outdoor Adventurous Activities	DT <u>Textiles-</u> Fastenings	PE Handball Gymnastics	Art <u>Exploring Patterns</u>	PE Basketball Dance	DT Mechanical systems – Making a Slingshot Car	PE Lacrosse Dance	DT Electrical systems – Torches Linked to Science Curriculum	PE Football Tennis	Art <u>Festival Feasts</u>	PE Athletics Cricket

	PSHRE Introduction lesson Family and relationships	Computing Computing Systems and Networks Collaborative Learning	PSHRE Family and relationships Health and wellbeing	Computing Programming 1 Further coding with Scratch	PSHRE Health and wellbeing Safety and the changing body	Computing Creating Media Website design	PSHRE Safety and the changing body	Computing Skills Showcase HTML	PSHRE Citizenship	Computing Programming 2 Computational Thinking	PSHRE Citizenship Economic wellbeing Transition lesson	Computing Data Handling Investigating weather
	RE Creation	Music Food and drink - performance Environment - composition RECORDER	RE How does Bat/Bar Mitzvah influence the lives of young Jewish people?	Music In the past - notation Sounds - exploring sounds RECORDER	RE How does the Torah influence the lives of Jewish people?	Music Around the world – exploring pitch Communication – composition RECORDER	RE Why do Christians remember Holy Week every year?	Music Production RECORDER	RE What kind of world did Jesus want?	Music J Sax – First Access	RE What's it like to be a Sikh today?	Music Samba – exploring rhythm
	MFL - French Rigolo 1 unit 1 Bonjour (skills & vocabulary relating to greetings, asking & answering introductory questions including names, ages and feelings, numbers to 20)		MFL – French Rigolo 1 unit 2 En Classe (skills & vocabulary relating to classroom instructions describing school bag items & asking questions.)		MFL – French Rigolo 1 unit 3 Mon Corps (skills & vocabulary relating to body parts, describing hair, eyes and appearance)		MFL – French Rigolo 1 unit 4 Les Animaux (skills & vocabulary relating to counting & describing animals and pets.)		MFL-French Rigolo 1 unit 5 Ma Famille (skills & vocabulary relating to introducing family members & the French alphabet sounds.)		MFL-French Rigolo 1 unit 5 Ma Famille / unit 6 Bon Anniversaire (skills & vocabulary relating to 1st person descriptions & opinions about food.)	
Y5	History Ancient Greece	Science Forces- Gravity, air resistance and mechanisms Science 3.6	History Ancient Greece	Science Earth and Space- The Solar system	Geography Mountains Geography 3.6	Science Properties and changes of materials – properties, solutions and separation Science 1.2,2.2,4.3	Geography European country: Barcelona Geography 3.3	Science Properties and changes of materials –fair tests, dissolving and mixing and reversible and irreversible changes Science 4.3	History Tudors (Battle of Bosworth, Henry VIII, Wives and children, Spanish Armada, Tudor Life, Shakespeare)	Science Living things and their habitats (life cycles, reproduction in some plants and animals) Science 1.2; 1.5; 2.1; 2.5,3,4,5,6	History Tudors Peterborough Cathedral – Mary Queen of Scots and Catherine of Aragon and the Reformation	Science Animals: humans (life cycles and growth & changes into old age - puberty) Science 2.3, 3.3, 4.1, 5.5
	Art Typography and Maps	PE Netball Fitness	DT Structures: Structures- Bridges	PE Football Gymnastics	Art Mixed Media Land and City Scapes	PE Lacrosse Dance	DT Digital world Monitoring devices	PE Tennis Dance	DT Textiles Stuffed Toys	PE Tag Rugby Volleyball	Art Architecture: Dream Big or Small?	PE Athletics Rounders
	PSHRE Introduction lesson Family and relationships	Computing Computing Systems and Networks Search Engines	PSHRE Family and relationships Health and wellbeing	Computing Programming 1 Programming Music	PSHRE Health and wellbeing Safety and the changing body	Computing Data Handling Mars Rover 1	PSHRE Safety and the changing body Citizenship	Computing Programming 2 Micro:bit	PSHRE Citizenship Economic wellbeing	Computing Creating Media Stop Motion Animation	PSHRE Economic wellbeing Transition lesson: Roles and Responsibilities	Computing Skills Showcase Mars Rover 2
	RE Judaism: Why are Rosh Hashanah Sukkot Eid al Adha important?	Music At the Movies - composition Skills	RE Christianity: UC Was Jesus the Messiah?	Music Music and ICT – exploring Garageband	RE Christianity: Do we need rules to live a better life?	Music Solar System and listening skills	RE Christianity: UC What did Jesus do to Save Humanity?	Music Ukulele – First Access	RE Hinduism: How and why do Hindus worship at home and at the Mandir?	Music Cyclical patterns – composition and performance	RE Christianity: Creation and Science:	Music Who knows? – exploring composition
	MFL - French Rigolo 1 unit 7 Encore (nationalities, Francophone countries)		MFL - French Rigolo 1 unit 8 Les Passe-Temps (hobbies, verbs & opinions)		MFL - French Rigolo 1 unit 9 Les Fêtes (festivals, dates, numbers to 60)		MFL - French Rigolo 1 unit 11 On Mange (food shopping & opinions)		MFL - French Rigolo 1 unit 10 Ou Vas-tu ? (weather reports, French cities & directions)		MFL - French Rigolo 1 unit 10 Ou Vas-tu ? (weather reports, French cities & directions)	
Y6	History A study of an aspect in British History that extends chronological knowledge beyond 1066: Advances of Medicine / Crime and Punishment	Science Animals: humans Circulatory system –diet and exercise Science 2.3,3.3,4.1	History A study of an aspect in British History that extends chronological knowledge beyond 1066: Advances of Medicine / Crime and Punishment	Science Electricity- symbols and Compare variations of how components function Science 4.2	Geography North & South America	Science Light- How it travels and shadows Science 3.5	Geography Region within North or South America: Amazon Locating areas and looking at physical and human features	Science Living things- classification systems Science 4.5	Geography Region within North or South America: Amazon Comparing areas of North and South America	Science Evolution, inheritance and adaptation Science 2.3	History A Non-European Society: Mayan Civilization	Science Keeping our bodies healthy and human reproduction Science 5.5,5.6

	Art: 2D Drawing to 3D Making	PE Outdoor Adventurous Activities Gymnastics	DT Cooking and Nutrition- Come Dine with Me	PE Hockey Dance	Art Exploring Identity	PE Rounders Dance	DT Mechanical systems- Automata toys	PE Basketball Tennis	Art Take a seat	PE Cricket Swimming	DT Digital world- Navigating the world.	PE Athletics Swimming
	PSHRE Introduction lesson Family and relationships	Computing Computing Systems and Networks Bletchley Park	PSHRE Health and wellbeing	Computing Programming Intro to Python	PSHRE Health and wellbeing	Computing Data Handling Big Data 1	PSHRE Safety and the changing body Citizenship	Computing Creating Media History of Computers	PSHRE Citizenship Economic wellbeing	Computing Data Handling Big Data 2	PSHRE Economic wellbeing Identity Safety and the changing body Transition lesson: Dealing with change	Computing Skills Showcase Inventing a Product
	RE Big Questions.	Music World Unite – step dance	RE How can following God bring freedom and justice?.	Music Music and IT – hip- hop	RE What would Jesus do?.	Music Ukulele – First Access	RE What difference does the resurrection make for Christians?.	Music The Blues = Composition and performance	RE Talk about what Buddhists believe about life, suffering and death.	Music Songwriting – analysis and composition	RE Understand that people without a faith can still have a belief system	Music PRODUCTION
	MFL – French Decris -moi ! (skills & vocabulary relating to 1st & 3rd person descriptions including famous French people, conjugating verbs, addressing stereotypes & exploring language families.)				MFL – French Ou habites-tu ? (skills & vocabulary relating to describing where you live, exploring a French poem, giving & following a series of directions to places in town.)				MFL – French La Musique (skills & vocabulary relating to giving opinions about music & musicians including those from the Francophone world.)		Introduction to Spanish (¡Hola!) (skills & vocabulary relating to greetings, numbers & Spanish culture.)	

William Law CE Phonics Progression

Following the Little Wandle Progression-Based on last year need to check once brought into scheme

SUBJECT NAME	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Graphemes: Phase 2 s a t p i n m d g o c k c k e u r h b f l</p> <p>New tricky words: is I the</p>	<p>Graphemes: Phase 2 ff ll ss j v w x y z zz qu ch sh th ng nk</p> <ul style="list-style-type: none"> words with –s /s/ added at the end (hats sits) words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) <p>New tricky words: put* pull* full* as and has his her go no to into she push* he of we me be</p>	<p>Graphemes: Phase 3 ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words</p> <p>New tricky words: was you they my by all are sure pure</p>	<p>Graphemes: Phase 3 Review Phase 3</p> <ul style="list-style-type: none"> words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end <p>No new tricky words: Review all taught so far</p>	<p>Graphemes: Phase 4 Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suf-xes: –ing, –ed /t/, –ed /d/ /ed/, –ed /d/ –er, –est</p> <p>New tricky words: said so have like some come love do were here little says there when what one out today</p>	<p>Graphemes: Phase 4 Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suf-xes: –ing, –ed /t/, –ed /d/ /ed/, –ed /d/ –er, –est • longer words</p> <p>No new tricky words: Review all taught so far</p>
Y1	<p>Review Phase 3 and 4</p> <p>Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each</p> <p>Review tricky words Phase 2 and 4: Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</p>	<p>Graphemes: Phase 5 /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p> <p>New tricky words: their people oh your Mr Mrs Ms ask* could would should our house mouse water want</p>	<p>Graphemes: Phase 5 /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup</p> <p>New tricky words: any many again who whole where two school call different thought through friend work</p>	<p>Graphemes: Phase 5 /ur/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor</p> <p>New tricky words: once laugh because eye</p>	<p>Phonics screening: Check review- no new GPCs or tricky words</p>	<p>Graphemes: Phase 5 /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more</p> <p>New tricky words: busy beautiful pretty hour move improve parents shoe</p>

RIISING STARS - SPELLINGS

YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Focus: revision of letter sounds/ names and alphabet	Focus: vowel digraphs 'oa/ow', as in <i>boat, own</i>	Focus: revision of digraphs from units 4–8, Autumn term	Focus: the /v/ sound and the / / sound spelled 'n' before 'k'	Focus: revision of sounds from units 4–8, Spring term	Focus: adding <i>-ing</i> , as in <i>hunting, buzzing, jumping</i>
Week 2	Focus: revision of digraphs and segmenting skills for spelling	Focus: vowel digraph 'er' and 'ur', as in <i>her, turn</i>	Focus: revision of digraphs and trigraphs	Focus: vowel digraph 'ie' (/ai/) and 'ie' (/i:/), as in <i>lie, chief</i>	Focus: revision of sounds from units 9–12, Spring term	Focus: adding <i>-ed</i> , as in <i>hunted, buzzed, jumped</i>
Week 3	Focus: common exception words	Focus: vowel digraphs 'ai/ay' and 'oi/oy', as in <i>rain/play, oil/boy</i>	Focus: common exception words	Focus: split digraphs 'a-e', 'e-e', 'i-e', 'o-e', 'u-e'	Focus: common exception words	Focus: adding <i>-er</i> and <i>-est</i> to adjectives, as in <i>grander, grandest</i>
Week 4	Focus: /f/, /l/, /s/, /z/ and /k/, as in <i>off, well, miss, buzz, back</i>	Focus: vowel digraphs 'ee/oo'; and 'ea' (long), 'ea' (short)	Focus: vowel digraph 'oo' and compound words	Focus: graphemes 'ph' and 'wh', as in <i>dolphin</i> and <i>when</i>	Focus: letter string 'tch', as in <i>catch, fetch, kitchen</i>	Focus: adding <i>-er</i> to a verb, as in <i>hunter, buzzer, jumper</i>
Week 5	Focus: vowel digraphs 'ar/or', as in <i>car, born</i>	Focus: vowel trigraphs 'air', 'igh', 'ear', as in <i>hair, high, dear</i>	Focus: vowel digraph 'au' and 'aw', as in <i>author, saw</i>	Focus: words ending in 'y', as in <i>very, happy, funny</i>	Focus: adding 's' and 'es' to words, as in <i>cats, catches</i>	Focus: adding the prefix <i>un-</i> , as in <i>unhappy, undo, unload</i>
Week 6	Focus: vowel digraph 'ow' and 'ou', as in <i>now, out</i>	Focus: vowel digraph 'ew' and 'ue', as in <i>new, blue</i>	Focus: vowel digraph 'ir' and 'oe', as in <i>girl</i> and <i>toe</i>	Focus: letter strings 'ore', 'are', 'ear', as in <i>more, bare, pear</i>	Focus: adding 's' and 'es' to words, as in <i>cats, catches</i>	Focus: using 'k' for the /k/ sound, as in <i>sketch, kit, skin</i>

YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Focus: revision of Year 1 material	Focus: homophones	Focus: revision of Autumn term	Focus: homophones	Focus: revision	Focus: the /ɜ:/ sound spelled 'or' after 'w'
Week 2	Focus: revision of Year 1 material	Focus: /r/ sound spelled 'wr' at the beginning of words	Focus: revision of Autumn term	Focus: the /aɪ/ sound spelled -y at the end of words	Focus: revision	Focus: the /ɔ:/ sound spelled 'ar' after 'w'
Week 3	Focus: common exception words	Focus: /ʌ/ sound spelled 'o', as in <i>other, mother, brother</i>	Focus: common exception words	Focus: adding -es to nouns and verbs ending in -y	Focus: common exception words	Focus: the /ʒ/ sound spelled 's', as in <i>television</i>
Week 4	Focus: /dʒ/ sound spelled as -ge and -dge at the end of words	Focus: contractions	Focus: the /ɪ/ or /ə/ sound, spelled -le at the end of words	Focus: adding -ed, -ing, -er and -est to a root word	Focus: the /ɔ:/ sound spelled 'a' before 'l' and 'll'	Focus: suffixes -ment, -ness, -ful, -less and -ly
Week 5	Focus: /s/ sound spelled 'c' before 'e', 'i' and 'y'	Focus: more contractions	Focus: the /ɪ/ or /ə/ sound spelled -el at the end of words	Focus: adding the endings -ing, -ed, -er, -est and -y	Focus: the /i:/ sound spelled -ey, as in <i>key, donkey, valley</i>	Focus: the possessive apostrophe (singular nouns)
Week 6	Focus: /n/ sound spelled kn- and gn-	Focus: words ending -il, as in <i>pencil, fossil, nostril</i>	Focus: the /ɪ/ or /ə/ sound spelled -al at the end of words	Focus: adding -ing, -ed, -er, -est and -y to one syllable words	Focus: the /ɒ/ sound spelled 'a' after 'w' and 'qu'	Focus: words ending in -tion, as in <i>station, fiction, motion</i>

YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Focus: review of Year 2 suffixes (-ed, -ing, -er and -est)	Focus: the /ai/ sound spelled 'ei', 'eigh' or 'ey'	Focus: review of Autumn term spellings	Focus: the prefixes <i>anti-</i> and <i>sub-</i>	Focus: review of Spring term spellings	Focus: suffixes <i>-ally</i> and <i>-ation</i>
Week 2	Focus: review of Year 2 suffixes (-ness, -ment, -ful, -less)	Focus: the <i>un-</i> , <i>dis-</i> and <i>mis-</i> prefixes	Focus: review of Autumn term spellings	Focus: prefix <i>auto-</i>	Focus: review of Spring term spellings	Focus: suffixes(vowel letters)
Week 3	Focus: words from the Year 3/4 word list	Focus: adding suffixes	Focus: words from the Year 3/4 word list	Focus: prefix <i>inter-</i>	Focus: words from the Year 3/4 word list	Focus: <i>-sion</i> and <i>-tion</i> endings
Week 4	Focus: the /i/ sound spelled with a 'y'	Focus: spelling split digraphs	Focus: the prefix <i>re-</i>	Focus: homophones and near-homophones	Focus: the <i>-ly</i> suffix	Focus: <i>in-</i> and <i>il-</i> prefixes
Week 5	Focus: the /u/ sound spelled 'ou'	Focus: words from the Year 3/4 word list	Focus: prefix <i>super-</i>	Focus: words from the Year 3/4 word list	Focus: the <i>-ly</i> suffix	Focus: <i>im-</i> and <i>ir-</i> prefixes
Week 6	Focus: words from children's own writing	Focus: words from children's own writing	Focus: words from children's own writing	Focus: words from children's own writing	Focus: words from children's own writing	Focus: review of Year 3 words from the Year 3/4 word list

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Focus: review of Year 3 suffixes	Focus: <i>-sion</i> and <i>-tion</i> endings	Focus: review Autumn term spellings	Focus: /k/ sound spelled 'ch'	Focus: reviewing Spring term spelling	Focus: <i>-que</i> endings
Week 2	Focus: review of Year 3 prefixes	Focus: <i>-ssion</i> endings	Focus: reviewing Autumn term spelling	Focus: /s/ sound spelled 'c'	Focus: reviewing Spring term spelling	Focus: /s/ sound spelled 'sc'
Week 3	Focus: words from the Year 3/4 word list	Focus: <i>-ation</i> suffix	Focus: Year 3/4 word list	Focus: <i>-ture</i> endings	Focus: words from the Year 3/4 word list	Focus: homophones and near homophones
Week 4	Focus: missing letters and possessive apostrophes	Focus: <i>-cian</i> endings	Focus: <i>-ous</i> endings	Focus: <i>-sure</i> and <i>-ture</i> endings	Focus: /sh/ sound spelled 'ch'	Focus: homophones and near homophones
Week 5	Focus: suffixes (vowel letters)	Focus: accurately spelling words from the Year 3/4 word list	Focus: <i>-ous</i> endings	Focus: unstressed vowels	Focus: <i>-gue</i> endings	Focus: words with the prefixes <i>un-</i> , <i>dis-</i> , <i>mis-</i> and <i>re-</i>
Week 6	Focus: improving spelling in children's own writing	Focus: improving spelling in children's own writing	Focus: improving spelling in children's own writing	Focus: words from the Year 3/4 word list	Focus: improving spelling in children's own writing	Focus: reviewing words from the Year 3/4 word lists

YEAR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Focus: review of Year 4 prefixes	Focus: words from children's own writing	Focus: review of Autumn term spellings	Focus: words with silent letters	Focus: review of Spring term spellings	Focus: words from children's own writing
Week 2	Focus: review of Year 4 suffixes	Focus: words ending in <i>-ious</i>	Focus: words ending in <i>-able</i> and <i>-ible</i>	Focus: words ending in <i>-ant</i> and <i>-ent</i>	Focus: revision of prefixes	Focus: the possessive apostrophe – plurals
Week 3	Focus: words from the Year 3/4 word list	Focus: endings that sound like /shl/ and are spelled <i>-cial</i> or <i>-tial</i>	Focus: words ending in <i>-ably</i> and <i>-ibly</i>	Focus: words ending in <i>-ance/-ancy</i> or <i>-ence/-ency</i>	Focus: converting nouns and adjectives into verbs	Focus: turning adjectives into adverbs
Week 4	Focus: words containing the letter string <i>-ough</i>	Focus: words from the Year 5/6 word list	Focus: homophones and near-homophones	Focus: homophones and near-homophones	Focus: homophones and near-homophones	Focus: words from the Year 5/6 word list
Week 5	Focus: words from the Year 5/6 word list	Focus: words from the Year 5/6 word list	Focus: words from the Year 5/6 word list	Focus: words from the Year 5/6 word list	Focus: homophones and near-homophones	Focus: words from children's own writing
Week 6	Focus: homophones and near-homophones	Focus: words from children's own writing	Focus: words from children's own writing	Focus: words from children's own writing	Focus: words from the Year 5/6 word list	Focus: revision of words from the Year 5/6 word list

YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Focus: review of Year 5 work on spelling	Focus: use of the hyphen	Focus: review of work	Focus: review the role and use of suffixes	Focus: revise the use of the <i>-ough</i> letter string	Focus: 'ei', 'eigh' and 'ey'; 'ea'; 'aigh'
Week 2	Focus: words from the Year 5/6 word list	Focus: words from the Year 5/6 wordlist	Focus: words from the Year 5/6 word list	Focus: review the role and use of suffixes	Focus: review of homophones	Focus: etymology – words with the /s/ sound spelled 'sc'
Week 3	Focus: 'ei' following the letter 'c'	Focus: words ending in <i>-gue</i> and <i>-que</i>	Focus: words from the Year 5/6 word list	Focus: revision of /shun/ endings	Focus: review of the use of apostrophes	Focus: etymology – American and British spelling
Week 4	Focus: words from the Year 5/6 word list	Focus: 'ch' makes 'k' sound; 'ch' makes 'sh' sound	Focus: revision of words ending in <i>-sure</i> and <i>-ture</i>	Focus: revision of /shal/ and /shus/ endings	Focus: a spelling bee, based on the Year 5/6 word list	Focus: <i>txtng</i> and <i>spng</i> : what are the rules?
Week 5	Focus: adding suffixes to words ending in <i>-fer</i>	Focus: words from the Year 5/6 word list	Focus: revision of 'ou' spells 'u', as in <i>trouble</i>	Focus: review of <i>-able/-ably</i> and <i>-ible/-ibly</i> endings	Focus: strategies for spelling in test conditions	Focus: a review of English technical vocabulary
Week 6	Focus: words from children's own writing	Focus: words from children's own writing: technical vocabulary	Focus: words from children's own writing and Year 3/4 word list	Focus: words from children's own writing and Year 3/4 word list	Focus: etymology	Focus: personal end-of-year spelling review

Proposed new T4W approach to improve stamina and quantity of writing

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Short bursts	Short bursts	Short bursts	Short bursts	Short bursts	Short bursts
Short bursts	Short bursts	Short bursts	Short bursts	Short bursts	Short bursts
Short bursts	Short bursts	Non-fiction genre	Fiction genre	Non-fiction genre	Fiction genre
Non-fiction genre	Fiction genre	Non-fiction genre	Fiction genre	Non-fiction genre	Fiction genre
Non-fiction genre	Fiction genre	Non-fiction genre	Fiction genre	Non-fiction genre	Fiction genre
Non-fiction genre	Fiction genre		Recount	Non-fiction genre	Poetry
Non-fiction genre	Poetry - Christmas			Poetry	Recount

William Law Writing Progression

AUTUMN TERM EYFS Writing SKILLS

Composition	Grammar and Punctuation	Spelling and Handwriting
<ul style="list-style-type: none"> To hold a pencil correctly To use some clearly identifiable letters to communicate meaning 	<ul style="list-style-type: none"> Write their own name accurately Arrange text appropriately going from left to write 	<ul style="list-style-type: none"> Use phonetic knowledge to write a range of words Use a comfortable grip with good control when holding pens and pencils.

SPRING TERM EYFS Writing SKILLS

Composition	Grammar and Punctuation	Spelling and Handwriting
<ul style="list-style-type: none"> To write for a range of purposes Begin to write short sentences which can be read out to the teacher 	<ul style="list-style-type: none"> To use full stops, capital letters and finger spaces with guidance Name letters of the alphabet in order knowing the name and sound of each letter. 	<ul style="list-style-type: none"> Begin to spell common irregular words Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;

SUMMER TERM EYFS Writing SKILLS

Composition	Grammar and Punctuation	Spelling and Handwriting
<ul style="list-style-type: none"> Write sentences that are sequences to form a short narrative Use key features of narratives in their own writing To begin to use some features of non-fiction in their writing Re-read what they have written to check it makes sense 	<ul style="list-style-type: none"> With some support demarcate sentences with capital letters, full stops and finger spaces Use simple adjectives to describe colour of size To begin to use 'and' to join sentences 	<ul style="list-style-type: none"> Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spaces between words To spell phonetically regular words of more than one syllable Develop the foundations of a handwriting style which is fast, accurate and efficient

AUTUMN TERM YEAR 1 Writing SKILLS

Composition	Grammar and Punctuation	Spelling and Handwriting
<ul style="list-style-type: none"> To say first and then write to tell others about ideas. To independently write sentences to form a short narrative. 	<ul style="list-style-type: none"> Independently end sentences with a full stop Independently start sentences with a capital letter Leave spaces between words Use 'and' to join sentences 	<ul style="list-style-type: none"> Form most lower-case letters in the right direction and of a consistent size. Use capital letters for names and places. Suffix 'ing' and 'ed' Form digits 0-9 and ensure they are a consistent size. Learn some new ways to represent phonemes.
<u>Genre</u> <ul style="list-style-type: none"> Narrative – Fairy tales (4 weeks) Instructions (3 weeks) 		

SPRING TERM YEAR 1 Writing SKILLS

Composition	Grammar and Punctuation	Spelling and Handwriting
<ul style="list-style-type: none"> To use some features of different text types. To use more than one idea, sequencing sentences to form clear narratives. To reread their writing to check it makes sense. 	<ul style="list-style-type: none"> Use capital letters for days of the week and proper nouns To begin to use question marks. To use more adventurous adjectives to describe or add more detail. Use 'and' and 'because' to join sentences. 	<ul style="list-style-type: none"> Spell most of the days of the week. Use suffix 's' to pluralise nouns and singular verbs (e.g runs, walks, jumps) Use suffix 'er' and 'est' Spell some common exception words including in sentences dictated by the teacher. To form all capital letters correctly and ensure they are of a consistent size. To begin to spell by segmenting words into phonemes and represent them by the correct grapheme.
<u>Genre</u> <ul style="list-style-type: none"> Narrative (6 weeks) Non-Chronological report (4 weeks) Poetry (1 week) 		

SUMMER TERM YEAR 1 Writing SKILLS

Composition	Grammar and Punctuation	Spelling and Handwriting
<ul style="list-style-type: none"> Write simple coherent narratives about personal experiences and those of others; Write about real events simply and clearly. To reread their writing and make suggested changes. Read aloud writing clearly enough to be heard by peers and the teacher. 	<ul style="list-style-type: none"> Begin to use exclamation marks. Capitalise the personal pronoun I. Use 'so' and 'but' to join sentences. 	<ul style="list-style-type: none"> Use many Year 1 spelling rules Join some letters using the diagonal and horizontal join. Use suffix 'es' to pluralise nouns and singular verbs (e.g boxes) To use the pre-fix 'un' (e.g unhappy) Spell words containing 40+ learned phonemes.
<u>Genre</u> <ul style="list-style-type: none"> Narrative fable (6 weeks) Recount (4 weeks) Poetry acrostic (2 weeks) 		

AUTUMN TERM YEAR 2 Writing SKILLS

Composition	Grammar and Punctuation	Spelling and Handwriting
<ul style="list-style-type: none"> To proof read their own work against criteria and make changes. To organise writing in line with its purpose. To vary the way a sentence begins. Plan by talking about ideas and making notes. 	<ul style="list-style-type: none"> Use question marks and explanation marks when required. Use and understand adjective, noun and verb. Begin to use commas in a list. Use subordinating conjunctions (when, if, as, because) Use expanded noun phrases 	<ul style="list-style-type: none"> Write capital letters and digits the right size and orientation compared to lower case letters and digits. Use horizontal and diagonal letters to join. Use their knowledge of phonics to spell many words correctly.
<u>Genre</u> <ul style="list-style-type: none"> Explanation text (4 weeks) - Letter Narrative fable (6 weeks) Poetry rhyming couplets (3 weeks) 		

SPRING TERM YEAR 2 Writing SKILLS

Composition	Grammar and Punctuation	Spelling and Handwriting
<ul style="list-style-type: none"> Make corrections when given non-specific guidance. 	<ul style="list-style-type: none"> Use past and present tense mostly correctly and consistently. Use and punctuate the following sentence forms; statements, questions, exclamation and commands. Use and understand suffix, apostrophe and tense. Begin to use simple similes. Use adverbs for extra detail. Use well-chosen adjectives. 	<ul style="list-style-type: none"> Spell some words with contracted forms e.g can't, won't. Add suffixes and to spell some words correctly. e.g ment, ly, ful. Some year 2 common words spelt correctly.
<u>Genre</u> <ul style="list-style-type: none"> Setting description Narrative - historical fiction (6 weeks) Instructions (2 weeks) Diary writing (3 weeks) - Newspaper report 		

SUMMER TERM YEAR 2 Writing SKILLS

Composition	Grammar and Punctuation	Spelling and Handwriting
<ul style="list-style-type: none"> Make additions and revisions in writing independently. Write effectively and coherently for different purposes drawing on their reading. Read aloud writing with some intonation. 	<ul style="list-style-type: none"> Some correct use of a possessive apostrophe. Mostly correct use of progressive forms. (e.g I was sleeping for past tense) Expanded noun phrases for two plus adjectives. Mostly correct use of commas in a list. Use nouns and pronouns for variety. 	<ul style="list-style-type: none"> Spell some common homophones. Spell most of the year 2 common exception words correctly.
<u>Genre</u> <ul style="list-style-type: none"> Narrative - adventure story (6 weeks) Letter (3 weeks) - Diary Non-chronological report (4 weeks) 		

AUTUMN TERM YEAR 3 Writing SKILLS

Composition	Grammar and Punctuation	Spelling and Handwriting
<ul style="list-style-type: none"> In non-narrative writing use simple devices such as bullet points, headings and sub headings. Begin to organise writing into paragraphs around a theme. 	<ul style="list-style-type: none"> To use many correct uses of apostrophe for contracted form. To use adverbs in writing. Use past and present tense mostly correctly and consistently, including present perfect tense. (He <i>has gone</i> out to play instead of he <i>went</i> out to play. Begin to express time, place or cause using prepositions. Use frontal adverbials of time To use a range of conjunctions to write subordinate clauses. 	<ul style="list-style-type: none"> Begin to spell correctly some words from the year 3 and 4 spelling list. To spell some words with pre-fixes correctly. All letters formed correctly and the right way around. To use a neat, joined handwriting style with increasing accuracy. To use a dictionary to check spellings.
<u>Genre</u> <ul style="list-style-type: none"> Narrative – historical fiction (6 weeks) Instructions (3 weeks) Non-chronological report (4 weeks) 		

SPRING TERM YEAR 3 Writing SKILLS

Composition	Grammar and Punctuation	Spelling and Handwriting
<ul style="list-style-type: none"> To make improvements to writing related to Year 3 punctuation and grammar after discussing with partner. 	<ul style="list-style-type: none"> Some use of inverse commas to punctuate direct speech. To use an or a. Use of synonyms in writing. To use similes To make deliberate, ambitious word choices to add detail. 	<ul style="list-style-type: none"> Use the suffix ly to form adverbs. Know how words related in meaning can form word families. Use a range of pre-fixes in writing. To begin to use homophones. To spell many words with suffixes correctly.
<u>Genre</u> <ul style="list-style-type: none"> Narrative – myth (6 weeks) Persuasive writing - letter (2 weeks) Historical recount (3 weeks) 		

SUMMER TERM YEAR 3 Writing SKILLS

Composition	Grammar and Punctuation	Spelling and Handwriting
<ul style="list-style-type: none"> To demonstrate an increased understanding of purpose and audience. To begin to create settings, characters and plot in narratives. 	<ul style="list-style-type: none"> To use a comma after a fronted adverbial. Many correct uses of possessive apostrophes To begin to use pronouns to avoid repetition. To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases. E.g The strict teacher with curly hair. 	<ul style="list-style-type: none"> Spell many Year 3 and 4 words correctly. To know when to double two consonants before adding suffixes. (e.g stopped, forgotten.)
<u>Genre</u> <ul style="list-style-type: none"> Narrative – mystery (6 weeks) Explanation text (4 weeks) Playscripts (2 weeks) Poetry – free verse (1 week) 		

AUTUMN TERM YEAR 4 Writing SKILLS

Composition	Grammar and Punctuation	Spelling and Handwriting
<ul style="list-style-type: none"> Use standard English instead of local spoken forms. To write narratives with a clear middle, beginning and end. To proof read confidently and amend others' writing. 	<ul style="list-style-type: none"> To punctuation speech accurately including inverted commas and commas to separate reporting clause from speech. Begin to use plural possessive apostrophes. Use frontal adverbials of time, place and manner with a comma. Begin to use a wide range of subordinating conjunctions. 	<ul style="list-style-type: none"> To use a consistent, neat, joined handwriting style with increasing accuracy. Ensuring the up stroke and down stroke are always parallel. Independently use the first three letters of a word to check its spelling in a dictionary. Independently spell many Year 3 and 4 words possibly with some errors.
<u>Genre</u> <ul style="list-style-type: none"> Narrative – dilemma (6 weeks) Explanation text (4 weeks) Poetry – limerick (3 weeks) 		

SPRING TERM YEAR 4 Writing SKILLS

Composition	Grammar and Punctuation	Spelling and Handwriting
<ul style="list-style-type: none"> To create more detailed settings, characters and plot in narratives to engage the reader. To consistently organise their writing into paragraphs. To proof read confidently and amend own and others writing. Use of direct address to persuade. 	<ul style="list-style-type: none"> To regularly use nouns and pronouns to aid cohesion and avoid repetition. Begin to use commas to separate complex sentences. To maintain an accurate tense throughout the piece of writing. To accurately use has or have to write in the present perfect tense. To integrate dialogue in narrative to convey character. To begin to use adverbials to build cohesion, including time, place and number. Independently use the thesaurus to choose suitable vocabulary. 	<ul style="list-style-type: none"> Independently correct spellings of the Year 3 and 4 words, possibly with few errors. To spell homophones correctly. To know when to change 'y' to an 'i' like in happily and 'le' to 'ly' like in gently and add 'ally' to 'ic' endings like in basically.
<u>Genre</u> <ul style="list-style-type: none"> Narrative – dialogue (6 weeks) Diary writing (4 weeks) Persuasive writing (3 weeks) 		

SUMMER TERM YEAR 4 Writing SKILLS

Composition	Grammar and Punctuation	Spelling and Handwriting
<ul style="list-style-type: none"> To begin to independently use new paragraphs to signal changes to time, place, topics or speaker. Choose headings and sub headings in appropriate text types. 	<ul style="list-style-type: none"> To begin to use active and passive verbs. 	<ul style="list-style-type: none"> Consistently correct spellings of year 3 and 4 words and rules. To all spell all words with prefixes correctly. To all spell all words with suffixes correctly.
<u>Genre</u> <ul style="list-style-type: none"> Narrative – legends (6 weeks) Discussion text (4 weeks) Newspaper (3 weeks) 		

AUTUMN TERM YEAR 5 Writing SKILLS

Composition	Grammar and Punctuation	Spelling and Handwriting
<ul style="list-style-type: none"> Identify the audience for writing Children to write for a range of purposes and audiences To begin to use dialogue to convey character and advance the action To proof read work to precis longer passages by removing unnecessary repetition or irrelevant details Ensure correct use of tense throughout a piece of writing 	<ul style="list-style-type: none"> Using devices (adverbials of time, place and number) to build cohesion within and across a paragraph Expanded noun phrases to convey complicated information concisely Modal verbs to indicate degrees of possibility Some use of parenthesis To use relative clauses beginning with a relative pronoun To use full range of punctuation from previous year groups To convert nouns and adjectives into verbs 	<ul style="list-style-type: none"> Independently join most letters correctly with occasional admissions Begin use year 5 and 6 words in writing
Genre <ul style="list-style-type: none"> Narrative – contemporary fiction (6 weeks) Discussion text (4 weeks) Poetry/rap (3 weeks) 		

SPRING TERM YEAR 5 Writing SKILLS

Composition	Grammar and Punctuation	Spelling and Handwriting
<ul style="list-style-type: none"> Children to write for a range of purposes and audiences and have an awareness of the reader Build an atmosphere in narratives Proof read work and assess effectiveness of their own and others writing 	<ul style="list-style-type: none"> Use commas to clarify meaning Use ellipsis Use figurative language for effect 	<ul style="list-style-type: none"> To use prefixes; de, mis, re, dis To spell most verbs suffixes eg designate, classify, criticise
Genre <ul style="list-style-type: none"> Narrative - Science fiction (6 weeks) Poetry – Haiku (2 weeks) Non – Chronological report (4 weeks) 		

SUMMER TERM YEAR 5 Writing SKILLS

Composition	Grammar and Punctuation	Spelling and Handwriting
<ul style="list-style-type: none"> Integrate dialogue between characters To build settings, characters and atmosphere to consciously engage the reader 	<ul style="list-style-type: none"> To write sentences that include active and passive voice. To use organisation and presentation devices relevant to the text type (headings, bullet points, underlining etc) 	<ul style="list-style-type: none"> Can spell most of the Year 5 words correctly To write legibly, fluently and with increasing speed Spell many complex homophones (affect/effect; practice/practise) Mostly accurate spelling of words with silent letters or plausible alternatives
<u>Genre</u> <ul style="list-style-type: none"> Narrative – Adventure (4 weeks) Diary writing (3 weeks) Explanation text (3 weeks) Narrative - (4 weeks) 		

AUTUMN TERM YEAR 6 Writing SKILLS

Composition	Grammar and Punctuation	Spelling and Handwriting
<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences Create an atmosphere through detailed description Use dialogue to advance the action Use dialogue to convey character 	<ul style="list-style-type: none"> Use a range of devices to build cohesion (conjunctions, adverbials of time and place, pronouns, synonyms) Consistent use of tense throughout writing Use a wide range of clause structures (main clause, subordinate clause, embedded clauses). 	<ul style="list-style-type: none"> Use a dictionary to check the spelling of uncommon or ambitious vocabulary Use knowledge of morphology and etymology in spelling and understand that some words need to be learnt specifically.
<u>Genre</u> <ul style="list-style-type: none"> Narrative - Historical fiction (6 weeks) Biography (4 weeks) Poetry – Ballad (3 weeks) 		

SPRING TERM YEAR 6 Writing SKILLS

Composition	Grammar and Punctuation	Spelling and Handwriting
<ul style="list-style-type: none"> • Use the techniques that authors use to create characters, settings and plots. • Note, develop and research ideas 	<ul style="list-style-type: none"> • Use appropriate vocabulary for the formality of the text type • Use passive verbs appropriately • Some use in writing of semicolons, dashes, colons and hyphens • Select vocabulary and grammar to reflect the text type 	<ul style="list-style-type: none"> • Spell correctly most words from the year 5 and 6 spelling list • Produce legible, largely joined handwriting
Genre <ul style="list-style-type: none"> • Narrative – Mystery (6 weeks) • Newspaper report (3 weeks) • Letter (2 weeks) 		

SUMMER TERM YEAR 6 Writing SKILLS

Composition	Grammar and Punctuation	Spelling and Handwriting
<ul style="list-style-type: none"> • Interweave descriptions of characters, settings and atmosphere with dialogue • Write cohesively at length 	<ul style="list-style-type: none"> • Use the range of punctuation taught at key stage 2 mostly correctly 	<ul style="list-style-type: none"> • Maintain legibility in joined handwriting when writing at speed. • Spell the vast majority of words correctly
Genre <ul style="list-style-type: none"> • Narrative – Contemporary fiction (6 weeks) • Persuasive writing - advert (2 weeks) • Information text (4 weeks) • Play script (3 weeks) 		

EYFS	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Core text for Reading	The Little Red Hen	Rosie's Walk	The Gingerbread Man	The Hungry Caterpillar	Jack and the Beanstalk	The Kiss that Missed
Genre (model text, purpose)	Nursery rhymes Labels Post it note Alliteration & Rhyme Orally retelling stories	Recount - local walk Captions/sentences	Caption/ sentences Narrative	Stimulus- Caterpillars Diary writing	Wanted posters for Jack Letter- to the Giant Narrative- Beat the baddy story	Narrative story
Fab five stories each half term:	Funny bones -Janet & Allan Ahlberg Were going on a bear hunt - Michael Rosen The Colour Monster- Anna Llenas A Squash and a Squeeze- Julia Donaldson The Tiger Who Came for Tea- Judith Kerr	Pumpkin Soup- Helen Cooper Martha Makes a Map Elmer - David McKnee The Gruffalo - Julia Donaldson Somebody Swallowed Stanley	Lost and Found - Oliver Jeffers Stanley's stick- Neal Layton Burglar Bill- Janet & Allan Ahlberg The Bad- Tempered Ladybird- Eric Carle The Lion inside- Rachel Bright Burglar Bill- Janet & Allan Ahlberg	The lighthouse keepers lunch- David Armitage and Ronda Armitage The Queen's Hat Tidy- Emily Gravett The Woolly Bear Caterpillar Do you love bugs? - Matt Robertson	Zog- Julia Donaldson Astro Girl- Ken Wilson-Max Mrs Armitage on Wheels- Quentin Blake Whatever Next - Jill Murphy Dogger- Shirley Hughes	Little Red Riding Hood- Fairy tale Suddenly! - Colin McNaughton Giraffes can't dance- Giles Andreae Rainbow Fish The Jolly Postman- Janet & Allan Ahlberg

<u>Year 1</u>	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Core text for Reading	How to Catch a Star - Oliver Jeffers Poetry - The Puffin book of Fantastic poems		Handa's Surprise - Eileen Browne Handa's Hen	Cross Crocodile (African animal tales) Lazy lion Running Rhino	The Storm Whale - Benji Davies	Angelica Sprocket's Pockets - Quentin Blake- book linked to poetry Poetry - The Puffin book of Fantastic poems
Genre (model text, purpose)	Narrative (fairytale) - <i>Focus on sentence structure</i> - T4W model - How to Catch a Star	Instructions T4W model - How to Catch a Fairy Poetry	Narrative - <i>Focus on using description for character/objects</i> T4W model - Handa's Surprise	Non-Chronological Report T4W model - Amazing Antelopes Poetry Free Verse based on core text - Cinnamon	Narrative (fable) - <i>Focus on description for character and setting</i> - T4W model - The Storm Whale	Letter - Based on core text - The Storm Whale Poetry Acrostic - In the Wizard's pocket I found ...
Short burst writing ideas.	Instructions - e.g. on how to make a potion to send you to space Fictional - Non chronological report description on stars/moon/sun or/and mythical creatures Postcard from space. Various setting descriptions Star/Moon or and mythical creatures poems acrostic/shape Character description of the man on the moon/astronaut or/and mythical creatures		Recount a journey Fictional - Non chronological report description on an imaginary animal Letter/or email from a recent holiday destination Lots of setting descriptions Poems - about animals Character description about different animals Diary entry from a character's perspective Potential Artwork for inspiration		Diary - Out at sea Descriptive story opener Create an advert for an upcoming journey Lots of setting descriptions Poems - repetitive theme Character descriptions Wanted Poster for missing animal	
Class book (daily read aloud)	The three wolves and the big bad pig - Eugene Trivizas Where the wild things are - Maurice Sendak Dave and the tooth fairy - Verno Wilkins Poems out loud! - Ladybird Beegu by Alexis Deacon	Anita and the dragons - Hannah Carrmona & Anna Cunha Molly Rogers to the rescue - Cornella Funke The man on the moon - Simon Bartran The book with no pictures - B.J. Novak	Tiger Walk - Dianne Hofmeyr & Jesse Hodgson Sudden Hill - Linda Sarah The day the Crayons quit - Drew Daywalt The Hare and the Tortoise - fable Dinosaurs and all that rubbish - Michael Foreman	Move towards chapter books this term onwards Sophie's Adventures - Dick King Smith Cinnamon - Neil Gaiman	The Enchanted Wood - Enid Blyton	The Boy who grew Dragons - Andy Shepherd

Year 2	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Core text for Reading	Shared Reading: Tuesday - David Wiesner Writing: Supertato - Paul Linnet and Sue Hendra	Shared reading and writing text: Traction Man - Mini Grey Writing: Meerkat Mail - Emily Gravett	Shared reading: The Dark - Lemony Snicket Writing : The Owl Who Was Afraid of the Dark - Jill Tomlinson	Shared Reading text: Leon and the Place Between - Angela McAlliste	Shared Reading: Fantastic Mr Fox - Roald Dahl Writing: George and The Dragon - Christopher Womell	Shared Reading: The Hodgeheg - Dick King-Smith
Genre (model text, purpose)	Narrative <i>Focus on character - evil vs good</i> T4W model - Supertato	Letters - T4W model- Meerkat Mail Poetry - hurt no living thing Christina Rossetti	Narrative - <i>Focus on character</i> - T4W model - The Owl Who Afraid of the Dark	Non-Chronological Report T4W model - The Storm Owl Recount - real event shorts bursts	Narrative - <i>Focus on setting and character</i> T4W model - George and the Dragon model text Mini Writes	Instruction text - T4W model - How to trap your dragon
Short Burst Writing ideas	Instructions - how to be good or evil Interview/recount of experience For and against discussion writing. Various setting descriptions Poems acrostic/shape/Repetitive Character description Fictional - Non -chronological report description about a setting (Meerkat Mail) Potential Artwork for inspiration		Instructions - How to overcome your fears Descriptive story opener Fictional - Non chronological report description on an imaginary animal ZigZag folding book - Recount Lots of setting descriptions Poems - about animals in model texts or fears Diary entry from a character's perspective Character description - based on emotions		Spells - mythical theme Create an advert for an upcoming journey Lots of setting descriptions Poems - repetitive theme Character descriptions Lots of mini writes to be added to the drive.	
Class book (daily read aloud)	The Lotus seed - Sherry Garland The wolf story: What really happened to Little Red Riding Hood - Toby F	Stuart Little (A Puffin Book) E.B. White	The Owl Who Was Afraid of the Dark - Jill Tomlinson	An alien in the Jam factory - Chrissie Sains	Fantastic Mr Fox - Roald Dahl Harry Stevenson - by Ali Pye	I was rat! Phillip Pullman

Year 3	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Core text for Reading	Shared Reading- The iron Man - Ted Hughes	Shared Reading: The Boy Who Dreamed of Dragons - Andy Shepard	Shared Reading: The Great Kapok tree by Lynne Cherry	Shared Reading: Benjamin Zephaniah Poems	Shared Reading: The land of never believe by Norman messenger	Shared Reading: The Lion, the Witch and the wardrobe by C.S Lewis
Genre (model text, purpose)	Narrative - The day the crayons quit	Explanation text - T4W model - Why dragons are afraid of Mice Poetry - T4W model - Wish a spell by Brion Moses	Narrative - The great kapok tree T4W	Letter - To the rainforest Poetry - T4W- A wish	Non-chronological report - T4W The land of never believe by Norman messenger	Narratives - Focus on setting and action -T4W model - Lucy goes through the wardrobe
Short Burst Writing ideas	Interviews - For and against discussion writing. Postcards/emails Various setting descriptions Poems - repetitive Character profiles/emotions Eyewitness accounts Descriptive story opener Diary entry from a character's perspective Potential Artwork for inspiration		Interview writing - recount Fictional - Non chronological report description on an imaginary animal/setting Jingles and slogans for persuasion. Alternative endings Lots of setting descriptions Poems - about animals in model texts or fears Character description		Create an advert for an upcoming holiday destination Lots of setting descriptions Poems - repetitive theme Character descriptions Suspenseful story ending Diary entry from a character's perspective	
Class book (daily read aloud)	The iron Man - Ted Hughes	The Boy Who Dreamed of Dragons - Andy Shepard	The Pudding Problem - Joe Berger	Benjamin Zephaniah: My story - Benjamin Zephaniah and Victor Ambrus	A Bear called Paddington - Michael Bond	How to train your dragon - Cressida Cowell

<u>Year 4</u>	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Core text for Reading	Shared Reading: The Boy who Biked the World Part 1	Shared Reading: The lost thing - Shuan Tan	Shared Reading: The Land of Roar by Jenny McLachlan ZPD 4.8 Shared Reading: Poetry - Carol Anne Duffy: New and collect poems for children		Shared Reading: Spiderwick Chronicles - Book 1 The field Guide	Shared Reading: The butterfly Lion - Michael Morpurgo
Genre (model text, purpose)	Narrative- Wild Child Adventure story - <i>Focus on character</i> T4W- Adventure child	Recount - Magazine article The Day I met Aslan - T4W Poetry - T4W model text - Dragons Wood	Narrative - Fantasy Story <i>Focus on character and setting</i> - T4W model - The Night Fairy	Persuasive Letter - T4W model - Letter to the River Troll	Discussion - T4W model text - Should trolls be slaughtered? Recount- Written by one of the forest T4W model - Rose's Diary	Narrative - <i>Focus on setting and atmosphere</i> Opening and build up - T4W model - The Tunnel
Short Burst Writing ideas	Descriptive story opener Interview and news report recount Recount - Fictional journey around the world Postcards/emails Various setting descriptions Poems - repetitive/verses Character profiles/emotions Diary entry from a character's perspective		Eye Witness account - focusing on a build up Fictional non-chronological report - for a description on setting or character. Letter - From the forest/or fictional setting Lots of setting descriptions Poems - focused on vocabulary/building atmosphere Character description Suspence & build up Potential Artwork for inspiration		Advert or persuasive short bursts based on a picture stimulus Discussion/speech related to trolls or mythical creatures - dilemma Lots of setting descriptions Diary entry from a character's perspective Poems - repetitive theme Character descriptions	
Class book (daily read aloud)	The Boy who Biked the World	Varjak Paw by SF Said - ZPD 3.8	The Land of Roar by Jenny McLachlan ZPD 4.8		Shackleton's Journey Book by William Grill	The Highland Falcon Thief Book by M.G. Leonard and Sam Sedgman

<u>Year 5</u>	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Core text for Reading	Shared Reading: Floodland by Marcus Sedgewick	Shared Reading: Clockwork - Philip Pullman	Shared Reading: Cosmic - Frank Cottrell-Boyce	Shared Reading: One Plastic Bag by Miranda Paul	Shared Reading: The Explorer by Katherine Rundell	Shared Reading: Survivors by David Long and Kerry Hyndman
Genre (model text, purpose)	Narrative - Focus on Spiderwick chronicles the library	Discussion Text - Do elves exist?	(Double Fiction Unit) Narrative - Beowulf focused on character	Narrative - focus on action - Beowulf Poetry - The River by Pie Corbett	Persuasive speech - on saving the rainforest.	Narrative - The morning i met a whale
Short Burst Writing ideas	Descriptive story openers Discussion/Interviews for news report Recount - Fictional journey or event Postcards/emails - from a character's perspective Various setting descriptions Poems - repetitive/verses focusing on a key element in a story Character profiles/emotions		Suspenseful story opening Alternative endings Eye Witness account Fictional - Non chronological report description setting/and or character Letter - From a fictional character's perspective Lots of setting descriptions Poems to aid descriptions/emotions and vocabulary Character descriptions		Advert or persuasive short bursts based on a picture stimulus Discussion/speech to the world/or important event Lots of setting descriptions Diary entry from a character's perspective Poems - repetitive theme Character descriptions Fictional non-chronological report - for a description on setting or character.	
Class book (daily read aloud)	Wonder - R.J Palacio	Who let the Gods out? - Maz Evans	Beowulf - By Michael Morpurgo		The Explorer by Katherine Rundell	The Nowhere Emporium - Ross Mackenzie

Year 6:	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Core text for Reading	Shared reading and writing - The highwayman by Alfred Noyes	Shared reading and writing - Shakespeare - MacBeth - Andrew Matthews	Shared reading and writing - Goodnight Mr Tom (Michelle Magorian)	Shared reading and writing - The Boy in the Striped Pyjamas	Shared reading and writing- Wolf Brother by Michelle Paver	Shared reading and writing - The Arrival - Shaun Tan
Genre (model text, purpose)	Narrative - suspense - Zelda Claw and the Rain Cat	Explanation text - Why are ogres dangerous?	Narrative - Flashback Kidnapped	Discussion - should parents be spies?	Mini writes	Autobiography - T4W model - This is me by Matilda Wormwood
Short Burst Writing ideas	Eye Witness account - focusing on a build up Fictional non-chronological report - for a description on setting or character. Discussion/Interviews for news report Letter - From fictional characters or settings Lots of setting descriptions Poems - focused on vocabulary/building atmosphere Character description Suspence & build up Descriptive story openers Diary entry from a character's perspective		Suspenseful story opening Alternative endings Fictional - Non chronological report description setting/and or character Letter - From a fictional character's perspective Lots of setting descriptions Poems to aid descriptions/emotions and vocabulary Character descriptions Recount - Fictional journey or event Discussion/speech to the world/or important event			
Class book (daily read aloud)	The Extraordinary Life of Alan Turing		Stormbreaker Book by Anthony Horowitz	The Curse of the Ancient Maya (Johnny Pearce)	Wolf Brother - by Michelle Paver	Skellig Novel by David Almond

Year group	Sentence types	Grammar and Punctuation	Word classes
EYFS	<ul style="list-style-type: none"> Finger spaces forming a simple sentence To be able to say aloud a simple sentence using picture stimulus. 	<ul style="list-style-type: none"> Using capital letters at the start of sentences Using full stops at the end of sentences. 	<ul style="list-style-type: none"> To use adjectives for colour. To use adjectives for size.
Year 1	<ul style="list-style-type: none"> Simple sentences - capital letter and full stops Write a compound sentence using the the coordinating conjunctions 'and', 'so' and 'but'. 	<ul style="list-style-type: none"> Using 'and' to join sentences Use 'so' and 'but' to join sentences.. To use capital letters for proper nouns. Use exclamation marks in a simple sentence. Use question marks within a simple sentence. Capitalise the pronoun I <p>** Explicit teaching of prefix 'un' and the suffix 'es' within a simple sentence</p>	<ul style="list-style-type: none"> To use adventurous adjectives.
Year 2	<ul style="list-style-type: none"> Simple sentences - capital letters and full stops Simple sentences, identifying what is the subject and object. Simple sentences - exclamation and question marks Write a compound sentence using 	<ul style="list-style-type: none"> Use exclamation marks in a simple sentence. Use question marks within a simple sentence. To understand the difference between a statement, question, exclamation and command and punctate these accordingly. Begin to use commas in a list. Use subordinating conjunctions (when, if, as, because) Use and understand apostrophes within 	<ul style="list-style-type: none"> To use and understand nouns and pronouns. To use and understand adjectives. To use expanded noun phrases for two or more adjectives. To use and understand verbs. To use and understand adverbials. Use adverbial openers

	coordinating and subordinating conjunctions	<p>a sentence</p> <ul style="list-style-type: none"> • Use and understand apostrophes for possession • To use the past tense correctly. • To use the present tense correctly. 	within a sentence.
Year 3	<p>Recap of Year 1 and 2</p> <ul style="list-style-type: none"> • Simple sentences - capital letters and full stops • Simple sentences, identifying what is the subject and object. • Simple sentences - exclamation and question marks <p>Year 3</p> <ul style="list-style-type: none"> • Write a compound sentence using coordinating conjunction • Write a complex sentence using conjunctions to make a subordinating clause 	<p>Recap of Year 2</p> <ul style="list-style-type: none"> • Use exclamation marks in a simple sentence. • Use question marks within a simple sentence. • To understand the difference between a statement, question, exclamation and command and punctate these accordingly. • Use commas in a list. <p>Year 3</p> <ul style="list-style-type: none"> • Use a range of coordinating conjunctions (for, but, so, yet) • Use a range of subordinating conjunctions (because, although, since, after, before) • Use and understand apostrophes within a sentence for contracted form. • To use the past tense correctly. • To use the present tense correctly including present perfect (He <i>has</i> gone out.) • Punctuate speech using the inverse commas. 	<p>Recap of Year 1 and 2</p> <ul style="list-style-type: none"> • To use and understand nouns and use pronouns to avoid repetition. • To use and understand adjectives. <p>Recap of Year 2</p> <ul style="list-style-type: none"> • To use expanded noun phrases for two or more adjectives. • To use and understand verbs. • To use and understand adverbials. <p>Year 3</p> <ul style="list-style-type: none"> • Use adverbial openers within a sentence and punctuate these correctly. • To use prepositional phrases • To use similes within a sentence
Year 4	<p>Recap of Year 1 and 2</p> <ul style="list-style-type: none"> • Simple sentences - exclamation and 	<p>Recap of Year 2</p> <ul style="list-style-type: none"> • Use exclamation marks in a simple sentence. 	<p>Recap of Year 1 and 2</p> <ul style="list-style-type: none"> • To use and understand nouns and use pronouns

	<p>question marks</p> <ul style="list-style-type: none"> Simple sentences, identifying what is the subject and object. <p>Year 3</p> <ul style="list-style-type: none"> Write a compound sentence using coordinating conjunction Write a complex sentence using conjunctions to make a subordinating clause 	<ul style="list-style-type: none"> Use question marks within a simple sentence. To understand the difference between a statement, question, exclamation and command and punctate these accordingly. Use commas in a list. <p>Recap Year 3</p> <ul style="list-style-type: none"> Use a range of coordinating conjunctions (for, but, so, yet) To use the past tense correctly. To use the present tense correctly including present perfect (He <i>has</i> gone out.) <p>Year 4</p> <ul style="list-style-type: none"> Use a wider range of subordinating conjunctions (because, although, since, after, before) Use commas to separate complex sentences Use the correct use of plural possessive apostrophe To punctuate speech accurately including inverted commas and commas to separate reporting clause for speech. 	<p>to avoid repetition.</p> <ul style="list-style-type: none"> To use and understand adjectives. <p>Recap of Year 2</p> <ul style="list-style-type: none"> To use expanded noun phrases for two or more adjectives. To use and understand verbs. To use and understand adverbials. <p>Recap of Year 3</p> <ul style="list-style-type: none"> Use adverbial openers within a sentence and punctuate these correctly. To use prepositional phrases To use similes within a sentence <p>Year 4</p> <ul style="list-style-type: none"> To begin to use active and passive verbs within a sentence. To use a thesaurus to choose suitable vocabulary and uplevel synonyms
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Year 5	<p>Recap Year 2</p> <ul style="list-style-type: none"> Simple sentences, identifying what is the subject and object. <p>Recap Year 3</p> <ul style="list-style-type: none"> Write a compound sentence using coordinating conjunction Write a complex sentence using conjunctions to make a subordinating clause <p>Year 5</p> <ul style="list-style-type: none"> Write a complex sentence using parenthesis 	<p>Recap Year 3</p> <ul style="list-style-type: none"> Use a range of coordinating conjunctions (for, but, so, yet) To use the past tense correctly. To use the present tense correctly including present perfect (He <i>has</i> gone out.) <p>Recap Year 4</p> <ul style="list-style-type: none"> Use a wider range of subordinating conjunctions (because, although, since, after, before) Use commas to separate complex sentences Use the correct use of plural possessive apostrophe To punctuate speech accurately including inverted commas and commas to separate reporting clause for speech. <p>Year 5</p> <ul style="list-style-type: none"> Use parenthesis, brackets, commas and dashes, to add detail to a sentence. To use relative clauses using a relative pronoun to add detail to a sentence 	<p>Recap of Year 2</p> <ul style="list-style-type: none"> To use and understand verbs. To use and understand adverbials. <p>Recap of Year 3</p> <ul style="list-style-type: none"> To use prepositional phrases To use similes within a sentence <p>Recap Year 4</p> <ul style="list-style-type: none"> To begin to use active and passive verbs within a sentence. To use a thesaurus to choose suitable vocabulary and uplevel synonyms <p>Year 5</p> <ul style="list-style-type: none"> Use adverbial openers punctuate these correctly to create a cohesive paragraph To use expanded noun phrases to convey complicated information concisely. Use modal verbs to indicate degrees of possibility To convert nouns and adjectives into verbs.
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Year 6	<p>Recap Year 2</p> <ul style="list-style-type: none"> Simple sentences, identifying what is the subject and object. <p>Recap Year 3</p> <ul style="list-style-type: none"> Write a compound sentence using coordinating conjunction Write a complex sentence using conjunctions to make a subordinating clause <p>Recap Year 5</p> <ul style="list-style-type: none"> Write a complex sentence using parenthesis. 	<p>Recap Year 3</p> <ul style="list-style-type: none"> Use a range of coordinating conjunctions (for, but, so, yet) To use the past tense correctly. To use the present tense correctly including present perfect (He <i>has</i> gone out.) <p>Recap Year 4</p> <ul style="list-style-type: none"> Use a wider range of subordinating conjunctions (because, although, since, after, before) Use commas to separate complex sentences Use the correct use of plural possessive apostrophe To punctuate speech accurately including inverted commas and commas to separate reporting clause for speech. <p>Recap Year 5</p> <ul style="list-style-type: none"> Use parenthesis, brackets, commas and dashes, to add detail to a sentence. To use relative clauses using a relative pronoun to add detail to a sentence <p>Year 6</p> <ul style="list-style-type: none"> Use semicolons, dashes, colons and hyphens within a context 	<p>Recap of Year 2</p> <ul style="list-style-type: none"> To use and understand verbs. To use and understand adverbials. <p>Recap of Year 3</p> <ul style="list-style-type: none"> To use prepositional phrases To use similes within a sentence <p>Recap Year 4</p> <ul style="list-style-type: none"> To begin to use active and passive verbs within a sentence. To use a thesaurus to choose suitable vocabulary and uplevel synonyms <p>Recap Year 5</p> <ul style="list-style-type: none"> Use adverbial openers punctuate these correctly to create a cohesive paragraph To use expanded noun phrases to convey complicated information concisely. Use modal verbs to indicate degrees of possibility To convert nouns and adjectives into verbs.
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21 Steps

Year R	Step 1 Autumn	Step 2 Spring	Step 3 Summer	End of year Expectations
	<ul style="list-style-type: none">Develop interest/pleasure in books and reading.Develop interest in wide range of reading materials for example books, poems etc either read to or read themselvesListen attentively to stories, anticipating key events and responding to what they hear with relevant comments, questions or actions			
Word Reading	<u>Word Reading 3-4 year olds</u> Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. <ul style="list-style-type: none">Understand the five key concepts about print:<ul style="list-style-type: none">print has meaningprint can have different purposeswe read English text from left to right and from top to bottomthe names of the different parts of a bookpage sequencing	<u>Word Reading 4-5 year olds</u> <ul style="list-style-type: none">Read individual letters by saying the sounds for themBlend sounds into words, so that they can read short words made up of known letter-sound correspondences.Read some letter groups that each represent one sound and say sounds for them.Read a few common exception words matched to the school's phonic programme.Read simple phrases and sentences made up of words with known letters–sound correspondences and, where necessary, a few exception words.	<u>Word Reading ELG</u> <ul style="list-style-type: none">Say a sound for each letter in the alphabet and at least 10 digraphs;Read words consistent with their phonic knowledge by sound-blending;Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
Comprehension	<u>Comprehension 3-4 year olds</u> <ul style="list-style-type: none">Repeat words and phrases from familiar stories.Ask questions about the book. Makes comments and shares their own ideas.Develop play around favourite stories using props.Engage in extended conversations about stories, learning new vocabulary.	<u>Comprehension 4-5 year olds</u> <ul style="list-style-type: none">Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	<u>Comprehension ELG</u> <ul style="list-style-type: none">Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;Anticipate – where appropriate – key events in stories;Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	

Year 1	Step 4 Autumn	Step 5 Spring	Step 6 Summer	End of Year Expectations
	<ul style="list-style-type: none"> Re-read books to build up their fluency and confidence in word reading. Pupils should revise and consolidate the GPCs and common exception words taught in Reception. As soon as they can read words comprising of the Year 1 GPCs accurately and speedily, they should move onto the Yr 2 programme of study for word reading. -- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Explore the meaning of words and develop vocabulary knowledge when decoding real words 			
Word Reading	<ul style="list-style-type: none"> I can sound out most phonemes and I am able to identify common digraphs. I am beginning to blend simple CVC, CVCC words. I am learning new GPCs. I can read most Common Exception Words (CEW) from EYFS. 	<ul style="list-style-type: none"> I can use my phonic knowledge to sound out digraphs and split digraphs. I can sound out graphemes (letters or groups of letters) for all 40+ phonemes. I can read GPCs within known words with increasing accuracy. I can recognise familiar words (CEW) in simple texts. 	<ul style="list-style-type: none"> I can use phonic knowledge to blend sounds together to read words, including long phonemes. I can read words without overt sounding and blending after a few encounters I can read the common exception words* I can read accurately words containing GPCs that have been taught. I can read familiar endings to words (:s, :es, :ing, :ed, :er, :est). I am beginning to spot errors in decoding and attempt to self-correct I am starting notice contractions and am beginning to understand them. I am starting to be aware of, and use, alternative sounds for graphemes <p>* these will vary according to the phonics programme being used in your school</p>	<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read other words of more than one syllable that contain taught GPCs. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. <p>--Read other words of more than one syllable that contain taught CPCs</p> <ul style="list-style-type: none"> Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).
Range of texts <ul style="list-style-type: none"> -Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently <ul style="list-style-type: none"> -Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - Develop pleasure in reading, motivation to read, vocabulary and understanding. 				

Year 1	Step 4 Autumn	Step 5 Spring	Step 6 Summer	End of Year Expectations
Comprehension	<ul style="list-style-type: none"> I know a few familiar stories and I can recall some events. I can use pictures and texts to identify meaning. I can discuss some simple features; answering questions relating to, for example, changes in font size, details in illustrations or diagrams, identifying when somebody is speaking. I understand the features of a book and use these to help me understand what it is about. E.g Title, blurb... I can join in with group reading of familiar stories. I can ask what unfamiliar words mean and remember them the next time I come across them. I recognise what a poem is and understand some sounds rhyme. I am familiar with some traditional tales and I know some of the features - I can say what I like about a story. 	<ul style="list-style-type: none"> I know a range of familiar stories and I can talk about the main events, such as: beginning, middle and end. I can use my knowledge of texts that I have read to answer questions. E.g. what typically happens to good and bad characters? I can recognise the difference between fiction and non-fiction. I understand the familiar structure in certain stories and I can join in with repeated language I can use my knowledge of texts to support reading of unfamiliar words. I can guess what new words mean, using clues from my teacher. I understand rhyming words and how they can be used in poems. I know a few traditional tales very well and I know the key characteristics. 	<ul style="list-style-type: none"> I can identify the main events or key points in a text. I can answer straight forward questions about a story. I can recognise the difference between fiction and non-fiction. I can recognise obvious story language- 'Once upon a time.. Big Bad Wolf...' and recognise a range of patterns in texts, including stories, rhymes and non-fiction. I can explain clearly my understanding of what is read to me I can recognise repetition of language in my reading. I can discuss what new words mean, linking new meanings to those I already know. I can appreciate rhymes and poem and recite some by heart. I am very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. I can participate in discussion about what is read to me, taking turns and listening to what others say. 	<ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading. Discussing the significance of the title and events Recognising and joining in with predictable phrases. Explain clearly their understanding of what is read to them Discussing word meanings, linking new meanings to those already known. Learning to appreciate rhymes and poems, and to recite some by heart -becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Being encouraged to link what they read or hear read to their own experiences listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Participate in discussion about what is read to them, taking turns and listening to what others say.

Year 1	Step 4 Autumn	Step 5 Spring	Step 6 Summer	End of Year Expectations
Making Inferences	<ul style="list-style-type: none"> I can use stories I have already read to support my predictions. I can understand what the main characters are doing. 	<ul style="list-style-type: none"> I am beginning to understand how the characters have an impact on the main events in a story. I know the general structure of the texts I am reading and can make a prediction based on these. I understand the feelings of the main characters within a story. 	<ul style="list-style-type: none"> I can express opinions about main events and characters in a story. I can make simple predictions about the characters. I can recognise why a character is feeling a certain way. I can link what I read or hear to my own experiences, with support. 	<ul style="list-style-type: none"> Making inferences on the basis of what is being said and done. Predicting what might happen on the basis of what has been read so far. Link what is read or listened to with own experiences.

Year 2	Step 7 Autumn	Step 8 Spring	Step 9 Summer	End of Year Expectations
	<ul style="list-style-type: none"> Re-read books to build up fluency and confidence in word reading. Pupils should revise and consolidate the GPCs and common exception words taught in Yr1. As soon as pupils can read words comprising of the Year 2 GPCs accurately and speedily they should move onto the Years 3 and 4 programme of study for word reading. 			
Word Reading	<ul style="list-style-type: none"> I can read a range of words on sight and am able to use my phonic strategies to read more complex words. I can read words with common suffixes. I notice contractions, but need some support to read them accurately. I know the function of full stops when reading and I show this when reading aloud. 	<ul style="list-style-type: none"> I can read fluently and have started to use my phonic skills to decode unfamiliar words quickly and easily. I can predict alternative grapheme sounds in unfamiliar words. I can read multi syllabic words I can read words containing common suffixes. In contractions, I understand the apostrophe is replacing the missing letters. I can read aloud taking into account of punctuation and author intention. 	<ul style="list-style-type: none"> I can read familiar words quickly, without needing to sound them out. I can read common suffixes, understanding the impact on root words. I can use a range of decoding strategies. I can use syllable boundaries to read each syllable then combine them to read a word I can self -correct when I have read a sentence incorrectly. I can accurately read words with contractions. I can read all (Year 1 & 2 HFW). 	<ul style="list-style-type: none"> Secure phonic decoding until reading is fluent and read accurately by blending, including alternative sounds for graphemes. Read accurately words of two or more syllable containing these graphemes. Read words containing common suffixes -read further common exception words, noting unusual correspondences. Read most words quickly & accurately without overt sounding and blending. Sound out unfamiliar words accurately and automatically.
Range of Texts <ul style="list-style-type: none"> Being introduced to non-fiction books that are structured in different ways. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. 				

Year 2	Step 7 Autumn	Step 8 Spring	Step 9 Summer	End of Year Expectations
Comprehension	<ul style="list-style-type: none"> I understand the key events or features of a text. I can simply comment on beginning, middle and end. I can work with a group to answer questions about texts. I know how non-fiction texts are structured and can name some of their features. I can recite some lines from simple poems, saying what I like. I can explain the meaning of words in context. 	<ul style="list-style-type: none"> I understand how the key events in a story result in the final outcome. I can discuss, in a group, the sequence of events in a story. I can answer questions about text I have read. I know how non-fiction texts are structured and I can refer to the key features – explaining their purpose. I can recite poem appreciating these. I can discuss words and phrases. 	<ul style="list-style-type: none"> I can retell a story, referring to most of the key events and characters. I can summarise a story, giving the main points clearly in sequence. I can find the answers to questions in non-fiction, stories and poems. I can locate specific information e.g. key information/events, characters names etc. I can decide how useful a non-fiction text is for the purpose. I continue to build up a repertoire of poems learnt by heart, with appropriate intonation 	<ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading. Answering and asking questions. Discussing the sequence of events in books and how items of information are related. Discussing their favourite words and phrases. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
	<ul style="list-style-type: none"> I can recognise interesting words. I can recognise key themes within a text, linked to familiar stories. I can say what I think about books, poems and non-fiction. I can use the front cover and book title, as well as illustrations to make reading choices. 	<ul style="list-style-type: none"> I can recognise key themes within a text, linked to familiar stories. I am able to take part in discussions about books, poems and non-fiction texts. I can use the front cover and book title, as well as illustrations and the words inside to make reading choices. 	<ul style="list-style-type: none"> I can discuss my favourite words and phrases and how it affects meaning. I can recognise key themes and ideas within a text. I can participate in discussions about books, poems and other works and can compare similarities and differences between texts. I can make choices about which texts to read, based on prior reading experiences. 	<ul style="list-style-type: none"> Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves. Taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Year 2	Step 7 Autumn	Step 8 Spring	Step 9 Summer	End of Year Expectations
Language for Effect	<ul style="list-style-type: none"> I can recognise rhyming words I can recognise tongue twisters/alliteration 	<ul style="list-style-type: none"> I can identify how vocabulary choices affect meaning – ‘Crept lets you know he’s trying to be quiet’. I can recognise words that sound like their meaning 	<ul style="list-style-type: none"> -I can understand some differences between spoken and written language -I can recognise simple similes 	<ul style="list-style-type: none"> Recognising simple recurring literary language in stories and poetry.
Making Inferences	<ul style="list-style-type: none"> I can comment on character’s actions. I can provide simple explanations about events. I can explore what I think is going to happen in a text. 	<ul style="list-style-type: none"> I am beginning to understand the reasons for a character’s behaviour. I can discuss possible reasons for events. I can explore what I think is going to happen and suggest why I think this. 	<ul style="list-style-type: none"> I can make simple inferences about thoughts and feelings of characters and reasons for their actions. I can discuss reasons for events, by using clues in the story. I understand why a writer has written a text – ‘She wants you to know how to make a kite’. I can make predictions based on reading other books by the author and my own experiences. I understand how the author uses words to convey thoughts, feelings and actions, including ‘reading between the lines’. 	<ul style="list-style-type: none"> Making inferences on the basis of what is being said and done. Predicting what might happen on the basis of what has been read so far.

Year 3	Step 10 Autumn	Step 11 Spring	Step 12 Summer	End of year expectations
	<p>At this stage teaching comprehension should take precedence over teaching word reading directly. Any word reading should support the development of vocabulary.</p> <ul style="list-style-type: none"> To check that the text makes sense. To ask questions to improve understanding. 			
Word Reading	<ul style="list-style-type: none"> I can read an increasing number of exception words. I can read aloud using a range of strategies appropriately, including decoding, to establish meaning. -I can apply my increasing knowledge of root words, prefixes and suffixes 	<ul style="list-style-type: none"> I can read an increasing number of exception words. I can read aloud with expression and intonation taking into account punctuation. -I can apply my increasing knowledge of root words, prefixes and suffixes 	<ul style="list-style-type: none"> I can read an increasing number of exception words. I can read aloud with intonation and expression, taking into account higher grade punctuation. -I can apply my increasing knowledge of root words, prefixes and suffixes -I can test out different pronunciations of longer words 	<ul style="list-style-type: none"> Read more exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action -Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet test out different pronunciations of longer words
<p>Range of texts</p> <ul style="list-style-type: none"> -Be introduced to a range of authors that they might not choose themselves -Be able to select own books (and be taught how to do so) Continue to develop a positive attitude to reading and understand what is read. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Read books that are structured in different ways and reading for a range of purposes. 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. 				

Year 3	Step 10 Autumn	Step 11 Spring	Step 12 Summer	End of year expectations
Comprehension	<ul style="list-style-type: none"> I can summarise and explain the main points in a text. Begin to use knowledge of alphabet to locate information and meaning (dictionary/index). 	<ul style="list-style-type: none"> I am able to quote directly from the text to support thoughts and discussions. I can increasingly use knowledge of alphabet to locate information and meaning 	<ul style="list-style-type: none"> I can locate information by skimming (for a general impression and scanning (to locate specific information). I can use text marking to support retrieval of information or ideas from texts (e.g. highlighting, notes in the margin). 	<ul style="list-style-type: none"> Retrieve and record information from fiction and non-fiction. Use dictionaries to check the meaning of words that they have read.
Themes and Conventions	<ul style="list-style-type: none"> I can briefly summarise the difference between a fiction and non-fiction text, giving examples. 	<ul style="list-style-type: none"> I am beginning to identify the differences between a wider range of non-fiction text types (e.g. instructions, 	<ul style="list-style-type: none"> I can identify differences between different fiction and non-fiction genres. 	<ul style="list-style-type: none"> - Identify themes and conventions in a wide range of books
	<ul style="list-style-type: none"> I can recognise some differences between different poems I can explore some straightforward underlying themes and ideas. 	<ul style="list-style-type: none"> I can read an increasing number of exception words. I can read aloud with expression and intonation taking into account punctuation. -I can apply my increasing knowledge of root words, prefixes and suffixes 	<ul style="list-style-type: none"> I can name different types of poems I can discuss the merits of different presentational devices in helping clarity of meaning I can summarise and explain the main points in a text, referring back to the text to support this. 	<ul style="list-style-type: none"> Identify how language, structure and presentation contribute to meaning. Recognise presentational devices Recognise some different forms of poetry. Identify main themes from more than one paragraph and summarise.

Year 3	Step 10	Step 11	Step 12	End of year expectations
Language for effect	<ul style="list-style-type: none"> I can identify where language is used to create mood, build tension or 'paint a picture'. I can explain the meaning of WOW words in context. I can explore potential meaning of ambitious vocabulary read in context. 	<ul style="list-style-type: none"> I can comment on author's choice of language to create mood and build tension. I can explore potential meanings of WOW words read in context. I can clarify the meanings of ambitious words and/or phrases in context. I can discuss how the words make me feel 	<ul style="list-style-type: none"> I can identify language features of some different text types (e.g. that the language of recount is different to the language of instructions). I can clarify the meaning of WOW words and/or phrases in context. I can talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs). I can discuss why the author might have chosen these words/phrases 	<ul style="list-style-type: none"> Discuss words and phrases that capture the reader's interest and imagination. To discuss their understanding and explain the meaning of words in context.
Making Inferences	<ul style="list-style-type: none"> I can explain how and why main characters act in certain ways in a story. I can predict what might happen in a story. 	<ul style="list-style-type: none"> I can explain how and why main characters act in certain ways in a story, using evidence from the text. When prompted, I can justify and elaborate on opinions and predictions. 	<ul style="list-style-type: none"> I can sometimes empathise with different characters' point of view in order to explain what characters are thinking/feeling and the way they act. I can justify and elaborate on opinions and predictions with reference to the text. 	<ul style="list-style-type: none"> Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences from evidence. Predict what might happen from details stated and implied.

Year 4	Step 13 Autumn	Step 14 Spring	Step 15 Summer	End of year expectations
	<p>At this stage teaching comprehension should take precedence over teaching word reading directly. Any word reading should support the development of vocabulary.</p> <ul style="list-style-type: none"> • Ask questions to clarify understanding. • Identify main themes/ideas based on evidence drawn from different points in the text. • 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. 			
Word Reading	<ul style="list-style-type: none"> • I can usually read a range of appropriate texts with fluency and accuracy. • I can recognise prefixes and suffixes in words. • I can read some (Year 4/5 Common Exception words) understanding the correspondence between spelling and sound. 	<ul style="list-style-type: none"> • I can read a range of appropriate texts fluently and accurately, including exception words. • I can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (un-impor-tant). 	<ul style="list-style-type: none"> • I can read aloud with pace, fluency and expression, taking punctuation and author's intent into account. • I can explore potential meaning of ambitious vocabulary read in context (using knowledge of etymology-word origin), morphology-form and structure of the word, i.e. the root word plus prefix and/or suffix or the context of the word. <p>I can read most (Year4/5 HFW), understanding the correspondence between spelling and sound.</p>	<ul style="list-style-type: none"> • Read more exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Apply knowledge of root words prefixes and suffixes (see appendix 1), both to read aloud and to understand the meaning of new words they meet.
<p>Range of texts</p> <ul style="list-style-type: none"> • -Be introduced to a range of authors that they might not choose themselves • -Be able to select own books (and be taught how to do so) • Continue to develop a positive attitude to reading a range of appropriate texts fluently and accurately and understand what is read. • -Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books. • -Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 				

Year 4	Step 13 Autumn	Step 14 Spring	Step 15 Summer	End of year expectations
Comprehension	<ul style="list-style-type: none"> I can use knowledge of text structure to locate information. 	<ul style="list-style-type: none"> I can skim and scan to identify key ideas and answer questions from a text. 	<ul style="list-style-type: none"> I can locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes/contents pages. 	<ul style="list-style-type: none"> Retrieve and record information from non-fiction.
Themes and Conventions	<ul style="list-style-type: none"> I can identify the various features of fiction genres (e.g. science fiction, adventure, autobiography, diary, mystery etc). -I can recognise key themes in what I have read 	<ul style="list-style-type: none"> I can compare and talk about the structures and features of a range of non-fiction texts. I can compare key themes across different books 	<ul style="list-style-type: none"> I can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. I can discuss key themes in what I have read e.g. triumph of good over evil/revenge 	<ul style="list-style-type: none"> Read books that are structured in different ways and reading for a range of purposes. Recognise key themes in what they read
Language for Effect	<ul style="list-style-type: none"> -I can talk about the author's choice of language and its effect on the reader in a range of texts. 	<ul style="list-style-type: none"> I can read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/feeling and the way they act. 	<ul style="list-style-type: none"> I can discuss how and why the text affects the reader and refer back to the text to back up a point of view. 	<ul style="list-style-type: none"> - Identify how language, structure and presentation contribute to meaning.
Making Inferences	<ul style="list-style-type: none"> I am continuing to talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs). I can infer meaning, using evidence from the text and wider experiences. I can predict what might happen by quoting directly from the text. 	<ul style="list-style-type: none"> I confidently talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs). I can infer and deduce meaning based on evidence drawn from different points in the text I can refer to the text to support opinions and predictions (sum up what I have found/ discussed/thought about; make a point/state my thoughts and ideas; find evidence in and/or around the text to support my views). 	<ul style="list-style-type: none"> I can work out the meaning of unknown words from the way they are used in context. I can discuss messages, moods, feelings and attitudes using the clues from the text, by means of inference and deduction skills. I can refer to the text to support opinions and elaborate (sum up what I have found/ discussed/thought about; make a point/state my thoughts and ideas; find evidence in and/or around the text to support my views; clarify my thinking by elaborating on and justifying my views, using additional evidence and linking to wider knowledge/experiences). 	<ul style="list-style-type: none"> To discuss their understanding and explain the meaning of words in context. Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences from evidence. Predict what might happen from details stated and implied.

Year 5	Step 16 Autumn	Step 17 Spring	Step 18 Summer	End of year expectations
	<ul style="list-style-type: none"> • Recommending books that they have read to their peers, giving reasons for their choices. • -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 			
Word Reading	<ul style="list-style-type: none"> • I can confidently read unknown words with prefixes and suffixes and I am beginning to make connections between words. 	<ul style="list-style-type: none"> • I can confidently read most words, understanding the impact of prefixes and suffixes on root words. 	<ul style="list-style-type: none"> • I understand the history of words and the relationship between them to help me read unknown polysyllabic words. • I understand the impact of prefixes and suffixes on root words. • I can read all Year4/5 Common Exception Words 	<ul style="list-style-type: none"> • -Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.

Range of Texts

-Maintain positive attitudes to reading and understanding of what they read by:

- 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.
- 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
- 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 view courteously

Year 5	Step 16 Autumn	Step 17 Spring	Step 18 Summer	End of year expectations
Comprehension	<ul style="list-style-type: none"> I can identify the different features of fiction and non-fiction genres. I can compare, contrast and evaluate different non-fiction texts. I can discuss my understanding of a text. I can skim to identify key ideas. I can make simple comparisons between books. 	<ul style="list-style-type: none"> I can identify the individual genre in a mixed genre text e.g. an explanation within an information text. I can discuss my understanding of a text by identifying the purpose of the author. I can skim and scan non-fiction texts to speed up research. I can make comparisons between books, commenting on similarities and differences. 	<ul style="list-style-type: none"> I can identify, collate and discuss the key ideas and information from a range of sources. I can talk confidently about the purpose of the text and the specific intentions of the author. I can ask questions to clarify my understanding. I can use what I know about text structure to find information. 	<ul style="list-style-type: none"> Summarising the main ideas, drawn from more than one paragraph, identifying key details, that support the main ideas. 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.
			<ul style="list-style-type: none"> I can compare, contrast and evaluate different books. 	<ul style="list-style-type: none"> Retrieve, record and present information from non-fiction. Making comparisons within and across books. Distinguish between statements of fact and opinion.

Year 5	Step 16 Autumn	Step 17 Spring	Step 18 Summer	End of year expectations
Themes and Conventions	<ul style="list-style-type: none"> I can use the way in which a text is organised to help me understand. I can talk about books, discuss the main points and build on my reasoning. 	<ul style="list-style-type: none"> I can comment on the structural choices an author has used to organise a text. I can take part in discussions, listening to others' ideas and building on them. 	<ul style="list-style-type: none"> I can recognise language that is a feature of a particular genre and how this contributes to meaning. I can take part in discussions, listening to others' ideas and build on them to support the development of my ideas. 	<ul style="list-style-type: none"> Identifying and discussing themes and conventions in and across a wide range of writing. Identifying how language, structure and presentation contribute to meaning. Participate in discussions about books, building on their own and others' ideas and challenging views courteously.
Language for Effect	<ul style="list-style-type: none"> - I can comment on how an author has used language and its effect upon the reader. 	<ul style="list-style-type: none"> I can identify and articulate my response to the effect of figurative and descriptive language. 	<ul style="list-style-type: none"> I can discuss the difference between literal and figurative language and the effects of imagery. 	<ul style="list-style-type: none"> Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.
Making Inference	<ul style="list-style-type: none"> I can recognise which characters the author wants the reader to like/dislike. I can make simple predictions about a story. 	<ul style="list-style-type: none"> I can explain what I think the character's personality is like by referring to their behaviours. I can state my predictions for the story, using evidence from the book. 	<ul style="list-style-type: none"> I understand the thoughts and feelings of characters by referring to their actions. I can justify my opinion. I can explore texts to support and justify my predictions and opinions. 	<ul style="list-style-type: none"> 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. Provide reasoned justifications for their views.

Year 6	Step 19	Step 20	Step 21	End of year expectations
	<ul style="list-style-type: none"> recommending books that they have read to their peers, giving reasons for their choices. explain and discuss their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary 			
Word Reading	<ul style="list-style-type: none"> - I know how to read most unfamiliar words and can predict the meaning of related words using my knowledge. (e.g. words with the prefix circum meaning around). 	<ul style="list-style-type: none"> I can read almost all words accurately. I use my knowledge of word history and the link between words to suggest meaning. 	<ul style="list-style-type: none"> - I am able to read accurately all words (including those containing suffixes and prefixes) and can predict the meaning, using my knowledge of the history of words and the relationship between them. 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.

Range of Texts

Maintain positive attitudes to reading and understanding of what they read by:

- 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.
- 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 6	Step 19	Step 20	Step 21	End of year expectations
Comprehension	<ul style="list-style-type: none"> I can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts. I can talk confidently about the purpose of the text and the specific intentions of the author, using examples from the text. I can ask questions to confirm what I already know. I can use my skills of skimming, scanning, text marking and knowledge of the genre to identify the main points. I can compare and contrast the styles of different writers and provide examples. I am able to link them with my own ideas to support what I say. 	<ul style="list-style-type: none"> I can discuss the purpose, audience and organisation of different fiction/non-fiction texts. I can use the way text types are organised to help me sustain understanding over longer texts. I can ask and respond to questions about a text to demonstrate my understanding. I can use my skills of skimming, scanning, text marking and knowledge of genre to identify and record the key features/information. I can compare, contrast and explore the styles of writers and poets, finding examples in the text. I use their knowledge to support my own ideas. 	<ul style="list-style-type: none"> I can discuss the purpose, audience and organisation of different fiction/non-fiction texts, evaluating their success. I can apply my knowledge of word reading skills to a range of different contexts to support my understanding of a text. I can ask and respond to questions to demonstrate a secure understanding. I can collect and organise key ideas from a range of sources and present this to others. I can describe and evaluate the styles of different writers, finding examples and justifying my interpretations I am able to state why I believe they have valid points and use the text to clarify. 	<ul style="list-style-type: none"> Summarising the main ideas, drawn from more than one paragraph, identifying key details, that support the main ideas. 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. Retrieve, record and present information from non-fiction. Making comparisons within and across books. Distinguish between statements of fact and opinion. Explain and discuss their understanding of what they have read, including through formal presentations and debates.
Themes and Conventions	<ul style="list-style-type: none"> I can identify the ways in which one paragraph is linked to the next. I can take part in discussions, taking account of what others say and comment on their ideas. 	<ul style="list-style-type: none"> I can comment on and compare the language choices the author has used over a range of non-fiction texts. I am able to analyse what others' say to support my own ideas linked to a text. 	<ul style="list-style-type: none"> I can explore how the way in which a text is organised, language features and choice of specific vocabulary supports the writers theme and purpose, providing examples. I can analyse and critically analyse others ideas courteously. 	<ul style="list-style-type: none"> -identifying and discussing themes and conventions in and across a wide range of writing. Identifying how language, structure and presentation contribute to meaning. Participate in discussions about books, building on their own and others' ideas and challenging views courteously.

Year 6	Step 19	Step 20	Step 21	End of year expectations
Language for Effect		<ul style="list-style-type: none"> I can clearly identify the effect the 	<ul style="list-style-type: none"> I can analyse, compare and contrast 	<ul style="list-style-type: none"> Discuss and evaluate how authors
	<ul style="list-style-type: none"> - I can identify how the author has created messages, moods, feelings and attitudes through vocabulary choices. 	<ul style="list-style-type: none"> writing has on a reader, and begin to explain how this impact has been created. 	<ul style="list-style-type: none"> how different authors use literal and figurative techniques to create imagery. 	<ul style="list-style-type: none"> use language, including figurative language considering the impact on the reader.
Making Inferences	<ul style="list-style-type: none"> I understand the motives of characters; I can explain their personality, with evidence from the text, to justify this. I can refer to the text to support my predictions and provide examples. 	<ul style="list-style-type: none"> I understand why characters feel and act the way they do. I can refer to their personality, using examples to justify their motives. I understand how the author uses hidden messages to imply what might happen. 	<ul style="list-style-type: none"> I can predict how a character will react to situations, based on my understanding of their personality and previous actions. I can use hidden messages and action from the text to make a sound prediction; I use evidence from the text to support this. 	<ul style="list-style-type: none"> 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. Provide reasoned justifications for their views.

Maths Long Term Unit Overview 2023-2024

	Autumn							Spring						Summer							
EYFS		Match, sort and compare	Talk about measure and patterns	It's me 1,2, 3	Circles and Triangles	1, 2, 3, 4, 5	Shapes with 4 sides	Alive in 5	Mass and Capacity	Growing 6, 7, 8	Length, height and time	Building 9 and 10	Explore 3D shapes	To 20 and beyond	How many more?	Manipulate, compose and decompose	Sharing and grouping	Visualise, build and map	Make connection		
Year 1	Place Value (within 10)		Addition and Subtraction (within 10)		Shape		Place Value (within 20)	Addition and Subtraction (within 20)		Place Value (within 50)	Length and Height	Mass and Volume	Multiplication and Division		Fractions	Position and Direction	Place Value (within 100)	Money	Time		
Year 2	Place Value		Addition and Subtraction		Shape		Money	Multiplication and Division			Length and Height	Mass, capacity and temperature		Fractions		Time		Statistics	Position and Direction		
Year 3	Place Value	Addition and Subtraction		Multiplication and Division A		Multiplication and Division B		Length and Perimeter		Fractions A		Mass and capacity		Fractions B	Money	Time		Shape	Statistics		
Year 4	Place Value		Addition and Subtraction	Area	Multiplication and Division A			Multiplication and Division B		Length and Perimeter	Fractions		Decimals A		Decimals B	Money	Time		Shape	Statistics	Position and Direction
Year 5	Place Value	Addition and Subtraction	Multiplication and Division A		Fractions A		Multiplication and Division B		Fractions B	Decimals and percentages		Perimeter and area	Statistics	Shape		Position and Direction	Decimals		Negative Numbers	Converting Units	Volume
Year 6	Place Value	Addition, Subtraction, Multiplication and Division			Fractions A	Fractions B	Converting Units	Ratio	Algebra	Decimals	Fractions, decimals and percentages	Area, perimeter and volume	Statistics	Shape		Position and Direction					

Maths Skills Coverage (Whole School)

EYFS Maths Skills

Autumn Term

Number	Numerical Patterns
<p><u>Development Matters</u></p> <ul style="list-style-type: none"> Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. <p><u>Mastering Number</u></p> <p>Pupils will:</p> <ul style="list-style-type: none"> -Identify when a set can be subitised and when counting is needed. -Subitise different arrangements (including using the Hungarian Number Frame) -Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills. -Spot smaller numbers 'hiding' inside larger numbers -Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers. -Hear and join in with the counting sequence and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number. -Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds -Compare sets of objects by matching -Begin to develop the language of 'whole' when talking about objects which have parts 	<p><u>Development Matters</u></p> <ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

EYFS Maths Skills

Spring Term

Number	Numerical Patterns
<p><u>Development Matters</u></p> <ul style="list-style-type: none"> Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten and Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. Correctly form numbers to 10. <p><u>Mastering Number</u></p> <ul style="list-style-type: none"> -Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals -Begin to identify missing parts for numbers within 5 -Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame -Focus on equal and unequal groups when comparing numbers -Understand that two equal groups can be called a 'double' and connect this to finger patterns -Sort odd and even numbers according to their 'shape' -Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern -Order numbers and play track games -Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<p><u>Development Matters</u></p> <ul style="list-style-type: none"> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.

EYFS Maths Skills

Summer Term

Number	Numerical Patterns
<p><u>ELG</u></p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 	<p><u>ELG</u></p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
<p><u>Mastering Number</u></p> <ul style="list-style-type: none"> -Continue to develop their counting skills, counting larger sets as well as counting actions and sounds -Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame -Compare quantities and numbers, including sets of objects which have different attributes -Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 -Begin to generalise about 'one more than' and 'one less than' numbers within 10 -Continue to identify when sets can be subitised and when counting is necessary -Develop conceptual subitising skills including when using a rekenrek 	

Year 1 Maths Skills

Autumn Term

Number and Place Value	Number – Addition and Subtraction	Geometry
<ul style="list-style-type: none"> Count to 100, forwards and backwards beginning with 0 or 1 or any given number. Count, read and write numbers to 100 in numerals. Given a number identify one more and one less. Identify and represent numbers using different representations including the number line. Read and write numbers from 1 – 20 in words. Use the language of equal to, more than, less than (fewer) most and least. <p><u>Ready to progress objectives</u></p> <p>1NPV–1 Count within 100, forwards and backwards, starting with any number.</p> <p>1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$</p> <p><u>Mastering Number</u></p> <ul style="list-style-type: none"> -Subitise within 5, including when using a rekenrek, and re-cap the composition of 5 -Develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure -Compare numbers within 10 and use precise mathematical language when doing so -Re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number -Explore the structure of even numbers (including that even numbers can be composed by doubling any number, and can be composed of 2s) -Explore the structure of the odd numbers as being composed of 2s and 1 more -Explore the composition of each of the numbers 6, 8, and 10 -Explore number tracks and number lines and identify the differences between them 	<ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 20. Solve 1 step problems that involve addition and subtraction using concrete objects and pictorial representations including those involving numbers, quantities and measures. Use the addition, subtraction and equals sign. <p><u>Ready to progress objectives</u></p> <p>1NF–1 Develop fluency in addition and subtraction facts within 10.</p> <p>1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.</p> <p>1AS–2 Read, write and interpret equations containing addition (), subtraction () and equals () symbols, and relate additive expressions and equations to real-life contexts.</p>	<ul style="list-style-type: none"> Recognise and name common 2D and 3D shapes. <p><u>Ready to progress objectives</u></p> <p>1G–1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.</p> <p>1G–2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.</p>

Year 1 Maths Skills

Spring Term

Number and Place Value	Number – Addition and Subtraction	Measurement
<ul style="list-style-type: none"> Count to 100, forwards and backwards beginning with 0 or 1 or any given number. Count, read and write numbers to 100 in numerals. Count in multiples of 2's, 5's and 10's. Given a number identify one more and one less. Identify and represent numbers using different representations including the number line. Read and write numbers from 1 – 20 in words. Use the language of equal to, more than, less than (fewer) most and least. <p><u>Ready to progress objectives</u> 1NPV-1 Count within 100, forwards and backwards, starting with any number. 1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$ 1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.</p> <p><u>Mastering Number</u> -Explore the composition of each of the numbers 7 and 9 -Explore the composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts, and that odd numbers can be composed of one odd part and one even part - Identify the number that is two more or two less than a given odd or even number, identifying that two more/ less than an odd number is the next/ previous odd number, and two more/ less than an even number is the next/ previous even number</p>	<ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 20. Solve 1 step problems that involve addition and subtraction using concrete objects and pictorial representations including those involving numbers, quantities and measures. Use the addition, subtraction and equals sign. Add and subtract numbers using concrete objects, pictorial representations and mentally including 1-digit and 2-digit numbers to 20 including 0. <p><u>Ready to progress objectives</u> 1AS-2 Read, write and interpret equations containing addition (), subtraction () and equals () symbols, and relate additive expressions and equations to real-life contexts.</p> <p><u>Mastering Number</u> -Explore the aggregation and partitioning structures of addition and subtraction through systematically partitioning and re-combining numbers within 10 and connecting this to the part-part-whole diagram, including using the language of parts and wholes -Explore the augmentation and reduction structures of addition and reduction using number stories, including introducing the 'first, then, now' language structure</p>	<ul style="list-style-type: none"> Measure and begin to record lengths, height, mass, weight, capacity and volume. Compare, describe and solve practical problems for lengths and heights, mass and weight, capacity and volume.

Year 1 Maths Skills Summer Term

Number and Place Value	Multiplication and Division	Fractions	Geometry	Measurement
<ul style="list-style-type: none"> Count to 100, forwards and backwards beginning with 0 or 1 or any given number. Count, read and write numbers to 100 in numerals. Given a number identify one more and one less. Identify and represent numbers using different representations including the number line. Read and write numbers from 1 – 20 in words. Use the language of equal to, more than, less than (fewer) most and least. <p><u>Ready to progress objectives</u> 1NPV-1 Count within 100, forwards and backwards, starting with any number. 1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.</p> <p><u>Mastering Number</u> -Explore the composition of the numbers 11 to 19 as '10 and a bit' and compare numbers within 20 -Connect the composition of the numbers 11 to 19 to their position in the linear number system, including identifying the midpoints of 5, 10 and 15 -Compare numbers within 20</p>	<ul style="list-style-type: none"> Count in multiples of 2's, 5's and 10's. Solving 1 step problems using multiplication and division. <p><u>Ready to progress objectives</u> 1AS-2 Read, write and interpret equations containing addition (), subtraction () and equals () symbols, and relate additive expressions and equations to real-life contexts.</p> <p><u>Mastering Number</u> -Understand how addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation/ partitioning/ augmentation/ reduction) -Practise retrieving previously taught facts and reason about these</p>	<ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of two equal parts of an object, shape or quantity. Compare, solve and describe practical problems for length and height. Compare, solve and describe practical problems for mass and weight. 	<ul style="list-style-type: none"> Describe position, direction and movement including whole, half, quarter and three quarter turns. 	<p><u>Money</u></p> <ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes. <p><u>Time</u></p> <ul style="list-style-type: none"> Sequence events in chronological order using language. Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these. Compare, describe and solve practical problems for time. Measure and begin to record time. (Hours, minutes, seconds)

Year 2 Maths Skills

Autumn Term

Number – Place Value	Number – Addition and Subtraction	Multiplication and Division	Measurement
<ul style="list-style-type: none"> Read and write numbers to at least 100 in numerals and in words. Recognise the place value of each digit in a 2-digit number. Identify, represent and estimate numbers using different representations including number line. Compare and order numbers from 0-100; use <, > and = signs. Use place value and number facts to solve problems. Count in steps of 2, 3, 5 and 10 from 0 and in 10's from any number forwards and backwards. <p><u>Ready to progress objectives</u> 2NPV-1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and nonstandard partitioning. 2NPV-2 Reason about the location of any two digit number in the linear number system, including identifying the previous and next multiple of 10.</p> <p><u>Mastering Number</u> -Review the composition of the numbers 6 to 9 as '5 and a bit' -Compare numbers using the language of comparison and use the symbols < > = -Review the structure of even numbers (including exploring how even numbers can be composed of two odd parts or two even parts) and the composition of each of 6, 8 and 10 -Review the structure of odd numbers (including exploring how odd numbers can be composed of one odd part and one even part) and the composition of each of 7 and 9 -Consolidate their understanding of the numbers 10 and 20 as '10 and a bit' -Consolidate their understanding of the linear number system to 20 and reason about midpoints</p>	<ul style="list-style-type: none"> Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations and mentally including a 2-digit number and 1's, and a 2-digit number and 10's and two 2-digit numbers and three 1-digit numbers. Show that addition of two numbers, can be done in any order (commutative) and subtraction of one number from another cannot. Solve 1 step problems with addition and subtraction, using concrete objects and pictorial representations including those involving numbers, quantities and measures. Applying their increasing knowledge of mental and written methods. Solve addition and subtraction problems involving missing numbers. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. <p><u>Ready to progress objectives</u> 2NF-1 Secure fluency in addition and subtraction facts within 10, through continued practice. 2AS-1 Add and subtract across 10. 2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?". 2AS-3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two digit number. 2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.</p>	<ul style="list-style-type: none"> Calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication and equal signs. Solve problems involving multiplication using mental methods. Show that multiplication of two numbers can be done in any order. <p><u>Ready to progress objectives</u> 2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. 2MD-2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).</p>	<p><u>Money</u></p> <ul style="list-style-type: none"> Recognise and use symbols for £ and p; combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit including giving change.

Year 2 Maths Skills

Spring Term

Number – Multiplication and Division	Fractions	Geometry	Measurement	Statistics
<ul style="list-style-type: none"> Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication/division and equal signs. Solve problems involving multiplication and division using mental methods. Show that multiplication of two numbers can be done in any order and division of 1 number by another cannot. Use known multiplication facts to check the accuracy of calculations. Recall and use multiplication and division facts for the 2, 5 and 10 times tables. <p><u>Ready to progress objectives</u> 2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. 2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).</p>	<ul style="list-style-type: none"> Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity. Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ Write simple fractions for example $\frac{1}{2}$ of 6 is 3. 	<ul style="list-style-type: none"> Identify and describe the properties of 2D shapes including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3D shapes including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes. Compare and sort common 2D and 3D shapes and everyday objects. <p><u>Ready to progress objectives</u> 2G–1 Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.</p>	<ul style="list-style-type: none"> Use standard units to estimate and measure length and height (m/cm) to the nearest appropriate unit using rulers. Compare and order lengths and record the results using $<$, $>$ and $=$. 	<ul style="list-style-type: none"> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data.
<p><u>Mastering Number</u> -Explore how the numbers 6 to 9 can be doubled using the '5 and a bit' and '10 and a bit' structure -Use doubles to calculate near doubles -Use bonds of 10 to reason about bonds of 20, in which the given addend is greater than 10 -Use known number bonds within 10 to calculate within 20, working within the 10-boundary -Use their knowledge of bonds of 10 to find three addends that sum to 10 -Use their knowledge of the composition of numbers within 20 to add and subtract across the 10-boundary -Use their understanding of the linear number system to 10 to position multiples of 10 on a 0 - 100 number line and reason about midpoints</p>				

Year 2 Maths Skills
Summer Term

Measurement	Position and Direction
<p><u>Time</u></p> <ul style="list-style-type: none"> Tell and write the time to 5 minutes including quarter past and to the hour and draw the hands on the clock face to show these times. Know the numbers of minutes in an hour and the numbers of hours in a day. Compare and sequence intervals of time. <p><u>Mass, capacity and temperature</u></p> <ul style="list-style-type: none"> Use standard units to estimate and measure mass, temperature and capacity to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels. Compare and order mass, volume and capacity and record the results using $<$, $>$ and $=$. 	<ul style="list-style-type: none"> Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in turns of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) Order and arrange combinations of mathematical objects in patterns and sequences.
<p><u>Mastering Number</u></p> <ul style="list-style-type: none"> -Continue to explore a range of strategies to subtract across the 10-boundary -Review bonds of 20 in which the given addend is greater than 10, and reason about bonds of 20, in which the given addend is less than 10 -Practise previously explored strategies to support their reasoning about inequalities and equations -Review doubles and near doubles and transform additions in which two addends are adjacent odd/ even numbers into doubles -Consolidate previously taught facts and strategies through continued, varied practice 	

Year 3 Maths Skills

Autumn Term

Number and Place Value	Number – Addition and Subtraction	Number – Multiplication and Division
<ul style="list-style-type: none"> Identify represent and estimate numbers using different representations. Recognise the place value of each digit in a three-digit number. Compare and order numbers up to 1000. Solve number problems and practical problems with increasing larger numbers. Count in multiples of 2-9, 50 and 100. <p><u>Ready to progress objectives</u></p> <p>3NPV–1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other threedigit multiples of 10.</p> <p>3NPV–2 Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning.</p> <p>3NPV–3 Reason about the location of any threedigit number in the linear number system, including identifying the previous and next multiple of 100 and 10.</p> <p>3NPV–4 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.</p>	<ul style="list-style-type: none"> Add and subtract numbers mentally including a 3-digit number and ones, a 3-digit number and tens, and a 3-digit number and hundreds. Add and subtract numbers up to three digits using the formal written methods of column addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve problems including missing number problems, using number facts, place value and more complex addition and subtraction. <p><u>Ready to progress objectives</u></p> <p>3NF–1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.</p> <p>3AS–1 Calculate complements to 100.</p> <p>3AS–2 Add and subtract up to three-digit numbers using columnar methods.</p> <p>3AS–3 Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction.</p>	<ul style="list-style-type: none"> Count in multiples of 2-9, 50 and 100. Recall and use multiplication and division facts for the 2, 3, 4, 5, 8 and 10 times tables. Multiply 2-digit numbers by a 1 digit number using the formal written layout. Solve problems involving multiplying and dividing including positive integer scaling problems and correspondence problems in which N objects are connected to M objects. <p><u>Ready to progress objectives</u></p> <p>3NF–2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number</p> <p>3NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).</p> <p>3MD–1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.</p>

Year 3 Maths Skills

Spring Term

Number – Multiplication and Division	Fractions	Measurement	Statistics
<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 3, 4, 5, 8 and 10 times tables. Multiply 2-digit numbers by a 1-digit number using the formal written layout. Solve problems involving multiplying and dividing including positive integer scaling problems and correspondence problems in which N objects are connected to M objects. <p><u>Ready to progress objectives</u></p> <p>3NF–2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number</p> <p>3NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).</p> <p>3MD–1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.</p>	<ul style="list-style-type: none"> Count up and down in tenths; recognising that tenths arise from dividing an object into ten equal parts and dividing 1-digit numbers or quantities by 10. Recognise and use fractions as numbers: unit fractions and non-unit fractions, with small denominators. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-fractions with small denominators. Solve problems involving increasingly harder fractions. <p><u>Ready to progress objectives</u></p> <p>3F–1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.</p> <p>3F–2 Find unit fractions of quantities using known division facts (multiplication tables fluency).</p> <p>3F–3 Reason about the location of any fraction within 1 in the linear number system.</p> <p>3F–4 Add and subtract fractions with the same denominator, within 1.</p>	<ul style="list-style-type: none"> Measure, compare, add and subtract lengths, (m, cm, mm); mass (kg/g); volume/capacity (l/m) Measure the perimeter of simple 2D shapes. 	<ul style="list-style-type: none"> Interpret and present data using bar charts, pictograms and tables. Solve 1 step and 2 step questions (for example how many more and how many fewer using information presented in scaled bar charts, pictograms and tables.

Year 3 Maths Skills

Summer Term

Fractions	Measurement	Geometry
<ul style="list-style-type: none"> • Add and subtract fractions with the same denominator within 1 whole. • Recognise and show, using diagrams equivalent fraction with small denominators. • Compare and order unit fractions and fractions with the same denominator. • Solve problems involving increasingly harder fractions. 	<p><u>Time</u></p> <ul style="list-style-type: none"> • Tell and write the time from an analogue clock including using Roman numerals from 1-12 and 12 and 24 hour clocks. • Estimate and read time with increasing accuracy to the nearest minute. • Record and compare time in terms of seconds, minutes and hours and in that use appropriate vocabulary. • Know the number of seconds in a minute and the number of days in each month, year and leap year. • Compare duration of events <p><u>Mass and capacity</u></p> <ul style="list-style-type: none"> • Measure, compare, add and subtract lengths, (m, cm, mm); mass (kg/g); volume/capacity (l/m) 	<ul style="list-style-type: none"> • Recognise angles as a property of shape or a description of a turn. • Identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn. • Identify whether angles are greater than or less than a right angle. • Identify horizontal and vertical lines and perpendicular and parallel lines. • Draw 2D shapes and make 3D shapes using modelling materials. • Recognise 3D shapes in different orientations and describe them. <p><u>Ready to progress objectives</u></p> <p>3G–1 Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations.</p> <p>3G–2 Draw polygons by joining marked points, and identify parallel and perpendicular sides.</p>

Year 4 Maths Skills

Autumn Term

Number and Place Value	Number – Addition and Subtraction	Number – Multiplication and Division	Measurement
<ul style="list-style-type: none"> Count in multiples of 25. Find 1000 more or less than a given number. Count backwards through zero to include negative numbers. Identify, represent and estimate numbers using different representations. Read Roman Numerals to 100 and know that over time, the numeral system changed to include the concept of zero and place value. Order and compare numbers beyond 1000. Recognise the place value of each digit in a four-digit number. Round any number to the nearest 10, 100 or 1000. Solve number and practical problems with increasingly larger positive numbers. <p><u>Ready to progress objectives</u> 4NPV-1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100. 4NPV-2 Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and nonstandard partitioning. 4NPV-3 Reason about the location of any fourdigit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. 4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.</p>	<ul style="list-style-type: none"> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve two-step addition and subtraction problems in contexts, deciding which operations and methods to use and why. 	<ul style="list-style-type: none"> Count in multiples of 25 and 1000. Use place value, known and derived facts to multiply and divide mentally including multiplying by 0 and 1, dividing by 1, multiplying together three numbers. Recall and use multiplication and division facts up to 12x12. Multiply 2 and 3-digit numbers by a 1-digit number using the formal written layout. Solve problems involving multiplying and dividing including positive integer scaling problems and correspondence problems in which N objects are connected to M objects. <p><u>Ready to progress objectives</u> 4NF-1 Recall multiplication and division facts up to, and recognise products in multiplication tables as multiples of the corresponding number. 4NF-2 Solve division problems, with two-digit dividends and one-digit divisors that involve remainders, and interpret remainders appropriately according to the context. 4NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100) 4MD-1 Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size. 4MD-2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication. 4MD-3 Understand and apply the distributive property of multiplication.</p>	<ul style="list-style-type: none"> Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m. Convert between different units of measure for example km to m.

Year 4 Maths Skills
Spring Term

Number – Multiplication and Division	Fractions	Decimals	Measurement
<ul style="list-style-type: none"> Use place value, known and derived facts to multiply and divide mentally including multiplying by 0 and 1, dividing by 1, multiplying together three numbers. Recall and use multiplication and division facts up to 12x12. Multiply 2 and 3-digit numbers by a 1-digit number using the formal written layout. Recognise and use factor pairs and commutativity in mental calculations. Recognise and use the inverse relationship between multiplication and division and use this to check calculations and solve missing number problems. Solve problems involving multiplying and dividing including positive integer scaling problems and correspondence problems in which N objects are connected to M objects. <p><u>Ready to progress objectives</u></p> <p>4NF-1 Recall multiplication and division facts up to, and recognise products in multiplication tables as multiples of the corresponding number.</p> <p>4NF-2 Solve division problems, with two-digit dividends and one-digit divisors that involve remainders, and interpret remainders appropriately according to the context.</p> <p>4NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100)</p> <p>4MD-1 Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size.</p> <p>4MD-2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.</p> <p>4MD-3 Understand and apply the distributive property of multiplication.</p>	<ul style="list-style-type: none"> Recognise and show using diagrams families of common equivalent fractions. Count up and down in hundredths, recognise that hundredths arise when dividing an object by 100 and dividing tenths by ten. Add and subtract fractions with the same denominator. Solve problems including increasingly harder fractions <p><u>Ready to progress objectives</u></p> <p>4F-1 Reason about the location of mixed numbers in the linear number system.</p> <p>4F-2 Convert mixed numbers to improper fractions and vice versa.</p> <p>4F-3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.</p>	<ul style="list-style-type: none"> Recognise and write decimal equivalent of any number of tenths or hundredths. Find the effect of dividing a 1 or 2-digit number by 10 and 100. Identifying the value of the digits in the answer as ones, tenths and hundredths. Solve simple measure and money problems involving fractions and decimals to two decimal places. Convert between different units of measure. 	<ul style="list-style-type: none"> Find the area of rectilinear shapes by counting squares.

Year 4 Maths Skills Summer Term

Decimals	Measurement	Geometry	Statistics
<ul style="list-style-type: none"> Compare numbers with the same number of decimal places up to two decimal places. Round decimals with 1 decimal place to the nearest whole number. Recognise and write decimal equivalence to a quarter, a half and 3 quarters. Find the effect of dividing a 1- or 2-digit number by ten or 100, identifying the value of the digits in the answer as ones, tenths or hundredths. 	<p><u>Money</u></p> <ul style="list-style-type: none"> Estimate, compare and calculate different measures including money in £ and p. Solve simple money problems involving fractions and decimals to 2 decimal places. <p><u>Time</u></p> <ul style="list-style-type: none"> Convert between different units of measure e.g. hour to minute. Read, write and convert time between analogue and digital, 12 and 24 hour clocks. Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days. 	<p><u>Properties of shape</u></p> <ul style="list-style-type: none"> Identify acute and obtuse angles and compare and order angles up to 2 right angles by size. Compare and classify geometric shapes including quadrilaterals and triangles based on their properties and sizes. Identify lines of symmetry in 2D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry. <p><u>Position and direction</u></p> <ul style="list-style-type: none"> Describe positions on a 2D grid as coordinates in the first quadrant. Plots specified points and draw sides to complete a given polygon. Describe movement between positions and translations of a given unit to the left/right and up/down. <p><u>Ready to progress objectives</u></p> <p>4G–1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.</p> <p>4G–2 Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons.</p> <p>4G–3 Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry</p>	<ul style="list-style-type: none"> Interpret and present discrete and continuous data using appropriate graphical methods including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Year 5 Maths Skills

Autumn Term

Number and Place Value	Number – Addition and Subtraction	Number – Multiplication and Division
<ul style="list-style-type: none"> Read Roman Numerals up to 10 000 and recognise years written in Roman numerals Solve number and practical problems. <p><u>Ready to progress objectives</u></p> <p>5NPV–1 Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01.</p> <p>5NPV–2 Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and nonstandard partitioning.</p> <p>5NPV–3 Reason about the location of any number with up to 2 decimal places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.</p> <p>5NPV–4 Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts</p>	<ul style="list-style-type: none"> Add and subtract whole numbers with more than 4 digits, including using formal written methods. Add and subtract mentally with increasingly large numbers. Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve multi-step addition and subtraction problems in contexts, deciding which operations and methods to use and why. Solve problems using addition, subtraction, multiplication and division and a combination of these, including the meaning of the equals signs. 	<ul style="list-style-type: none"> Solve problems using addition, subtraction, multiplication and division and a combination of these, including the meaning of the equals sign. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. Establish whether a number up to 100 is a prime and recall prime numbers up to 19. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Recognise and use square numbers and cube numbers, and the notation for squared and cubed. <p><u>Ready to progress objectives</u></p> <p>5NF–1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice</p> <p>5NF–2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).</p> <p>5MD–1 Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size.</p> <p>5MD–2 Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors.</p> <p>5MD–3 Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.</p> <p>5MD–4 Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context.</p>

Year 5 Maths Skills
Spring Term

Fractions	Number – Multiplication and Division	Measurement
<ul style="list-style-type: none"> • Compare and order fractions whose denominators are all multiples of the same number • Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number • Round decimals with two decimal places to the nearest whole number and to one decimal place • Read, write, order and compare numbers with up to three decimal place • Recognise the percentage symbol (%) and understand that percent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100 and as a decimal • Add and subtract fractions with the same denominator and denominators that are multiples of the same number • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • Solve problems which require knowing percentage and decimal equivalents of, $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25 <p><u>Ready to progress objectives</u> 5F–1 Find non-unit fractions of quantities. 5F–2 Find equivalent fractions and understand that they have the same value and the same position in the linear number system. 5F–3 Recall decimal fraction equivalents for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$ and for multiples of these proper fractions.</p>	<ul style="list-style-type: none"> • Solving problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes 	<ul style="list-style-type: none"> • Convert between different units of metric measure • Understand and use approximate equivalences between metric units common imperial units such as inches, pounds and pints • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • Calculate and compare the area of rectangles (including squares) and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes. • Estimate volume and capacity. • Solve problems involving converting between units of time. • Use all four operations to solve problems involving measure using decimal notation including scaling <p><u>Ready to progress objectives</u> 5NPV–5 Convert between units of measure, including using common decimals and fractions</p>

Year 5 Maths Skills
Summer Term

Fractions and Decimals	Statistics	Shape
<ul style="list-style-type: none"> Solve problems involving number up to three decimal places 	<ul style="list-style-type: none"> Interpret and construct pie charts and line graphs and use these to solve problems. Calculate and interpret the mean as an average. 	<ul style="list-style-type: none"> Identify 3D shapes, including cubes and other cuboids, from 2D representations Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles Draw given angles, and measure them in degrees Identify: Angles at a point and one whole turn (total 360), Angles at a point on a straight line and a turn (total 180) Other multiples of 90 Use the properties of rectangles to deduce related facts and find missing lengths and angles Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed <p><u>Ready to progress objectives</u> 5G–1 Compare angles, estimate and measure angles in degrees ($^{\circ}$) and draw angles of a given size. 5G–2 Compare areas and calculate the area of rectangles (including squares) using standard units</p>

Year 6 Maths Skills
Autumn Term

Number and Place Value	Number – Addition and Subtraction	Number – Multiplication and Division	Fractions	Shape
<ul style="list-style-type: none"> Read, write, order and compare numbers up to 10,000,000 Use negative numbers in context and calculate intervals across zero. Round any whole number to a required degree of accuracy Solve number and practical problems <p><u>Ready to progress objectives</u> 6NPV–1 Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000). 6NPV–2 Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and nonstandard partitioning. 6NPV–3 Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts. 6NPV–4 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.</p>	<ul style="list-style-type: none"> Solve multi-step addition and subtraction problems in contexts, deciding which operations and methods to use and why Add and subtract negative numbers Use knowledge of the order of operations to carry out calculations involving the four operations Perform mental calculations, including with mixed operations and large numbers Estimate and use inverse operations and rounding to check answers to a calculation 	<ul style="list-style-type: none"> Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication Divide numbers up to 4 digits by a two digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. Divide numbers up to 4 digits by a two digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. Identify common factors, common multiples and prime numbers <p><u>Ready to progress objectives</u> 6AS/MD–1 Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number). 6AS/MD–2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.</p>	<ul style="list-style-type: none"> Compare and order fractions, including fractions >1 Compare and order fractions whose denominators are all multiples of the same number Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as mixed numbers Multiply simple pairs of proper fractions, writing the answer in its simplest form Divide proper fractions by whole numbers <p><u>Ready to progress objectives</u> 6F–1 Recognise when fractions can be simplified, and use common factors to simplify fractions. 6F–2 Express fractions in a common denomination and use this to compare fractions that are similar in value. 6F–3 Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy.</p>	<ul style="list-style-type: none"> Solve problems involving similar shapes where the scale factor is known or can be found Solve problems including unequal sharing and grouping using knowledge of fractions and multiples

Year 6 Maths Skills
Spring Term

Number – Multiplication and Division	Ratio and Proportion	Algebra	Measurement	Shape and Space
<ul style="list-style-type: none"> Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places 	<ul style="list-style-type: none"> Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts Solving problems involving the calculation of percentages and the use of percentages for comparison <p><u>Ready to progress objectives</u> 6AS/MD–3 Solve problems involving ratio relationships.</p>	<ul style="list-style-type: none"> Use simple formulae Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables. <p><u>Ready to progress objectives</u> 6AS/MD–4 Solve problems with 2 unknowns</p>	<ul style="list-style-type: none"> Solve problems involving the calculation and conversion of units of measure using decimal notation up to three decimal places where appropriate Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit and vice versa, using decimal notation up to three decimal places Convert between miles and kilometres 	<ul style="list-style-type: none"> Recognise that shapes with areas can have different perimeters and vice versa Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metre (m³), and extending to other units. <p><u>Ready to progress objectives</u> 6G–1 Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.</p>

Year 6 Maths Skills

Summer Term

Statistics	Shape
<ul style="list-style-type: none"> • Interpret and construct pie charts and line graphs and use these to solve problems. • Calculate and interpret the mean as an average. 	<ul style="list-style-type: none"> • Recognise, describe and build simple 3-D shapes, including making nets • Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons • Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • Recognise angles where they meet at a point, are on a straight line, or are vertically opposite and find missing angles • Describe positions on the full coordinate grid (all four quadrants) • Draw and translate simple shapes on the coordinate plane, and reflect them in the axes <p><u>Ready to progress objectives</u> 6G–1 Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.</p>

William Law Science Progression

SCI	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<ul style="list-style-type: none"> Comment and ask questions about where they live and the natural world. Talks about why things happen and how things work Develop an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment. 		<ul style="list-style-type: none"> Look closely at similarities, differences, patterns and change. Know about similarities and differences in relation to places, objects, materials and living things. Talk about the features of their own immediate environment and how environments might vary from one another. Make observations of animals and plants and explain why some things occur, and talk about changes. 		<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them, drawing on their experience and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	
Y1	<p><u>Plants</u></p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants including trees. Gather and record data to help in answering questions 	<p><u>Everyday materials</u></p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Identify and name a variety of every materials, including wood, plastic, glass, metal, water and rock. Ask simple questions and recognising that they can be answered in different ways 	<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Use their observations and ideas to suggest answers to questions 	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify and classify 	<p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the season and how day length varies. Perform simple tests 	<p><u>Everyday Materials</u></p> <ul style="list-style-type: none"> Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Observe closely, using simple equipment

Y2	<ul style="list-style-type: none"> • <u>Plants</u> • Observe and describe how seeds and bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy • <u>Observe closely, using simple equipment</u> 	<ul style="list-style-type: none"> • <u>Everyday Materials</u> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • <u>Perform simple tests</u> • <u>Use their observations and ideas to suggest answers to questions</u> 	<ul style="list-style-type: none"> • <u>Animals, including humans</u> • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • <u>Ask simple questions and recognising that they can be answered in different ways</u> 	<ul style="list-style-type: none"> • <u>Animals, including humans</u> • Notice that animals, including humans, have offspring which grow into adults • Describe the importance for human of exercise, eating the right amounts of different types of food and hygiene. 	<ul style="list-style-type: none"> • <u>Living things and their habitats</u> • Explore and compare the differences between things that are living, dead and things that have never been alive. • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each others. • <u>Identify and classify</u> 	<ul style="list-style-type: none"> • <u>Living things and their habitats</u> • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. • <u>Gather and record data to help in answering questions</u>
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Y3	<ul style="list-style-type: none"> • <u>Plants</u> • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers • Identify differences, similarities or changes related to simple scientific ideas and processes 	<ul style="list-style-type: none"> • <u>Rocks and Fossils</u> • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • Describe in simple terms how fossils are formed when things that have lived are trapped within a rock. • Recognise that soils are made from rocks and organic matter. • Set up simple practical enquiries, comparative and fair tests • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables 	<ul style="list-style-type: none"> • <u>Animals, including humans</u> • Identify that animals, including humans need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat. • Ask relevant questions and using different types of scientific enquiries to answer them <ul style="list-style-type: none"> ○ . 	<ul style="list-style-type: none"> • <u>Animals, including humans</u> • Identify that human and some other animals have skeletons and muscles for support, protection and movement. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Use straightforward scientific evidence to answer questions or to support their findings 	<ul style="list-style-type: none"> • <u>Light</u> • Recognise that they need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by an opaque object. • Find patterns in the way that the size of the shadows change. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusion 	<ul style="list-style-type: none"> • <u>Forces and Magnets</u> • compare how things move on different surfaces • notice that some forces need contact between 2 objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having 2 poles • predict whether 2 magnets will attract or repel each other, depending on which poles are facing • Gather, record, classify and present data in a variety of ways to help in answering questions
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Y4	<ul style="list-style-type: none"> • <u>Animals , including humans</u> • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • Ask relevant questions and using different types of scientific enquiries to answer them 	<ul style="list-style-type: none"> • <u>Electricity</u> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors • Record findings using simple scientific language, drawings, 	<ul style="list-style-type: none"> • <u>States of Matter</u> • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature • Set up simple practical enquiries, comparative and fair tests • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, 	<ul style="list-style-type: none"> • <u>Animals including humans</u> • construct and interpret a variety of food chains, identifying producers, predators and prey • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Use straightforward scientific evidence to answer questions or to support their findings 	<ul style="list-style-type: none"> • <u>Living things and their habitats</u> • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusion • Identify differences, similarities or changes related to simple scientific ideas and processes 	<ul style="list-style-type: none"> • Sound • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases • Gather, record, classify and present data in a variety of ways to help in answering questions

		labelled diagrams, keys, bar charts, and tables	including thermometers and data loggers			
Y5	<ul style="list-style-type: none"> • <u>Earth and Space</u> • describe the movement of the Earth and other planets relative to the sun in the solar system • describe the movement of the moon relative to the Earth • describe the sun, Earth and moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky • 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 	<ul style="list-style-type: none"> • <u>Forces</u> • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary 	<ul style="list-style-type: none"> • <u>Properties and changes of materials</u> • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Use test results to make predictions to set up further 	<ul style="list-style-type: none"> • <u>Properties and changes of materials</u> • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary 	<ul style="list-style-type: none"> • <u>Living things and their habitats</u> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs 	<ul style="list-style-type: none"> • <u>Animals, including humans</u> • describe the changes as humans develop to old age

	<ul style="list-style-type: none"> Identify scientific evidence that has been used to support or refute ideas or arguments 		comparative and fair tests	<ul style="list-style-type: none"> Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate 		
Y6	<ul style="list-style-type: none"> <u>Animals including humans</u> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans Use test results to make predictions to set up further comparative and fair tests 	<ul style="list-style-type: none"> <u>Electricity</u> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking 	<ul style="list-style-type: none"> <u>Light</u> recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them Plan different types of scientific enquiries 	<ul style="list-style-type: none"> <u>Living things and their habitats</u> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs 	<ul style="list-style-type: none"> <u>Evolution and inheritance</u> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution Identify scientific evidence that has been used to support 	<ul style="list-style-type: none"> <u>Animals including humans</u> Sex and relationship Education

		<p>repeat readings when appropriate</p> <ul style="list-style-type: none"> 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>to answer questions, including recognising and controlling variables where necessary</p>		<p>or refute ideas or arguments</p>	
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William Law Science Long Term Plan

	Autumn 1 (1)		Autumn 2 (2)		Spring 1 (3)		Spring 2 (4)		Summer 1 (5)		Summer 2 (6)	
Y1		<p>Science</p> <p>Plants – Trees and plants - naming</p> <p>Everyday materials :identify and name</p> <p>Science 2.2 Science 4.3 Science 5.3</p>		<p>Science</p> <p>Plants – Trees and plants - naming</p>		<p>Science</p> <p>Humans: Body parts</p> <p>Science 2.3, 3.3, 4.1,6.6</p>		<p>Science</p> <p>Animals - groupings</p> <p>Science ,4.4,5.5,6.4</p>		<p>Science</p> <p>Seasonal changes – four seasons</p> <p>Science 1.2; 1.5; 2.1; 2.5,3.4,5.5</p>		<p>Science</p> <p>Everyday materials – properties</p> <p>Science 1.2 Science 4.3 Science 5.3</p>
Y2		<p>Science</p> <p>Everyday materials: identify and compare</p> <p>Science 1.2 Science 4.3 Science 5.3</p>		<p>Science</p> <p>Importance of food, exercise and hygiene</p> <p>Science 2.3, 3.3, 4.1,6.6</p>		<p>Science</p> <p>Animals and habitats - identify</p> <p>What animals need to survive</p> <p>Science 6.5</p>		<p>Science</p> <p>Humans and animals have offspring which grow into adults:</p> <p>Plants:</p> <p>What is needed for growth and changes over time</p>		<p>Science</p> <p>Living things and their habitats</p> <p>Living/dead things</p> <p>Habitats</p> <p>Science 1.2; 1.5; 2.1; ,3.4,5.5</p>		<p>Science</p> <p>Living things and their habitats- Foodchains -how animals and plants depend of each other</p> <p>Humans and animals have offspring which grow into adults:</p> <p>Science 1.4,4.4,,5.5,6.4</p>
Y3		<p>Science</p> <p>Function of parts of flowering plants and requirements of plants for life including life-cycle of plants</p> <p>Science 1.2; 1.5; 2.1; 2.5,3.4,5.5</p>		<p>Science</p> <p>Rocks and fossils–compare and group</p> <p>History 1.4 (fossils)</p> <p>History 3.2</p> <p>Geography 3.6</p>		<p>Science</p> <p>Animals: humans (nutrition)</p> <p>Science 2.4 Science 3.4 Science 4.1</p>		<p>Science</p> <p>Animals: humans (muscles & skeleton)</p> <p>Science 3.3</p>		<p>Science</p> <p>Light and shadows</p> <p>Science 6.2</p>		<p>Science</p> <p>Forces & magnets</p> <p>Science 5.3</p>
Y4		<p>Science</p> <p>Animals: humans (digestion, teeth)</p> <p>Science 2.3 Science 3.3 Science 6.1</p>		<p>Science</p> <p>Electricity – simple series circuits.</p> <p>Conductors and insulators</p> <p>Science 6.2</p>		<p>Science</p> <p>States of matter –changing state and water cycle</p> <p>Science 5.4</p>		<p>Science</p> <p>Animals including humans (Food chains)</p>		<p>Science</p> <p>Living things- classification keys and different environments</p> <p>Science 6.4</p>		<p>Science</p> <p>Sound –pitch and volume</p>

Y5		Science Forces- Gravity, air resistance and mechanisms Science 3.6		Science Earth and Space- The Solar system		Science Properties and changes of materials – properties, solutions and separation Science 1.2,2.2,4.3		Science Properties and changes of materials –fair tests, dissolving and mixing and reversible and irreversible changes Science 4.3		Science Living things and their habitats (life cycles, reproduction in some plants and animals) Science 1.2; 1.5; 2.1; 2.5,3.4,5.6		Science Animals: humans (life cycles and growth & changes into old age - puberty) Science 2.3, 3.3, 4.1 ,5.5
Y6		Science Animals: humans Circulatory system –diet and exercise Science 2.3,3.3,4.1		Science Electricity- symbols and Compare variations of how components function Science 4.2		Science Light- How it travels and shadows Science 3.5		Science Living things- classification systems Science 4.5		Science Evolution, inheritance and adaptation Science 2.3		Science Keeping our bodies healthy and human reproduction Science 5.5,5.6

William Law History Long Term Plan

	Autumn 1 (1)		Autumn 2 (2)		Spring 1 (3)		Spring 2 (4)		Summer 1 (5)		Summer 2 (6)	
Y1	History Changes within living memory: Toys				History Significant People: Florence Nightingale		History Significant People: Mary Anning				History Significant Event in own locality: Local Transport in Peterborough Railway Perkins Henry Royce	
Y2	History Events beyond Living Memory: Great Fire of London				History Significant People: Christopher Columbus George Alcock (English astronomer from Peterborough)		History Significant People Comparison: Neil Armstrong VS Christopher Columbus	History Events beyond Living Memory: Great Fire of London				
Y3			History Changes in Britain from the Stone Age to the Iron Age						History The Roman Empire and its Impact on Britain (Settlers)		History The Roman Empire and its Impact on Britain (Invaders)	3
Y4	History Ancient Egyptians		History Local history study Edith Cavell						History Britain's Settlement by Anglo-Saxons and Scots		History The Vikings' and Anglo-Saxons' struggle for the Kingdom of England to the time of Edward the Confessor	
Y5	History Ancient Greece		History Ancient Greece						History Tudors		History Local Peterborough Tudors Peterborough Cathedral – Mary Queen of Scots and Catherine of Aragon.	
Y6	History A study of an aspect in British History that extends chronological knowledge beyond 1066: Advances of Medicine / Crime and Punishment		History A study of an aspect in British History that extends chronological knowledge beyond 1066: Advances of Medicine / Crime and Punishment								History A Non-European Society: Mayan Civilization	

William Law History Skills Progression Map

Chronological Understanding To Place information in chronological order (place it) To create a chronological narrative (talk it)							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To use simple words to talk about the passing of time.	To know and use phases of passing of time. E.g. yesterday / today (talk it)	To use words such as: 10 years ago, 100 years ago, 1000 years ago, 50 years ago to communicate facts / comparisons.	Know how to read and say dates of years (1066 – would be 10,66 not 1 thousand and 66)	To communicate the passing of time using accurate vocabulary (centuries, decades, over 1000 years)	Narrate comparisons within the same period of time studied	Create a chronological narrative bridging historical themes (rich / poor / beliefs)
		Use time language such as: a long time ago; before I was born / when my grandad was little (talk it)		Summarise information to capture key events and dates.	Narrate historical information by using the term eras or referencing historical events (During the Roman Era, Shortly after the Lindisfarne invasion)	Narrate comparison across 2 periods of time	
		Use words and phrases in context to compare objects / events or people. (talk it)					
	Sequence pictures to show time order (eg baby, toddler, child).	To place two objects / images into time order using now and then	To use knowledge of the past and present to place objects / people / facts or events in sequential order. (3-5 things)	Place events across the AD BCE divide	Retrieve and explain information from a time line	To represent lengths of time between events on a accurately time line (items placed closely together for consecutive dates, empty space to indicate 100 years passing)	Research evidence to create a layered timeline
			Place given information	To know that the historical timeline doesn't have 0.	Deduce information from a time line to		

			accurately on a timeline	Place summarised information on a time line in the correct order.	Place periods of time accurately on a time	To represent given information as a layered timeline	
					Narrate forwards and backwards over time to present information		

Sources: To use sources to learn about the past						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can recognise a familiar event can be represented in different ways e.g. photos, videos, mementos such as saved birthday cards.	Retrieve information from a given source	Identify if a source can answer a question	Select a source to provide specific information	Combine sources to extract historical information	Recognise that some sources are more appropriate than others when representing particular information	Question the reliability of a source
	To identify facts that they can retrieve from a given source	Explain why a source can / cannot answer a question	Know what different sources can teach us about the same event / person	Know that a secondary source (painting, newspaper report) is an interpretation after an event.	Explain why the same resource could have different representations	Know how bias can change the way history is recorded
	Name different sources	Compare information that can be retrieved from different sources (2)	Use term primary source to describe a 1 st hand account	Compare how a person / event has been represented To compare different viewpoints of the same event	To know what should be a reliable source of a historical event / person and what could be an unreliable source.	To know how beliefs change the way an event is recorded
		To know black and white photos do not always mean it is old	he term secondary source			
		To know the difference between fact and fiction	To know the difference between opinion and fact			

Knowledge and Understanding Similarities / difference: To identify similarities and differences				Historical Enquiry Cause and Consequence: To identify the cause and consequence of an action or event		
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To listen to and recall historical stories.	To say what is the same	To identify similarities and differences within a theme of the same period of time (wealth - rich and poor)	To identify similarities and differences in the ways of life between then and then (Celts vs Roman army)	Explain what caused an event or action from a person	To identify continuity and change within a period	Identify trends within a period
	To say what is different	To identify similarities and differences within a theme of the same period of time (wealth - rich and poor)		Explain the immediate consequences	Give reasons for aspects of life to change or continue	Identify trends across a whole period of time
	(within living memory)	Explain a reason for the similarities and differences		Apply their wider knowledge of the time / event to inform their comparison / explanation		Analyse trends
	To identify changes between now and then					Make inferences from trends identified

Significant people and events:
To know and explain significant events in history
To know explain the actions / choices of people in history

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Talk about past and events in their own lives and in the lives of family members.	Identify key features that make an event significant		Explain the impact / effect of a significant event	Explain the sustained impact of an individual event (same era of time)	To know how significant events can impact the world	To debate achievement of Mankind
	Identify key actions that make a person significant		Explain the impact / effect of the significant person's action	Explain the sustained impact of a person's actions (same era of time)	To know how actions / decisions of a significant person can impact the world	To debate follies of Mankind
	Explain what caused the significant event / action				To know how the decisions of a person can change the course of history	

Historical Interpretation Questions: To ask historical questions

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To identify and talk about similarities and differences.	To ask what questions find out historical information	To ask did and do questions to seek new information	To use known facts to ask linked questions e.g. I know Caesar invaded England, so... How did Caesar travel here?		To ask historical questions to seek information on change	To ask probing questions to seek challenging answers
	To ask when questions find out historical information	To ask how and where questions to seek new information	Ask questions about specific historical categories Such as: Life, beliefs, language, actions (these should then be a basis for enquiry)		To ask historical questions to seek information on cause	To question the reliability of information
	To ask why questions to find out historical information	To ask questions to identify similarities and differences			To ask historical questions to seek information on significance	To question the reliability of information due to personal bias

Presenting learning:
To construct informed responses by selecting and organising historical information

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Talk about past and events in their own lives and in the lives of family members.	To retell key events	To use parts of a <i>story</i> to retrieve and represent historical information	Select key facts to create their own historical account of an event (reduced choice given)	Select relevant historical information from independent research	Effectively organise historical facts to ensure information is cohesive	
	To capture keywords	Repeat above for other sources such as <i>trips / visitors / texts / film / photos</i>	Select key facts to create their own historical account of an action (reduced choice given)	To represent historical information through : 1. Images – paint / draw 2. Writing opportunities 3. re-enactments 4. photography / film (teacher directed)	To choose an effective method to communicate historical information drawing on knowledge of sources	
	To write simple factual sentences	Retell events in correct sequence			To reflect knowledge via an array of appropriate sources	

William Law - History Concept Map (KS1 EYFS)

	The Story of Britain	Beliefs	Economy/Trade	Society and Government	Chronology	Being a Historian
EYFS						
<p>EYFS</p> <p>Autumn Term</p> <p>Me and my community</p>	<p>Talk about where they live and develop the vocabulary of place.</p>	<p>Children recognise places of worship in their local community or places that are important to different children in the class.</p> <p>They visit some of these places of worship and begin to understand that different people believe different things. Begin to recognise that what they believe changes the way they behave/live.</p>	<p>Use money in role play situations and know that money is needed in shops to buy things.</p> <p>Know that adults do different jobs and get paid for doing them.</p>	<p>Develop the sense of belonging to a community and helping each other to achieve things.</p> <p>Know that there are rules and expectations that need to be followed – know that adults must follow rules as well.</p> <p><i>Recognise authority figures in their own lives (parents, teachers) as well as important members of society like police officers, nurses and firefighters.</i></p>	<p>Talk about things that happened before they were born.</p> <p><i>Recognise how they have changed from when they were a baby.</i></p> <p>Develop a sense of 'past' and use appropriate language such as 'yesterday' and 'last week'</p>	<p>Talk about their own life stories and retell stories about things that have happened in their families.</p> <p>Know that people change as they get older.</p>
<p>Spring Term</p> <p>Me and my world</p>	<p>Know that they live in England</p> <p>Know that there are other countries around the world that they can visit and from where people visit Britain.</p>	<p>Children recognise places of worship in their local community or places that are important to different children in the class.</p> <p>They visit some of these places of worship and begin to understand that different people believe</p>	<p>Use money in role play situations and know that money is needed in shops to buy things.</p>			

	The Story of Britain	Beliefs	Economy/Trade	Society and Government	Chronology	Being a Historian
	<p>Know that many people who now live in England were born in other countries.</p> <p>Recognise a picture of the Queen and other important figures in British life.</p>	different things. Begin to recognise that what they believe changes the way they behave/live.				
<p>Summer Term</p> <p>Can you tell me a story?</p>		<p>Children recognise places of worship in their local community or places that are important to different children in the class.</p> <p>They visit some of these places of worship and begin to understand that different people believe different things. Begin to recognise that what they believe changes the way they behave/live.</p>	<p>Use money in role play situations and know that money is needed in shops to buy things.</p> <p>Become aware that not everyone has the same amount of money and that there are big differences between rich and poor.</p>			<p>Listen to <i>fictional and non-fictional</i> stories that are set in the past and become increasingly aware that life in the past was different.</p>

	The Story of Britain	Beliefs	Economy/Trade	Society and Government	Chronology	Being a Historian
Year 1						
<p>Toys</p> <p>Approx. 6 weeks</p>	<p>Know that many of the toys that people played with in the past are very different from the ones that are played with today.</p> <p>Know that there are some toys which are almost the same as they were in the past.</p> <p>Know that modern toys are made from different materials to older toys.</p> <p>Know that children today tend to have more toys than children in the past.</p>			<p>A President is a leader of a country that doesn't have a King or Queen – Theodore Roosevelt was president of the USA (pg4/5)</p>	<p>Find out about events that have happened within living memory.</p> <p>Start a class timeline – straight line with 'then' on left hand side and 'now' on right hand side. No years marked on the line.</p> <p>Sequence up to four generations (them, parents, grandparents and great grandparents) place on the timeline</p>	<p>Know that historian means learning about in the past.</p> <p>Finding out about the past by asking people for their accounts.</p> <p>Finding out about the past by looking at/handling items from the past.</p> <p>Be able to say what is similar and what is different when comparing toys.</p> <p>Be able to sequence two objects into then/now; older/newer.</p> <p>Increasingly aware that life now is different from the past and that many things we have now (plastics/electricity) did not exist in the past.</p>

	The Story of Britain	Beliefs	Economy/Trade	Society and Government	Chronology	Being a Historian
<p>Florence Nightingale</p> <p>Approx. 6 weeks</p>	<p>Queen Victoria is one of the most well known of the British Kings or Queens – she reigned over 100 years ago.</p> <p>The people who lived then are called Victorians.</p> <p>The Victorian times was a period when there was lots of change and many new inventions were being produced – Britain was one of the leading nations in coming up with new ideas and inventions (pg 1).</p> <p>Britain had a strong army in Victorian times and fought in many wars all over the world. The Crimean war was between Russia and Turkey – the British Government decided to help Turkey.</p> <p>Florence Nightingale fought against expectations to change nursing – the changes that she started shaped nursing in this country and across the world (pg 4).</p> <p>Many of the changes that Florence Nightingale brought about are still important in nursing/hospitals today.</p>	<p>Most people in Victorian Britain would have been Christian and believed that they should try to please God.</p> <p>Florence believed that she had been told to help people and become a nurse by God.</p>		<p>There have been many Kings and Queens in Britain going back over many years.</p> <p>Queen Victoria is our current Queen's great, great grandmother.</p> <p>There was a big difference between the lives of the rich and poor in Victorian times. Focus on the privileges of the rich – see Mary Anning unit for the poor.</p>	<p>Know that history goes back to events that are beyond living memory - there is no one from Victorian times who is alive today.</p> <p>Add 'the Victorians' to the class timeline with a suitable gap to where great grandparents are marked.</p> <p>Introduce 'century' as a unit of time.</p>	<p>Know that when we can't ask people about the past, we can find out about it by looking at objects and pictures from those times.</p> <p>Continue to make comparisons and say what is similar and what is different between now and then.</p> <p>Begin to know that some things that happened in the past are still important today.</p> <p>Know that Florence is a significant figure because she changed the way people thought and did things.</p>

	The Story of Britain	Beliefs	Economy/Trade	Society and Government	Chronology	Being a Historian
<p>Mary Anning</p> <p>Approx. 6 weeks</p>	<p>Mary was born just before Victoria became Queen.</p> <p>Know that Mary Anning was born in Lyme Regis which is one of the best places in the country to find fossils.</p> <p>Mary Anning started to collect fossils for fun and didn't know how important they were. Some of what she discovered changed the way scientists understood how life had developed on earth. Her discoveries were some of the most important discoveries in history (pg 3).</p> <p>Mary Anning didn't get recognised for her work until long after her death.</p>	<p>Because most people were Christians, many didn't believe that Mary Anning's fossils could be real as they appeared to go against what the Bible said about the world being made in 7 days <i>(note - many modern Christians have no problem with this and don't think the 7 days is meant to be literal)</i></p>	<p>People need to work to earn money - many people in Victorian times were tradespeople or craftsmen – they were highly skilled but didn't earn much money.</p> <p>Mary began to earn enough money from selling her fossils to keep her family fed and clothed – nowadays her fossils would have sold for millions of pounds.</p>	<p>Contrast the life of rich Victorians (Florence Nightingale) with poor Victorians (Mary Anning's family) – understand that many more people tend to be poor rather than rich, particularly in the past.</p> <p>Poor people were often treated unfairly but couldn't do anything about it.</p>	<p>Recognise, using the timeline, that Mary Anning and Florence Nightingale lived at similar times.</p> <p>Understand that dinosaurs existed a very long time before there were any people around.</p>	<p>Historians and archaeologists use the things that we find in the ground to help us understand what the past was like.</p> <p>Know that Mary Anning is a significant historical figure because she changed the way people understood the past – understand that both Florence Nightingale and Mary Anning are significant people even though they did very different things.</p>

Year 2

Local History	To be determined at school level.					
Great fire of London Approx. 6 weeks	<p>London was a busy and over-crowded city – lots of wooden buildings, animal feed and fires for cooking/industry made it vulnerable to a big fire.</p> <p>Fire started in a bakery in Pudding Lane and spread quickly – (pg3).</p> <p>Samuel Pepys was a central figure in fighting the fire – working with the King which restored belief in the monarch. The fire burned for five days before being put out (pg. 4).</p> <p>Very few people are known to have died given the size of the fire but this figure might be misleading.</p> <p>Some of London’s most well-known buildings were built to replace those destroyed by the fire.</p>		<p>London was a busy city with ships bringing goods to sell from all over the world. Many people came to London looking for work but much of their housing was poor quality – wooden – closely packed. Everything was moved by donkey/horses and cart.</p> <p>For most shopkeepers/tradesmen their home and their business were the same place.</p>	<p>Introduce the term monarch – the Merry Monarch wasn’t trusted by most Londoners because of the way he behaved (pg 1).</p> <p>He was expected to be a leader – his actions during the fire showed that he could do this.</p> <p>Only the richer people were counted in official figures – poor people were not considered important enough to be counted or provided for.</p>	<p>Begin to describe time in terms of ‘100 years ago/400 years ago’ etc.</p> <p>Mark 100 year blocks on timeline and know that the Great Fire took place approx. 450 years ago</p>	<p>Samuel Pepys kept a diary that tells us a lot about the fire. Documents from the past are one of the best ways to learn about the past.</p> <p>We can use different sources of information to find out about the past</p> <p>The Great Fire of London is a significant historical event because it effected a lot of people and changed the appearance of London.</p>

Christopher Columbus (CC)	Columbus' childhood inspired him to become both a sailor and a merchant (CC pg.1)	Know that people's beliefs influence their decisions – King and Queen of Spain gave Columbus the money he needed because they wanted people to be Christians like them.	Know the term 'merchant' (pg. CC pg.1)	Most European countries had a monarchy, like Britain, back in the 15 th century.	Place Columbus on the timeline – be able to say that he lived approximately 650 years ago and 200 years before the Great Fire of London.	Make comparisons between different points in time and understand that there can be similarities between events that happened at different times, as well as big differences.
Christopher Columbus v Neil Armstrong (CC/NA)	On Columbus' first voyage he had very little equipment – just a chart and compass – but he wanted to explore the world most of which hadn't been mapped. So he went back to school to study (CC pg.2) and became an expert cartographer and extended people's understanding of the world during his lifetime.		Merchants who were able to bring exotic goods back to Europe often became rich and famous.	America has never had a King or a Queen – they elect/choose a President every four years to be the leader of their country. There are many countries that do this and less that have a monarchy nowadays.		Pose their own questions about the two events – some of which should be comparisons. (Who travelled further? Who had the biggest crew? Who was the bravest?)
The two progression documents have been merged to form a 12 week unit.	Columbus understood that the world was spherical and wanted to find an easier route to India/China for trading.		Slaves were also bought and sold – it was considered okay to make money through buying and selling people.			Develop use of pictures as a source of information.
	Columbus got support for his expedition from the King and Queen of Spain who were wanted to spread Christianity and to get rich.					Be able to tell the difference between fact and fiction – compare facts about the moon with common ideas from fiction.
	Columbus took three ships and the supplies they needed for the expedition – sailing into unknown waters and his crew became mutinous. (CCpg.3).					
	Columbus thought he had landed in China when he was actually in the Caribbean – for a long time it was believed that he was the first European to discover the Americas. He claimed the islands he landed on for Spain and planted the flag there. His crew accidentally introduced many germs that					

<p>were new to the native population and many of them died as a result.</p> <p>Columbus died, still believing he had found a new route to China rather than the Caribbean Islands.</p> <p>No-one in Spain knew whether he had been successful until he returned with all sorts of treasures. Columbus led three trips to the islands and earned a fortune trading the exotic things he found there – many had never been seen in Europe before.</p> <p>Columbus was also involved in the slave trade.</p> <p>Armstrong's childhood inspired him to become a pilot and then an astronaut. (CC/NA pg.1)</p> <p>The space race between the USA and USSR meant that the American spent a lot of money to make sure they made it to the moon first. It demanded rapid advances in technology which are now found in devices in most homes in the UK.</p> <p>Exploring space was dangerous and many astronauts were killed in the space race.</p>					
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	<p>Apollo 11 had to take all the supplies they would need on their journey to the moon. There was a crew of three and no other help.</p> <p>Armstrong was the first person to walk on the moon and his footprints are still there – he planted the Stars and Stripes and what he said has become one of the most well-known sayings in the world.</p> <p>People all over the world were able to watch the moon landings on TV.</p> <p>When they returned to Earth, the astronauts had to go into quarantine in case they had brought back new germs from space.</p> <p>Neil Armstrong and Buzz Aldrin became famous because they had walked on the moon.</p>					
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Toys	
Week	Lesson focus
1	<p>Understand that the toys they play with now are different to the toys they played with when they were young – that was in the past.</p> <p>Know that I can remember things that have happened in the past and share them with other people.</p> <p>Discover other people's experiences by listening to them talk about the toys they played with.</p> <p>Know that my experiences of the past will have similarities and differences to those of other children in my class.</p>
2	<p>Find out when my parents, grandparents and great grandparents were born and plot these on a basic timeline to develop a sense of the past.</p> <p>Know from talking with parents, grandparents and great grandparents that some of the toys we have now are similar to toys they had, some of the toys we have didn't exist when they were young and some of the toys they had are not popular anymore.</p> <p>Describe the different toys in terms of their size, colour, what they are made of.</p> <p>Be able to say what is similar and what is different between examples of older and newer toys.</p>
3	<p>Using photographs, video and if possible, handling real examples, compare what materials toys were made from in the past and compare them with modern toys.</p> <p>Know that much older toys were made of natural materials such as wood, metal and clay – there was no plastic in older toys.</p> <p>Use this information to sort pairs of objects into being older/new</p>
4	<p>Know that overall, most children now have more toys than their grandparents and great grandparents did.</p> <p>Know that after plastic was invented, toys changed a lot and became cheaper and easier to make.</p> <p>Know from talking with parents, grandparents and great grandparents about other ways/games children played in the past, particularly if they didn't have many toys.</p> <p>Learn about outdoor games such hopscotch, kick-the-can and skipping – how have these changed over the years? Are the rules the same? Are there games that children don't play anymore? Why?</p>
5	<p>Know that toys are often based on the things that adults use in day-to-day life – changes to toys have happened because of new inventions have changed what children see in their homes.</p> <p>Look at examples of how toys have changed to match what happens in real life – Fisher-Price phones (pg.4), kitchen sets etc – compare the images of the toys with images of the real thing.</p> <p>Discuss why they think these changes have been made – easier to use, look better etc.</p>
6	<p>Have a detailed look at how one type of toy has changed over time – e.g the teddy bear (pg.4) or Lego (pg.5)</p>

Florence Nightingale	
Week	Lesson focus
1	<p>Know that about 200 years ago, Victoria was Queen of Britain and the people of that time were called Victorians.</p> <p>Extend the timeline from the Toys unit and show Victorians as being before Great Grandparents.</p> <p>Know that Victoria reigned for 63 years – only our current Queen has been King or Queen in Britain for longer than Victoria was.</p> <p>Use pictures, artefacts and other accessible resources to say what is similar and what is different about then compared to now.</p>
2	<p>Know that in Victorian times, people tended to be rich or poor – there were not many people in the middle.</p> <p>Make brief comparisons between the rich and the poor of Victorian society – (pg 2) (a more detailed look at the conditions of the poor will come later in the Mary Anning unit).</p>
3	<p>Know that Florence was born into a rich household.</p> <p>Know that her father made sure she got a good education which was unusual for girls in those days.</p> <p>Know that Florence was expected to marry a rich gentleman but she wanted to go to university, she wanted to become a nurse and help people and believed that God had told her to do this – she had to train in secret (pg3)</p>
4	<p>Know that Britain was helping Turkey fight a war against Russia in a place called the Crimea.</p> <p>Know that although many men died in the fighting many more were dying in hospital because of the conditions there were so filthy (pg 4)</p> <p>Know that Florence was asked to make things better for the soldiers in the hospitals – she changed the conditions in the hospitals and many more men lived because of this.</p> <p>Know that Florence used to work very long hours – she often only had four hours sleep – and would work by candlelight – this is why she was known as the ‘Lady of the Lamp’.</p> <p>Know that Florence became well known because of what she achieved and was given a medal by Queen Victoria.</p>
5	<p>Know that when she came back to Britain, Florence wrote some books about nursing that became best sellers all over the world.</p> <p>Know some of the important changes that Florence Nightingale introduced to nursing – (pg5)</p> <p>Know that Florence Nightingale became the first woman to receive the Order of Merit</p> <p>Know that Florence Nightingale died aged 90 in 1910.</p>
6	<p>Look at images of modern nursing and recognise that many of the changes that Florence Nightingale introduced are still important parts of nursing today – look for obvious changes since those time (e.g. that men can be nurses and women can be doctors).</p> <p>Know that now everyone can get to see a doctor or a nurse – not just the rich.</p> <p>Know that Florence Nightingale is considered to be a significant person because she changed the way nursing was done and made life better for many people.</p>

Mary Anning

Week	Lesson focus
1	<p>Know that Mary Anning was famous for finding fossils.</p> <p>Know she was born just before the Victorians and died once Victoria was Queen – put this on the timeline and understand that she lived around the same time as Florence Nightingale.</p> <p>Revisit the difference between rich and poor in Victorian times – know that Florence Nightingale was rich but Mary Anning poor.</p> <p>Know the implications of being poor – no schooling, poor/little food, poor housing etc.</p>
2	<p>Know that she and her family lived in Lyme Regis which is on the coast – link to Geography - and were very poor despite her father being a good carpenter.</p> <p>Know that Mary's father taught her to walk around the cliffs after there had been a cliff fall and collect 'curiosities' – they didn't know that they were fossils or that they were important.</p> <p>Know that Lyme Regis had been underwater when the dinosaurs were around which is why there are so many good fossils there (pg3)</p> <p>Know that Mary was bullied for her interest in fossils. (pg 2)</p> <p>Mary taught herself to read and write</p>
3	<p>Find out how Mary learned that the 'curiosities' were fossils and she used books to deepen her knowledge (pg 2).</p> <p>Know that Mary started to sell the fossils to earn money for her family when her father died – the family were starving and had no money for food or fuel.</p> <p>Know how Mary came to discover the first full Ichthyosaurus (pg2) fossil and find out what type of creature it was.</p> <p>Know that Mary sold the Ichthyosaurus to keep her family but they were still poor (pg3) – nowadays a fossil like that could cost millions of pounds (pg 4).</p>
4	<p>Know that no-one knew about dinosaurs when Mary was collecting her fossils – the term dinosaur was first used in 1842, just five years before she died.</p> <p>Many people refused to believe that dinosaurs existed or that they could be millions of years old because they were Christians and dinosaurs are not mentioned in the Bible. They also believed the world was made in exactly seven days so refused to believe what scientists were beginning to say. (Note – many Christians today understand the Bible differently and are quite happy with the much of the science around dinosaurs and evolution).</p> <p>Know that it took a long time before scientists began to understand what fossils like the ones Mary had collected really meant – to start with some Scientists thought that they were from giants because the bones were so big, others thought that the Ichthyosaurus was just a large crocodile (pg.2/3). Other people thought that the fossils were fake.</p>
5	<p>Know that in Victorian times women/girls could not study Science at school and because she was from a poor family, Mary would not have been able to go to school very much. Know that, despite this, Mary made detailed drawings of her fossils which are now highly regarded as scientific observations – scientists came from all over the world to see her fossils. (pg3)</p> <p>Understand that because she was a woman people didn't give her the credit for what she had discovered – one man bought Mary's fossil collection and claimed that they were his own discovery. (pg3)</p> <p>Mary's work wasn't recognised for more than 50 years after she died – she is now seen as one of the ten British women who have done the most to influence science. (pg3)</p> <p>Compare Mary Anning with Florence Nightingale – although they came from very different backgrounds, they both struggled to be taken seriously because they were women.</p>
6	<p>Find out more about dinosaurs and recognise that a lot of what Scientists believe today is based on the fossils and drawings of Mary Anning.</p> <p>Recognise that Mary Anning is also a significant person because she changed the way we understand the world – discuss what is similar or different between her and Florence Nightingale.</p>

Great Fire of London

Week	Lesson focus
1	<p>Know that the Great Fire of London happened in 1666 – that is 450 years ago - mark on timeline with other events studied in KS1/EYFS and show 100 year intervals.</p> <p>Know that Charles II was King but that he had to escape and leave England a few years earlier after the English civil war. Know that some people wanted the Government to rule Britain without a monarch in place but the monarchy was popular and the King was asked to come back. (pg 1)</p> <p>Know that people didn't think Charles was a good King – the Merry Monarch – but that changed because of the Great Fire of London. (pg 1)</p>
2	<p>Find out about London in 1666 - know that London was already a big city. The Thames meant that goods could be bought and sold from all round the world. Many people moved to London to find work and earn money.</p> <p>Know that most people living in London were poor and lived in wooden houses that were crammed closely together. Find out about what these houses were like (pg1)</p> <p>Know that fire was important as the only way to heat, to cook, to provide light at night and for trades like blacksmiths and glassmakers. People were taxed by the number of fireplaces they had. (pg 2)</p> <p>Know that there had already been many smaller fires – so people knew that fire was a risk but no-one did anything about it.</p>
3	<p>Know that most shop keepers and tradesmen ran their business from their homes.</p> <p>Know that there were many businesses along Pudding Lane – all had several fireplaces and a count of the fireplaces had only just been completed (see document)</p> <p>Know that in each of these businesses there would have been lots of material that burned easily.</p> <p>Know how/where the Great Fire of London started and why it spread so quickly. (pg 3).</p> <p>Know that people escaped the fire by going to the other side of the Thames or leaving the city – some people tried to save their valuables by burying them.</p>
4	<p>Find out about Samuel Pepys (pg 4) and know that he kept a diary for his own use.</p> <p>Know that it was over 100 years after he died that people read his diaries and that these diaries helped people understand what life in London had been like.</p> <p>Know about the other things Pepys recorded - the plague and the return of the King.</p> <p>Know that it is because of Samuel Pepys' diary that we know how the fire was tackled, how long it lasted and how people responded to the fire in different ways. (pg.4)</p>
5	<p>Use the diary to learn that Pepys took a message from the King to the mayor to start pulling buildings down – understand why this was important in stopping the fire.</p> <p>Know that the fire burned for 5 days.</p> <p>Know that only 6 to 10 people were known to have died in the fire but that this number might have been much higher because they only counted rich people.</p> <p>Know that the King became more popular because of the way he acted during to help people during the fire and that Pepys became well-known and wealthy.</p>
6	<p>Know that large parts of London were destroyed but that not all of London was burnt down.</p> <p>Know some of the famous London buildings that survive the fire – (pg 5).</p> <p>Know that St Pauls Cathedral was built by Sir Christopher Wren to replace the old cathedral and that this is now one of the most famous buildings in London.</p> <p>Know that the Monument was built to commemorate the Great Fire of London and that tourists can visit it today.</p> <p>Know that the Great Fire of London is a significant historical event because it impacted so many people and changed the way London looked.</p> <p>Samuel Pepys is a significant figure because of what he did to help tackle the fire and because of his diary.</p>

Christopher Columbus and Neil Armstrong – A Comparison Of Aspects of Life In Different Periods

Week	Lesson focus
1	<p>Extend the timeline to 1400AD – add Columbus’ date of birth.</p> <p>Revisit what the children remember about life in Victorian times (Y1) and in the 17th century – predictions about 15th century – children to realise that the further back in time you go the less there was in terms of technology.</p> <p>Use artwork from the period to understand what life was like in those times and make comparisons with the present – where possible relate this to Genoa.</p>
2	<p>Know that Christopher Columbus grew up in Genoa – a port city in modern Italy.</p> <p>Know what a merchant is.</p> <p>Know that many merchants became wealthy by sailing to foreign lands (particularly China and India) and returning with exotic goods that people wanted to buy – they also sold things made in Europe to the people in those countries.</p> <p>Find out about Columbus early life and that he grew up wanting to go to sea and explore the world. (CC pg. 1&2)</p> <p>Know that in his first experience at sea all the equipment he had was a compass and charts. (CC pg.2)</p> <p>Know that he went back to school to study mathematics, navigation, astronomy and cartography – he became a master mapmaker.</p>
3	<p>Know that traders wishing to go to China/India had to sail around the southern tip of Africa – this was very dangerous and many ships were sunk on this route.</p> <p>Know that Columbus believed the earth to be spherical (many still believed it was flat) and thought there must be a safer route to China by sailing west.</p> <p>Know that the King and Queen of Spain supported him with the money he needed for ships and a crew – they wanted to benefit from any treasures he found and also wanted everyone to be Christians like them.</p> <p>Find out about the three ships Columbus sailed with and the supplies they took with them. (CC pg.3)</p> <p>Understand that Columbus was trying something no-one else had done before and it was very dangerous in the boats of that time.</p>
4	<p>Know that Columbus and his crew sailed west for 35 days – many of the sailors began to think that they were lost and were close to mutiny (CC pg.3/4)</p> <p>Know that they landed in the Caribbean on 2nd October 1492 but Columbus believed they had found India or China – the area became known as the West Indies as a result.</p> <p>Know that initially the people who lived on the islands greeted them enthusiastically and Columbus gave them gifts – in return he was given parrots, cotton and exotic fruits never seen by Europeans before. (CC pg.4)</p> <p>Know that Columbus sailed back to Spain with gold, spices and captives.</p> <p>He left a group behind to set up trade deals in the area.</p> <p>Know that the normal coughs and colds that these men brought with them proved deadly to the natives who had never met these illnesses before – many died.</p>
5	<p>Know that when Columbus returned to Spain he was met with fame and fortune – people thought that he was the first European to find these new lands.</p> <p>Know that Columbus set up businesses to run the trade with the islands.</p> <p>Know that the slave trade was becoming popular in Europe and that Columbus made a lot of his money by forcibly removing people from the islands and selling them in Europe. (CC pg.4)</p> <p>Know that the native people began to resist having all their gold and people taken from them – they tried to resist but Columbus and his men had better weapons and many of the native people were killed.</p> <p>Know that Columbus died still thinking he had discovered another part of China.</p> <p>Consider whether what Columbus was good or not.</p>

6	<p>Know that Neil Armstrong was born in the 1930s in America (CC/NA pg. 1).</p> <p>Find out about how his boyhood experiences gave him a passion for flying.</p> <p>Know that he first became a pilot in the US Air Force and was shot down in a war in 1950.</p> <p>Know that after the war, he went back to university to study aviation and then went to work for NASA.</p>
7	<p>Know that the US and Russia (USSR) were in a Space Race and find out what some of the big achievements of that time were. (CC/NA pg. 2).</p> <p>Know that both Russia and the US wanted to be the first to land someone on the moon.</p> <p>Know that Armstrong became part of the space programme – know this was very dangerous and that many people were killed. Armstrong came close to death several times.</p> <p>Know that his calmness under pressure got him noticed by NASA and that he was chosen to be the commander on the first mission to the moon.</p>
8	<p>Find out about what happened in 1969 and the Apollo 11 mission – be able to retell the main events in the right sequence. (CC/NA pg. 4).</p> <p>Know that Armstrong was the first person to walk on the moon – know his famous ‘One small step..’ quote and that he planted the American flag on the moon.</p> <p>Know that millions watched the moon-landings on TV around the world and use quotes and video clips to explore how people reacted.</p>
9	<p>Know that when the crew returned, they were made to isolate in quarantine in case they had brought back any new germs from space (link to Columbus)</p> <p>Know that Armstrong and his crew Buzz Aldrin and Michael Collins became famous around the world.</p> <p>Know that they brought back space dust and space rocks to help Scientists understand more about space.</p>
10	Compare the lives and experiences of the two explorers – what was similar about their lives? What was different? (CC/NA pg. 5).
11	Pose and answer questions that compare the two – Who travelled further? Who faced the most danger? Who was the bravest? Who made the biggest difference to the way we live today?
12	<p>Compare images and film from the Apollo 11 mission and life in America in 1969 and compare it with the paintings of the world in the 1460’s recognise how life had changed for people across 500 years. (CC/NA pg. 6).</p> <p>Find out more about some of the main changes – eg when was electricity discovered? When was the first flight? And plot them on a timeline.</p>

William Law - History Concept Map (KS2)

	The Story of Britain	Beliefs	Economy/Trade	Society and Government	Chronology	Being a Historian
Year 3						
Changes In Britain from the Stone Age to the Iron Age	The first Britons emerged were nomadic hunter gatherers who made tools out of stone as metal had not been discovered. (pg.3)	Stonehenge – historians think that the position of the Stones is because Stone Age Britons worshiped the sun (and other parts of nature such as the stars) as a god. (pg.3)	Celts traded with the Gauls (France) and with the Romans. There was trade in clothing and woven baskets, hunting dogs, grains, wood and animal skins. This meant they could earn money which first appeared in Britain around 80BC. (pg.3)	Stone Age people usually lived in small groups and were nomadic. (pg.3)	Know that the humans of the Stone Age lived many thousands of years after dinosaurs had disappeared.	Know that archaeological finds at places such as Skara Brae and Stonehenge are primary sources.
Approx. 6 weeks	Approximately 2000 years later, people discovered bronze and started using it to make tools, weapons and jewellery. The Bronze Age lasted for just over 1000 years. (pg.5)	Worshiping the sun and other gods was normal until the Roman came.	The Romans liked the goods the Celts traded and it showed them how much wealth there was in Britain. (pg.6)	The Celts began to settle into large tribes as iron tools meant people could start farming the land and didn't need to move around to gather food. (pg.6)	Recognise this as 'pre-history' (pg.1)	Know what a secondary source is.
	Around 750 BC, people discovered how to use iron, a much stronger metal. This was the iron age. The people in Britain at the time were known as the Celts and they invented many new ways of doing things that meant that people could start making goods that could be traded. (pg.5)			The tribes were ruled by Chieftains - these could be men or women. Later some were known as Kings or Queens (pg.6)	Use terms AD/BC and BCE/CE and place on timeline – know that there is no 0 on a timeline. (pg.1)	
The Roman Empire and its impact on Britain.	Roman society had developed more quickly than in Britain; Rome had established an Empire with their powerful army. (pg.2 & 6)	Romans believed in many gods and believed that the gods controlled their lives. There were gods for all aspects of life. (pg.4/5)	Review Celt trade with the Gauls – recognise why this attracted the Romans to Britain.	Julius Caesar was the first Emperor. He was all powerful and ruled by decree. (pg.5) .	Placing events on a timeline accurately across the AD/BC barrier e.g the time between the	Understand 'legacy' as how one period of history influences the

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Approx. 12 weeks	<p>The Romans tried to invade Britain twice under Julius Caesar (55AD and 54AD) but had to retreat.</p> <p>AD43 Emperor Claudius decided to invade Britain again –with a much bigger and better equipped army. The Celtic tribes couldn’t resist and most chieftains agreed to surrender and live peacefully alongside the Romans. (pg.6)</p> <p>The Iceni initially accepted the Romans but when their chieftain, Prasutagus, died, the Romans wouldn’t allow his wife Boudica to take his place. Boudica led a rebellion which was eventually crushed in AD61. Boudica is still regarded as a hero by many Britons. (pg.7)</p> <p>The Romans never conquered Scotland and referred to the tribes as Picts – painted people. In 117AD, Hadrian’s wall was built to keep the Picts away from the land controlled by the Romans. (pg.9)</p>	<p>Romans spent a lot of time worshipping and pleasing their gods – each god had its own feast day.</p> <p>The Romans believed that an Emperor who ruled well would become a god. (pg.5)</p> <p>Christianity began to spread through the Roman empire from about 50AD. Early Christians were persecuted for their beliefs but by 313AD the Roman Empire adopted Christianity as its main religion in place of the old gods.</p> <p>Christianity first arrived in Britain through the Romans. (pg.13)</p>	<p>The Romans also traded people as slaves and invaded countries to find more slaves.</p> <p>The Romans were the first people to build roads – this let them move goods and equipment more easily and was an important reason why the empire was so successful. (pg.10)</p> <p>Many of the towns in Britain were founded because the Celts settled near to Roman forts so that they could trade with them. (pg.11)</p>	<p>After Julius Caesar, the Roman Empire was always ruled by an Emperor.</p> <p>An Empire is when one country has conquered and rules several other countries. A King or Queen is monarch over one (or a few) countries – an emperor is monarch over many.</p> <p>After the Roman invasion of AD43 – people had to live by Roman laws. The tribes were allowed to stay together but only if they obeyed the Romans. This meant some big changes e.g. women could no longer rule and were not allowed to inherit money if their husbands died. (Boudica) (pg.7)</p>	<p>invasion of Julius Caesar and Claudius.</p> <p>Know that there is no ‘0’ on a timeline.</p> <p>Read dates properly</p>	<p>lives of those who come later – a legacy of the Romans in Britain is their straight roads; their impact on our language.</p> <p>Know that there are many Roman artefacts that are primary sources of information.</p> <p>Make comparisons between two different points in history – e.g. – before and after the Roman occupation of Britain.</p>

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	<p>Romans brought many changes to Britain – straight roads (pg.10), better buildings, water courses (pg.12), founded towns and cities (pg.11), writing/new ways to count and increased trade between Britain and the rest of the world.</p> <p>London was founded by the Romans because it was the first place on the Thames where they could build a bridge. Towcester is also a Roman town. (pg.11)</p> <p>410AD the Romans left Britain to quell rebellions in other parts of the Empire. Britain was left leaderless and the tribes reformed and fought for power. Many of the developments the Romans has introduced were neglected. (pg.15/16)</p>					
Year 4						
The Achievements of the Earliest Civilisations – Ancient Egypt	Ancient Egyptians were one of the most advanced Ancient Civilisations – they were using metals and more advanced technologies while Britain was still in the Stone Age. (pg 1)	Religion was very important to the Egyptians. Like (but before) the Romans, they were polytheists – they worshipped many gods. (pg 2)	The Nile was central to Egyptian life as it provided fertile land and water for the Ancient Egyptians. The way the Nile floods made the land around it very	Egyptian society was strictly hierarchical - at least 5 layers: The Pharaohs; Viziers; Scribes; Farmers; Slaves. (pg 2)	Use terms such as ‘century/ies’ and ‘decade’ to describe the passing of time. (e.g.: The Ancient	Ancient Civilisation refers to a very old society that no longer exists. There are many

	The Story of Britain	Beliefs	Economy/Trade	Society and Government	Chronology	Being a Historian
Approx. 12 weeks	<p>Ancient Egypt began to emerge as a settled society around 3100BC – over 2000 years before the Celts started settling into tribes in Britain. (pg 2)</p> <p>Egyptian was one of the first languages to be written down. Hieroglyphs were used until approx. 300AD. Historians only began to understand hieroglyphs after the discovery of the Rosetta Stone. (pg 3)</p> <p>In 1922 a team of British Archaeologists lead by Howard Carter discovered the tomb of Tutankhamun – ‘the Boy King’ – who became Pharaoh age 9 and died aged 18. His tomb in the Valley of the Kings is the only known tomb that hadn’t been robbed of all its treasures. The discovery of the tomb was very important in understanding more about life in Ancient Egypt. (pg 4)</p>	<p>The most important gods included Ra (Sun God), Osiris (God of Life and Death) and Anubis (God of the Dead). (pg 2)</p> <p>Ancient Egyptians thought that if they pleased the Gods that they would be granted eternal life. They believed in Ma’at (May-et)– a life of justice, order and harmony. They believed that all levels of society would be judged as equal. A slave would be treated the same as a pharaoh and would be rewarded or punished based on their behaviour. (pg 2)</p> <p>Death rituals and mummification were important to the Egyptians as this prepared the person for the journey to the afterlife. (pg 2)</p> <p>Egyptians made many advances in medicine. Egyptian doctors were seen as priests because illnesses were seen as a punishment from the gods. (pg 4)</p>	<p>good for growing crops which enabled the Egyptians to develop a lot of wealth. (pg 4/5)</p> <p>The mud around the Nile made very good bricks which helped with building. (pg 4/5)</p>	<p>Pharaohs were seen as the representative of the gods on earth – half god/half man. They had absolute power. The first pyramids were built in 2700BC – they were tombs for the Pharaohs and their families. (pg 3)</p> <p>Cleopatra was the last of the Pharaohs but had to fight to stay as Pharaoh because she was a woman. When the Romans came she made an alliance with Julius Caesar and persuaded him to defeat her brother Ptolemy. (pg 5)</p> <p>Cleopatra and Caesar had a son together. Cleopatra made Egypt wealthy again and built-up trade with other nations.</p>	<p>Egyptian civilisation lasted approximately 3 centuries...</p> <p>Accurately plot the start and end of Egyptian civilisation on a timeline.</p> <p>Refer to ‘eras’ to indicate periods of time – ‘the Egyptians came before the Roman era’</p>	<p>ancient civilisations from around the world. (pg 1)</p> <p>Making comparisons – ask/answer questions such as. ‘Why is the sun so often the most important god in ancient civilisations?’</p> <p>Understand the term ‘secondary source’ – what we know about Howard Carter’s dig is largely based on secondary sources, the artefacts he found are primary sources that tell us about Ancient Egypt.</p>

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				<p>When Cleopatra died, Egypt became part of the Roman empire. Egyptians now had to work for Rome – the crops grown in the Nile delta kept Romans fed.</p>		<p>Use a range of sources to complete independent research on Howard Carter.</p> <p>Recognise that one event can have sustained consequences – Cleopatra’s decision to link up with Caesar eventually led to Egypt becoming part of the Roman empire – Egypt was no longer in charge of its own affairs.</p>

	The Story of Britain	Beliefs	Economy/Trade	Society and Government	Chronology	Being a Historian
<p>Britain's Settlement by Anglo-Saxons and Scots.</p> <p>Approx. 6 weeks.</p>	<p>Although the Celts had lived alongside the Romans, there was a lot of bitterness and anger towards them. The Romans left the Celts with very few resources, many Celts had died because of rough treatment by the Romans or had been taken as slaves. The Celts were vulnerable to attack from other people because they were so weakened. (pg 1)</p> <p>Celtic tribes from Ireland were known as the Scotti – they sometimes fought with the Picts against the Romans. After the Romans left, they frequently attacked different parts of Britain and eventually invaded Western Scotland. After a while they took over the whole country – hence the name Scotland.</p> <p>The Scots frequently attacked the rest of Britain seeking food, metal and other resources.</p> <p>A Celt tribe leader – Vortigern - asked two Saxon leaders to come and help defend their</p>	<p>Anglo-Saxons were pagans – they did not believe in the Christian God and Christianity almost disappeared in England when the Celts were wiped out. (pg 8)</p> <p>Extend thinking from Egyptian unit to recognise/predict the link between the Saxon gods and nature. (pg 8)</p> <p>Important gods include Tu – Darkness; Woden – war; Thor – Thunder; Freya – Peace & Plenty,</p> <p>Along with the Sun and the Moon – these gods give the names to six of our seven days. The 7th Saturday is from the Roman god Saturn. (pg 8)</p> <p>Christianity returned to England in the late 6th century - AD597 King Ethelbert (Kent) was converted to Christianity by Saint Augustine and he built Canterbury Cathedral which to this day is the centre of Christian church for many people. (pg 9) Within about 100 years most Anglo-Saxons had become Christians.</p> <p>AD634 – Saint Aiden established the monastery at Lindisfarne.</p>	<p>The areas of Denmark and Germany where the Anglo-Saxon tribes came from were flooded because of poor weather and they couldn't grow crops. (pg 2) They wanted to find better land to live on – which would give them greater wealth.</p> <p>Farming was the way that most people earned a living and survived.</p>	<p>Revisit end of Romans unit - chieftains returned as the main leaders of people in Britain.</p> <p>The Anglo-Saxons were made up of lots of separate tribes (pg 2) and gradually united once they were in England by forming the seven Kingdoms – each area was its own monarchy. The King was the ruler and had to be obeyed. Kings often fought each other to gain more land, money and power. (pg 4)</p> <p>'Thanes' governed each village/town on behalf of the King. They gathered taxes for the King and gathered people to make up an army if the King decided to go to war. Ceorls/Peasants – were the normal</p>	<p>Become increasingly confident in using terms such as, 'it took just a century and a half for all traces of the Celts to disappear'; 'just a decade or two later...'</p> <p>Refer back to the 'Roman era'</p> <p>Plot the key dates accurately on a timeline (the timeline should stretch to 1066 to accommodate events in the second unit on the Anglo-Saxons):</p> <ul style="list-style-type: none"> • 410AD – Roman departure. • 450AD – Vortigern • 500AD – seven Kingdoms 	<p>Sutton Hoo – what did archaeologists find there and what did it tell us about the Anglo-Saxons Like the Egyptians, the rich were buried with their treasure for the afterlife. Historians use this to deduce what Anglo-Saxon life was like.</p>

	The Story of Britain	Beliefs	Economy/Trade	Society and Government	Chronology	Being a Historian
	<p>tribes/lands from the Scots – they agreed but instead they attacked and killed the Celts and took over their lands. (pg 3)</p> <p>Many more Anglo, Saxon and Jute tribes started to arrive (450AD) – within 150 years they had wiped out the Celts and destroyed the Celtic way of life. (pg 3)</p> <p>By 500AD – the Anglo-Saxons had split England into seven Kingdoms – Northumbria, Mercia, East Anglia, Essex, Wessex, Sussex and Kent – these areas are still recognised today.</p> <p>The name England comes from Angle-land (French – Angleterre)</p>			<p>people and were poor. They had to obey the thanes but got protection from enemies by the thane, if they were loyal. (pg 5)</p> <p>Understand ‘tax’</p> <p>Anglo-Saxons also had slaves who were very badly treated. (pg 5)</p> <p>Women were not recognised in Anglo-Saxon society. They did not have the rights that women had in Celt tribes and were not allowed to eat in the same place as men.</p>	<ul style="list-style-type: none"> 597AD – Augustine /Ethelbert 624AD – burial of Raedwald at Sutton Hoo. 	
<p>The Viking and Anglo-Saxon Struggle for the Kingdom of England</p> <p>Approx.. 6 weeks</p>	<p>Vikings began raiding monasteries and other places looking for treasures but noted that England had fertile land and space for people – unlike their own lands. Raids turned into an invasion as the Vikings decided they would settle. (pg 7)</p>	<p>Vikings and Norse mythology (pg 4).</p> <p>Revisit previous unit – recall that England was predominately Christian and that St Aiden had built a monastery at Lindisfarne.</p> <p>More monasteries were built and they were often very wealthy. They became</p>	<p>Vikings came from Norway, Denmark and Sweden (pg 1) – they were expert sailors and traded with many countries far away to make their country rich. They had many resources (wood, metal etc) that were easy</p>	<p>Vikings had a hierarchy/class system of thrall, karl and jarl but unlike other systems (Anglo-Saxons, Romans etc) people could move up and down the class system if their actions were</p>	<p>Continue the timeline started in the previous Anglo-Saxon unit – add important dates as they come up through the unit.</p> <p>Continue to use terms like ‘decade’</p>	<p>Use information from previous units to spot common historical themes and trends – e.g. learn about the climate in Scandinavia and</p>

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	<p>The Vikings formed the Great Heathen (pg 8) to conquer England – they landed in East Anglia in 865AD and befriended the King there; in 866AD they attacked York and made it the Viking capital in England – calling it Jonvic.</p> <p>By 870AD, the Vikings controlled six of the seven kingdoms by 870AD – all but Wessex (pg 8). In 874AD they tried to invade Wessex several times but failed.</p> <p>King Alfred of Wessex paid the ‘danegeld’ but in 878AD the Viking king attacked anyway. Alfred had to flee but then built a big army to fight with. In 878AD he attacked the Viking King Guthrum and defeated him – over time the Vikings were forced back to the north of England around York and East Anglia. Alfred proclaimed King of all the rest of England and is known as Alfred the Great because he saved England from the Vikings. (pg 8)</p>	<p>a target of the early Viking raids. (pg 6/7)</p>	<p>to find in Scandinavia but rare in other places.</p> <p>Like the Saxons, their land was not good for farming. Viking traders often needed to purchase food for their people.</p> <p>Vikings often used their ships to raid other places and steal anything of value.</p> <p>Vikings gained a lot of wealth by making other Kings and leaders in England pay the <i>danegeld</i> – a tax that if paid was meant to mean the Vikings would leave your land alone.</p>	<p>classed an honourable or not. (pg 2)</p> <p>When they invaded England, the Vikings adopted the idea of a monarchy and Kings/Queens were added to the top of their class system.</p> <p>Once Alfred and Athelstan had defeated the Vikings, there was a single monarchy in England. The King made the laws and had to be obeyed. The King had a government to help run the country.</p>	<p>to approximate time periods – Athelstan became King of England approximately three decades after his grandfather had first defeated the Vikings.</p>	<p>explain why this might have motivated the Vikings to invade England, building on their knowledge of the Anglo-Saxons.</p>

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	<p>Athelstan, Alfred's grandson, became King in 925AD. He was a strong leader and in 927AD he finally defeated the Vikings and became the first King of England. (pg 9)</p> <p>There were further Viking invasions over the 150 years – some were quite successful but for most of the time, there was a Saxon King in England up to 1066. (pg 9/10)</p>					
Year 5						
<p>Ancient Greece – their achievements and their influence on the western world.</p> <p>Approx. 12.weeks</p>	<p>People had been living in Greece for many thousands of years (in a similar way to the Stone Age in Britain) before Greek society developed. The 'Ancient Greeks' that we study lived from 800BCE to 146BCE. (pg 1)</p> <p>The Ancient Greeks preceded the Romans – many aspects of Roman culture were shaped by the Ancient Greeks.</p> <p>The myths associated with the Ancient Greek gods (pg 4/5) are still well known and the names of the gods are often used by modern companies to market</p>	<p>Belief in the gods was one of the things that united the Ancient Greeks.</p> <p>The Greek gods and the Roman gods are very similar – an example of how the Greeks influenced the Romans. (pg 3)</p> <p>Greeks believed that the gods controlled all aspects of life and they worked hard to please them. Many of the Greek's most impressive buildings were temples to the gods – some have survived to this day and can be visited in cities like Athens. (pg 4)</p> <p>The Olympic Games were very important to all Greeks and were first</p>	<p>Like Scandinavia (but for different reasons) Greece was a difficult land to grow crops on so the Greeks formed colonies around the Mediterranean to grow food. (pg 1)</p> <p>Greeks traded all over Africa, Europe and Asia – they were famous for their grapes, wine, pottery and olives. (pg 1)</p> <p>Today tourism is a major part of the Greek economy – the ancient monuments are one of the key</p>	<p>Ancient Greece was a series of city states each with its own king, cultures and way of life. They would often fight each other but would unite when threatened by another nation. (pg 1)</p> <p>The two city states we know most about are Athens and Sparta. Life in the two city-states was very different. (pg 2)</p>	<p>Life in the same era could be very different in different places – Greece against Britain; Sparta against Athens.</p>	<p>Develop the understanding of legacy – that a society that lived many thousands of years ago can influence modern life. Greek thinking and ideas were largely adopted by the Romans who then exported them across their empire. Art, language/literat</p>

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	<p>themselves – Hermes Parcel Delivery; Nike; Amazon.</p> <p>The modern Olympic Games were inspired by the original Olympics of the Ancient Greeks.</p> <p>The UK is democratic, as are most countries in Europe and America.</p> <p>Greeks valued education and learning and many of the things that they discovered or invented are still important today: Aristotle – Science; Hippocrates – Medicine; Herodotus – History; Pythagoras – Maths; Astronomy (pg 9)</p>	held to honour the gods who were believed to live at Mount Olympus. (pg 4/5)	attractions – <i>link to Geography</i>	The Greeks invented democracy which was very different from the way monarchies ruled in most countries. Laws began to get set by a council of educated men who voted (pg7) .		<p>ure, architecture, politics, science, medicine, mathematics all have strong links back to the Ancient Greeks.</p> <p>Recognise that information from different sources, primary and secondary, can be interpreted differently.</p> <p>Give reasons for historical events – what might have motivated the Greeks to invent democracy?</p>
Local History Study	To be determined at school level. Schools should look to see where their local study develops the agreed concept foci.					
Year 6						
A study of an aspect of British History that extends	Know that British history after England became a single kingdom is commonly split into different eras: Anglo-Saxons;	Revisit Anglo-Saxon conversion to Christianity and God was seen to be in direct control of all things (note this a common theme amongst the different		Tax laws in Anglo-Saxon times meant that the rich got richer and more powerful	Create a layered timeline (with events that happened over the	Recognise that source information can be biased

	The Story of Britain	Beliefs	Economy/Trade	Society and Government	Chronology	Being a Historian
<p>chronological knowledge beyond 1066: Crime and Punishment</p> <p>Approx. 12 weeks</p>	<p>Medieval; Tudors; Stuarts; Georgians; Victorians and the modern era. Mark these on a timeline.</p> <p>The increasing power on the monarchy in Tudor times meant that the King (or occasionally Queen) determined what the law was. The 'Star Chamber' was set up but controlled by the monarch (pg. 6). Henry VIII is the most well-known Kings of England for having had six wives and the split from Rome (pg. 7)</p> <p>Public executions became more and more common in this time.</p> <p>Across the Tudors and Stuarts The Church and Monarchy became more powerful and this led to new laws and new crimes – an example of this is the Witch Hunts (pg. 8)</p> <p>Punishments for crimes became more and more barbaric to deter criminals – the Gun Powder plot conspirators were hung, drawn and quartered. (pg 9)</p>	<p>belief systems) and that this led to Trial by Ordeal. (pg 1)</p> <p>Christianity comes in different forms. Henry VIII breaks from the Roman Catholic Church to form the Church of England. This created a great split in the country. (pg 7)</p> <p>The division between Roman Catholics and Protestants was one of the reasons behind the Gun Powder Plot. (pg 9)</p> <p>In Stuart times, the monarchy and church lost some of its power as Parliament became the main place where laws were set.</p> <p>In modern times, religion has a lot less to do with the legal process. (pg 12)</p>		<p>and could 'buy' their way out of punishments. The poor were taxed heavily and often couldn't survive without breaking the law – hence the stories of Robin Hood (pg 2/3)</p> <p>In Tudor times the power of the monarchy increases. The King was seen as being appointed by God and therefore all powerful. In theory, the monarch was answerable to God but when Henry VIII broke from Rome and establish the Church of England, he effectively controlled the church as well. (pg 7)</p> <p>Parliament was originally set up as a place where important men were able to meet and guide the King in ruling the country.</p>	<p>same period) from 1066 to the present – mark on all the different eras of monarchy – Tudor/Stuart etc; key events already studied in KS1 (Great Fire of London; Gun Powder Plot; Christopher Columbus; moon-landing) as well as other big historical events that the children are aware of (WWI; WWII etc). Add dates for key figures met during this unit – Henry VIII; Robert Peel etc.</p> <p>Revisit concept of eras.</p> <p>Write a chronological narrative using bridging themes – e.g. have the</p>	<p>(secondary sources) or interpreted in different ways.</p> <p>Summarise trends/changes over extended periods of time – is life fairer today than it was?</p>

	The Story of Britain	Beliefs	Economy/Trade	Society and Government	Chronology	Being a Historian
	<p>The new laws set by Parliament around things like Poaching and Smuggling made life harder for poor people and easier for the rich. (pg 10)</p> <p>In the Victorian era public opinion began to matter more and things like public executions were stopped because they had become unpopular. There were still lots of crimes that you could be hanged for or transported to another country to do hard labour. (pg 11)</p> <p>The Victorian Parliaments introduced many new laws – some of these gave more rights to poorer people. They also created the first ever police force (pg. 11)</p>			<p>During Stuart times, more people felt the power on the monarchy and the church was unfair. This led to the English Civil war, after which the UK became more of a democracy and the King could only rule with consent from Parliament. Parliament was mostly made up of wealthy landowners were able to create laws that suited them.</p> <p>By Victorian times, laws are set by Parliament.</p> <p>Parliament is led by the Prime Minister. A famous Victorian Prime Minister was Robert Peel who set up the police in the UK. (pg 11)</p> <p>Modern Britain has built on what the Victorians did – laws</p>	<p>changes in crime and punishment made life fairer for poor people?</p>	

	The Story of Britain	Beliefs	Economy/Trade	Society and Government	Chronology	Being a Historian
				are set by Parliament – the police gather evidence if they think a crime has been committed and a court decides if there is enough evidence to convict someone. In serious cases, a jury decides if a person is guilty or not guilty. (pg 12/13)		

	The Story of Britain	Beliefs	Economy/Trade	Society and Government	Chronology	Being a Historian
<p>A non-European Society that contrasts with British History: Mayan Civilisation</p> <p>Approx. 6 weeks.</p>	<p>Ancient Mayan civilisation emerged around 2600BCE making them contemporaries of the Ancient Egyptians although the two civilisations would not have known anything about each other. The high point of Mayan civilisation was around 900AD (much later than the Egyptians) but gradually declined until 1250CE when the main city, Chichen Itza was abandoned.</p> <p>Mayan civilisation was largely unknown until Catherwood and Stephens expedition of 1839 (see Progression Doc) – the Spanish invaders of the 16th century destroyed much of what we might have known as they believed it to be evil.</p> <p>The geography of the Yucatan peninsula was a major factor in the way Mayan society developed.</p>	<p>Like many other ancient civilisations, the Mayans were polytheistic and believes the gods controlled all aspects of life. In Mayan society this was even more important than in other aspects of life – it influenced their amazing mathematical achievements (pg. 8), the way they organised their calendar (pg.6/7) and even their sports (pg. 9)</p> <p>The important gods were: Itzamma, Kukulkan, Bolon Tzacab and Chaac. (pg 4/5).</p> <p>Human sacrifice was a major part of Mayan religion – this was to please the gods but Mayans believed that it also enabled the person to continue their journey in the next life.</p> <p>The pyramid temples were built to please the gods – there were two main types (pg 5)</p>		<p>Mayan society was a monarchy and like the Egyptians, Mayans believed that the King was given to them by the gods. A new ruling family could only take over by war – fights between different Mayan cities who wanted to rule, were common. (pg.3)</p> <p>Mayan society was class based as were other ancient societies and like other societies, your class determined what privileges you had and what type of job/role you would have – people couldn't change the class they were born into (other than some slaves) (pg.3/4)</p>	<p>Deepen understanding that two civilisations could exist at the same time but at very different stages of development.</p>	<p>Ask significant questions about the rights and wrongs of the Spanish in the Caribbean – be aware that other nations, especially Britain, did similar things in different parts of the Americas/world .</p>

Possible Teaching Sequences

Year 3	
Changes In Britain from the Stone Age to the Iron Age	
Week	Lesson focus
1	What do we mean by the Stone Age? Why is it known as 'pre-history'?
2	Know the terms AD/BC and BCE/CE – know that the Stone Age is 'BC'. Know that the time of the dinosaurs was long before there were any humans around.
3	How do we know so much about the Stone Age? – Archaeology and Skara Brae Detailed look at Stonehenge and what historians have learned about the Stone Age from the finds there.
4	Approximate dates for the Bronze Age. Know what we mean by the Bronze Age? Compare artefacts from the Bronze Age to the Stone Age – understand how learning to use metal made life easier for early Britons.
5	Approximate dates for the Iron Age? Know that the people of this time were the Celts Know that iron is a much stronger metal (bronze bends and twists easily) so having iron was a big step forward – farming tools/weapons etc all became much better with iron. Find out about some of the main inventions of the Iron Age that improved life for Britons.
6	Know that with better farming/technology etc. people no longer needed to be nomadic and settled into large tribes. Celtic tribes were led by chieftains (men or women). One of the most important tribes were the Iceni. Tribes often fought with each other but they also traded good with each other. Know that some Celtic tribes also traded with people in Europe – particularly Gaul. Some British goods were well sought after and were sold as far away as Rome.
7	Compare artefacts and evidence from Celtic settlements with the discoveries from Skara Brae – how has life become changed for the people of Britain? What has stayed the same? Is life better for the Celts compared to their Stone Age ancestors?
The Roman Empire and its impact on Britain.	
Week	Lesson focus
1	What was the Roman Empire? Where is Rome? (pg.1) What is the difference between an Emperor and a King/Queen?

	How do we know so much about the Romans – archaeology and writings. Know that these represent primary information sources. Look at images of Roman relics and artefacts – compare to images of artefacts from the Celt tribes – what questions would we want to ask about them. What do they tell us about Roman society compared to the Celt tribes?
2	The Romans wanted to invade Britain to get its wealth and resources (see trade links for Celts). They also invaded countries to seize people for their slave trade. Julius Caesar attempted to invade twice but had to retreat. (pg.5) Claudius eventually invaded Britain in AD43 with a much bigger army. (pg.6) Once they had conquered Britain, the Celts had to live by Roman rules and obey the emperor. They were allowed to stay in their tribes and keep their chieftains so long as they followed Roman law. Children place the two Roman invasions on a timeline and calculate the time gap between them.
3	Know that the Iceni tribe initially accepted Roman rule and lived peacefully with the Romans for nearly 20 years until their chieftain, Prasutagus died in AD60. (pg.7) Know that his wife Boudica led a rebellion against the Romans because Roman law stopped her from inheriting his wealth and it had been taken from her by the Romans. Know that after several big defeats, the Romans eventually crushed the rebellion and were then properly in control of all of England.
4	Know that the Romans never conquered Scotland. (pg.9) Know that the Celts in Scotland were known as the Picts – the painted people and fought off the Romans. Know that in 117AD the Emperor Hadrian decided not to expand the Empire anymore and had a wall built between England and Scotland. Find out information about Hadrian's Wall as it is today. Pose questions such as, why is it incomplete? What happened to all the stones that were once in the wall?
5	Know that people in Britain were expected to start to worship the Roman gods. (pg.3) Find out about the Roman gods and make comparisons with the Celtic worship of the sun and stars (building on previous unit). Know that the Romans believed that the gods controlled their lives and needed to be pleased. Look at archaeological evidence of Roman temples – how they were built and some of the customs/traditions that were performed in them.
6	Know that many of the towns and cities in England were founded by the Romans – some were planned (e.g. London) others grew up when a military fort was built and the local Celts would settle around the fort for protection and to trade with the Romans. (pg.11) Know that Roman technology helped them build aqueducts and water courses – this helped settlements grow bigger and become more wealthy. (pg.12) Know the names and locations of important Roman towns in England e.g London, York, Bath, St Albans and know their Roman names. (pg.11) Know that Towcester was an important Roman town - understand that there were Roman settlements all over England.
7	Know that the Romans were the first civilisation to build proper roads. (pg.10) Know that these roads were an important factor in making Rome wealthy and powerful as they allowed goods, equipment and armies to move relatively quickly. Find out about Roman roads in England – note how they were 'straight' and linked important towns together. Compare the Roman roads to modern major roads – note that many are the same routes as we use today – this is a legacy of the Roman Empire in Britain.
8	Know that the Romans were great builders and that the towns and cities they built were much more advanced than the Celtic settlements. Know that rich Roman citizens (wealthy Celts could become Roman citizens) lived in large villas – many had ornate mosaic floors that tell archaeologists a lot about Roman life – (a primary source). (pg.12) Poorer people would have continued living in more traditional dwellings, similar to those used by the Celts before the Romans arrived.

	Know that some Roman buildings have survived (in part) and tell us a lot about life in Britain under the Romans – make a study of a place like Bath.
9	<p>Know that very few Celts could read or write before the Romans came.</p> <p>The Romans used Latin and made detailed records of most things that happened in the Empire. (pg.14) Discuss how being able to write gave the Romans an advantage over people like the Celts.</p> <p>Know that some Celts began to learn Latin.</p> <p>Know that Latin was the official language in England for many years after the Romans left.</p> <p>Know that there are many common modern English words that are based on Latin words.</p> <p>Know that writing and counting are two of the greatest legacies that the Romans left for Britain and the rest of Europe.</p>
10	<p>Know that Christianity had started to spread around the Empire from about 50AD – cross reference to the meaning of AD/BC.</p> <p>Know that for many years the Romans opposed Christianity and Christians were often punished for their beliefs – many were killed.</p> <p>Know that Christianity continued to grow and that the Romans gradually accepted it and in 313AD it became the official religion of the Empire rather than the traditional gods. (pg.13)</p> <p>Know that Christianity first came to England while the Romans were here – many Celts became Christian although they often mixed it with their traditional beliefs.</p>
11	<p>As the Empire had grown it had become harder to control. Rebellions (like Boudica) became more common in different parts of the Empire – people wanted control of their own lands..</p> <p>The Romans decided to leave Britain in 410AD because they needed their soldiers to control the Empire on other places.</p> <p>When the Romans left, they took much of Britain's wealth with them and left Britain with no leaders.</p> <p>The Celtic tribes reformed and began to fight for control of different parts of England.</p> <p>The Roman Empire slowly fell to pieces although it took many years before it finally dissolved altogether.</p>
12	<p>Review and assess all the ways the Romans changed Britain.</p> <p>Question – did the Romans make Britain a better place?</p>

Year 4	
The Achievements of the Earliest Civilisations – Ancient Egypt	
Week	Lesson focus
1	<p>Understand the term Ancient Society and know that the earliest civilisations emerged in different places around the world. (pg 1) Recognise that these societies didn't know about each other, even when they existed at the same time.</p> <p>Research the dates and locations for the main ones – see linked knowledge organiser</p> <p>Discover a few key facts about each of them.</p> <p>Know that Ancient Egypt was one of these earliest civilisations – locate modern Egypt.</p>
2	<p>Ancient Egypt began to settle as a civilisation around 3000BC – long before the Celts settled in Britain. (pg 2)</p> <p>Ancient Egypt was ruled by the Pharaohs who were believed to be half god-half man. (pg 2)</p> <p>The Pharaoh was all powerful – his word was the law and couldn't be argued with.</p>

	Egyptian society was very hierarchical – with more than 5 different layers (see knowledge organisers) – people couldn't move between the layer they were born into.
3	<p>Like many ancient civilisations, the Egyptians were polytheists (they believed in many gods) who believed that the gods controlled all aspects of their lives. (pg 2) They believed that bad events (e.g. illness or natural disaster) were punishments for having upset the gods. (pg 4/5)</p> <p>Like the early Britons, the Sun God (Ra) was the most important of the gods – Children to pose and/or answer the question: 'Why is the sun so often the most important god in ancient civilisations?' (pg 2)</p> <p>Other important gods included Osiris (God Life and Death) and Anubis (God of Death). (pg 2)</p> <p>Ancient Egyptians believed that everyone was judged equally by the gods when they died – if they had lived a good life they had the reward of eternal life in the after world – Ma'at (pg 2)</p>
4	<p>Mummification was done to prepare someone for the after world when they had died. Know the process of mummification. (pg 2)</p> <p>Know that rich Egyptians would be buried with their possessions so that they had them in the afterlife.</p>
5	<p>The first pyramids were built approx. 2700BC. (pg 13) Pyramids were the burial places for the Pharaohs (and their families) although not all had a pyramid built.</p> <p>Pyramids could take as long as 30 years to build and were vast – only the very rich could afford one. Over 100 pyramids can still be seen today. (pg 2)</p> <p>Later Pharaohs were buried in the Valley of the Kings.</p>
6	<p>Much of what we know about Ancient Egypt comes from artefacts found in the pyramids.</p> <p>Discovery of Tutankhamun's pyramid in 1922 by Howard Carter – the only pyramids discovered with the grave goods still in it. (pg 4)</p> <p>Understand the term 'secondary source' before using different information sources as part of guided/independent research on the Howard Carter dig.</p>
7	<p>Recognise that the Howard Carter dig was controversial and people's opinions probably influenced what they wrote about him.</p> <p>Know about the life of King Tut – the Boy King.</p> <p>What new things did historians learn from the artefacts in King Tut's pyramid? Know that the finds in the pyramid changed the way historians understood what life was like in Ancient Egypt.</p>
8	<p>Know that much of Ancient Egypt's wealth and success came from the Nile. (pg 5)</p> <p>Know that the way the Nile floods each season made the ground near the Nile fertile and excellent for growing crops.</p> <p>Know that the mud around the Nile could be made into bricks for construction.</p> <p>The reeds of the Nile were used to make papyrus – one of the first forms of paper.</p> <p>Egyptians believed that if the Nile failed to flood the plains or flooded too much and caused a natural disaster – it was a punishment from the gods.</p>
9	<p>Egyptians also believed that illness and other disasters were punishments from the gods. (pg 4)</p> <p>The Egyptians made some of the earliest advances in medicine – their 'doctors' were regarded as priests because of the links between illness and the gods.</p> <p>Much of their knowledge of the human body came from the practice of mummification.</p> <p>One of the oldest books about medicine is written by the Egyptians on papyrus. (pg 3)</p>
10	<p>The Egyptians were one of the first civilisations to put their language into writing. (pg 3)</p> <p>Hieroglyphs were only taught to scribes – most Egyptians wouldn't have been able to write.</p> <p>Historians struggled to understand hieroglyphs until the discovery of the Rosetta Stone</p> <p>Know about the Rosetta Stone – should it be in the British Museum or returned to Egypt?</p>
11	Know that Cleopatra was the last of the Pharaohs but that she wasn't allowed to rule on her own because she was a woman. (pg 5)

	<p>Know about the war with her younger brother Ptolomey</p> <p>Know how she persuaded Julius Caesar to defeat Ptolomey so that she became Pharaoh on her own and made Egypt rich again by setting up trade with other nations.</p> <p>Know that she and Caesar had a son. (pg 5)</p> <p>The long-term consequence of Cleopatra's alliance with Caesar was that Egypt became part of the Roman Empire which was the end of the time of the Ancient Egyptians. The crops grown in the Nile delta became essential in keeping the Romans fed – the Egyptians were now working for the Romans.</p>
12	Review and assess.
Britain's Settlement by Anglo-Saxons and Scots.	
Week	Lesson focus
1	<p>Review end of Romans unit – what did it mean for the Celts when the Romans left – loss of leaders, resources, wealth and people – couldn't trade to make more wealth until they had made/gathered more crops/animals.</p> <p>Know that Celts reverted back to the tribe system – chieftains started fighting each other. (pg 1)</p> <p>Know that the Scotti were a tribe from Ireland that initially helped the Picts to fight the Romans but then invaded Scotland and took over – hence the name Scotland. (pg 2)</p> <p>The Scots also attacked parts of England and the Celts were afraid of them and were unable to defend themselves.</p>
2	<p>Locate Denmark and Germany on map of Europe – the tribes that lived in these regions were known as the Angles, the Saxons and the Jutes.</p> <p>Know that they were skilled craftsmen/warriors but needed to find new places to live as flooding in their lands made growing crops difficult – they could become more successful (wealth and power) if they had more fertile land. (pg 2)</p> <p>Know that Vortigern (Celt chieftain) invited two Anglo-Saxon tribes to England to help against the Scots. (pg 3)</p> <p>Know that the Anglo-Saxons turned against the Celts. Many more tribes came over from Denmark and Germany and over approximately 150 years destroyed the Celts and their way of life.</p> <p>The country became known 'the land of the Angles' or 'Angle-land' which becomes England.</p>
3	<p>Know that Anglo-Saxon society was organised very differently to either the Romans or the Celts – different tribes settled in different places around England and seven new Kingdoms were established across the country. (pg 4)</p> <p>Know the names of the seven Kingdoms and where they were in England.</p> <p>Know about the power of the Kings, Thanes and other groups in Anglo-Saxon society. (pg 4/5)</p> <p>Know that society was largely built around farming. (pg 6)</p>
4	<p>Know about Sutton Hoo and what was discovered there – make comparisons to the way the Egyptian Pharaohs buried their kings and what this might tell us about Anglo-Saxon views of the afterlife. (pg 6/7)</p> <p>Know that this kind of burial would have only been for the very rich.</p> <p>Know that archaeologists used the finds there to extend their understanding of lives of the rich and powerful in Saxon times.</p>
5	<p>Know that the Anglo-Saxons also believed in many gods and they had their own mythology – with stories about the different gods. (pg 8)</p> <p>Know that the Anglo-Saxons worshiped the sun, moon stars and other aspects of nature as well as their gods.</p> <p>Know that most of days of the week are named after Anglo-Saxon gods with Saturday being named after the Roman god, Saturn. (pg 8)</p>

6	<p>Know that Christianity returned to England and that St Augustine persuaded King Ethelbert to convert to Christianity – find out about Canterbury Cathedral (pg 9)</p> <p>Research the history of Lindisfarne and the tradition of Celtic crosses/art that come from there.</p> <p>Know that within approx..100 years most Anglo-Saxons had become Christians.</p>
The Viking and Anglo-Saxon Struggle for the Kingdom of England	
Week	Lesson focus
1	<p>Locate Norway, Sweden and Denmark – recognise this as Scandinavia – linking to Geography, understand what the climate is like in these countries. Revisit the Anglo-Saxon's reason for invading England – why might the Vikings be interested in coming to England? (pg 1)</p> <p>Know that the Vikings came from these countries. Know that the places they came from had plenty of wood/metals etc that other people wanted but the land wasn't good for growing food. (pg 3)</p> <p>The Vikings became expert sailors – they traded with different people all over the world to sell their products and to buy the things they needed. (pg 3)</p>
2	<p>The Vikings had their own mythology – like the Anglo-Saxons, they believed in many gods. Recognise from previous work that a society's gods normally reflect the things that are most important to them - what did the Vikings think was important enough to be worshipped or looked after by the gods? Does any of this surprised you? (pg 4)</p>
3	<p>Vikings were also very good warriors, who used their expertise in sailing and making ships to raid other lands to steal anything valuable from them.</p> <p>Find out about the longships and why they were so good for raiding in.</p> <p>Know that the Vikings first raided England at Lindisfarne and realised that the monasteries etc had plenty of treasure/valuables so they kept coming back. Know that the Vikings first raided England at Lindisfarne and realised that the monasteries etc had plenty of treasure/valuables so they kept coming back. (pg 6/7) During their raids they realised that England would be a good place to live as it offered fertile land.</p>
4	<p>They began to invade in 865AD, landing in East Anglia where the King welcomed them and made a pact with them. (pg 7)</p> <p>In AD866, the Viking attacked York, took the Kingdom of Northumbria and made York their capital in England. (pg 8)</p> <p>By 870AD, the Vikings had control of six of the seven Kingdoms – Kings that didn't want to fight and have their lands ravaged had to pay the danegeld.</p>
5	<p>In 874AD, the Viking king Guthrum attacked the last Kingdom, Wessex but failed to win it. King Alfred was forced to pay the Danegeld to protect his Kingdom. (pg 8)</p> <p>but Guthrum attacked anyway in 878AD – Alfred had to flee.</p> <p>King Alfred of Wessex slowly built an army strong enough to the on the Vikings with help from people in the other Kingdoms who wanted to get rid of the Vikings,</p> <p>In 876 Alfred defeated Guthrum and the Vikings had to retreat to Northumbria and East Anglia – Alfred was accepted as King over the rest of England. (pg 8)</p> <p>He is known as Alfred the Great.</p>
6	<p>In 927, his grandson, Athelstan was King and he finally defeated the Vikings, taking back York and Northumbria. (pg 9)</p> <p>Athelstan was the first King of England.</p> <p>There were further Viking invasions (pg 10)– occasionally a Viking became King but for most of the next century, England had a Saxon King until 1066.and the Norman Conquest (pg 11)</p>

Year 5	
Ancient Greece – a study of Greek life and achievements and their influence on the western world.	
Week	Lesson focus
1	Use previous understanding of 'Ancient' to estimate what era the Greeks lived in (more in line with the Egyptians than the Vikings) – understand that people lived in Greece for many 1000s of years (like Stone Age in UK) – know that the Ancient Greeks as we know them covers the period of approx. 800BCE to 146 BCE. Understand term 'western world' – consider how a society that lived over 2000 yrs ago could influence modern life – to be revisited at the end of the unit. Know background facts about Ancient Greece - their trading links to other parts of the world and that they began to expand around the Mediterranean because the geography of Greece makes it difficult to grow enough food for people to live on – make comparisons to the Vikings/Saxon motivation for invading Britain. (pg 1)
2	Know that Ancient Greece was made up of a series of city-states and that the ones that we know most about are Athens and Sparta. The different city-states often fought each other. (pg 2)
3	Study of what life in Athens was like for different groups of people – men, women and children – what characterised society in Athens? (pg 2) Comparison study of what life in Sparta was like for similar groups of people – what characterised society in Sparta? (pg 2) Summarise information to show key differences between the two city-states.
4	Recognise that despite all the differences, there were many things that the different city-states had in common and that they would unite to fight an enemy trying to invade Greece. E.g the Persians Recognise language as a common theme – look at the Greek alphabet and recognise how Greek letters are still used in many contexts today (including Covid names). Find familiar words that have Greek origins and group them. (<i>tele-</i> ; <i>-ology</i> ; <i>-photo-</i> etc). Understand that this is an example of the legacy that the Greeks left – their language has helped shape the English language and most other European languages. Understand the term 'legacy'
5	Know that religion and belief was another uniting factor across the city-states. (pg 3)
6	Know the names/roles of the main Greek gods – compare these to the Roman gods studied in Y4 and recognise the similarities; know that Roman society was heavily influenced by the Greeks and use the children's previous knowledge of the Roman Empire to suggest why Greek ideas travelled so far.
7	Know that, like the Romans, the Greeks believed that the gods controlled all aspects of life – study some of the ancient monuments like the Parthenon – how do these buildings help us understand how important the gods were to the Greeks? Read and learn some of the famous Greek myths. (pg 6/7) Recognise how myths helped people understand how the gods wanted them to live. Suggest why companies such as Amazon, Hermes and Nike are named after Greek gods. (pg 6) - independent research on these gods and what they were known for. Another example of how Greek thinking is still current in modern society.
8	Know that the Ancient Olympics were held in honour of the gods at Mount Olympus and understand how important these games were to the Ancient Greeks. (pg 4) Know what events featured at the Ancient Olympics and that it was almost exclusively men taking part. Know that the modern Olympics are inspired by the Ancient Games; make comparisons and know that the Olympic torch carries a flame from Mount Olympus to the place where the games are being held.
9	Know that the Greeks invented democracy and that this was very different to the monarchies that were common in most older societies. (pg 7) Find out how Greek democracy worked and recognise that it was only educated men who could take part.

	Know that most western countries, including the UK, are democracies and consider why most people think this is a better form of government than being ruled by a monarch.
10	Know that education and learning was highly valued across most of Greece and that many of the discoveries and ideas of the Ancient Greeks are still important today. Explore some of the things that Ancient Greeks discovered/invented/proposed – Aristotle, Hippocrates, Pythagoras etc (pg 8)
11	Draw together the knowledge that has been learned about the Greeks and summarise how much the Ancient Greeks have influenced the modern world. Is our world a better place because of the Greeks?
12	

Year 6	
Crime and Punishment - A Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	
Week	Lesson focus
1	<p>Review the Anglo-Saxon conversion to Christianity and the uniting of England into one Kingdom once the Vikings had been defeated.</p> <p>Know that 1066 is a key year in British history – when England was invaded by the Normans. Harold, the last of the Saxon Kings was killed in Battle and William I became King.</p> <p>Know that our current monarchy descends from the Normans.</p> <p>Know that British history is commonly split into different era based on the monarchy – the Normans; the Tudors; the Stuarts; the Georgians; the Victorians and the modern era.</p> <p>Place these on a timeline along with some of the significant figures met in this unit. Timeline to run from 1066 to present and include periods and people studied so far (including KS1) and other significant dates that are meaningful to the children.</p>
2	<p>Know that the Normans were also Christians and like the Saxons they believed that controlled all aspects of life – in a trial, God decided who was innocent or guilty – learn about Trial by Ordeal (pg 1,2)</p>
3	<p>Know that there were other forms of Trial and Punishment –were these trials fair on everyone?</p> <p>Know that the King and other rulers made people pay such high taxes that the poor could barely survive – understand why the legend of Robin Hood became so popular (pg 3,4).</p>
4	<p>Know that by Tudor times, the monarchy had become more powerful and determine what the laws were and who ran the courts.</p> <p>Know about the 'Star Chamber'</p> <p>Know that public execution became even more common and was designed to frighten people into obeying the rules.</p> <p>Know that some 'punishments' could be imposed without a court – Brank/Scold (pg. 6)</p>
5	<p>Know that people believed the monarch was only answerable to God – so the church remained powerful.</p> <p>Henry VIII wanted to change the law to divorce his wife but the Roman Catholic church wouldn't allow it. Henry broke from Rome which meant that he could make his own rules and have control over the church at the same time (pg.7)</p> <p>Know that many people thought this was wrong and it caused a big split in the country.</p>
6	<p>Know that the monarchy and church together had become even more powerful – this led to new laws and new crimes.</p> <p>Find out about the Witch Hunts of Stuarts era (pg. 8)</p> <p>Discuss who were worst – the witches or the witch hunters? Are laws always fair?</p>
7	<p>Know that after Henry VIII, Roman Catholics were persecuted and their way of worshipping was banned. Know that many people wanted to go back to Rome and were prepared to fight for it.</p>
8	<p>Know that this was the main reason behind the Gunpowder Plot – find out about the conspiracy (pg.9)</p> <p>Know what treason means. Know that in those days Parliament was made up of important/wealthy people who advised the King on how to run the country.</p>

	Understand that the information that we have about the Gun Powder plot is from the Protestant side (the victors) – discussed whether this is a reliable source of information? Is it fair that Guy Fawkes is just remembered as a traitor? Was the law fair in the first place?
9	<p>Know that many people felt that the monarchy had too much power – this led to the English Civil War between the Cavaliers (who wanted parliament to have the power) and the Royalists (who wanted the monarch to stay in charge).</p> <p>Know that the Cavaliers won and for a short time there was no monarchy in Britain.</p> <p>Know that when the King came back it was agreed that the monarch could only reign with the consent of parliament. From then on, Parliament makes the rules in Britain, not the monarch.</p> <p>Although power was now shared amongst the members of Parliament, as most of them were wealthy landowners many of the laws they passed were still unfair – find out about new laws on poaching and smuggling (pg. 10)</p>
10	<p>Know that the Prime Minister leads the ruling party in Parliament.</p> <p>Know that the Victorians changed many of the laws in Britain – some made life better for poorer people but punishments were still harsh.</p>
11	<p>Know that people were often hanged for quite little things or sent away to do hard labour in another country. Many gaols were built for other crimes but they quickly filled up because there was so much crime.</p> <p>Explore what crimes and punishments there were and consider why people were prepared to risk being punished like this.</p> <p>Know that Robert Peel was a popular Victorian Prime Minister and that he set up the world's first police force. (pg. 11)</p>
12	Compare what has been learned about Crime and Punishment over the years with modern approaches – discuss which is fairer and why? Has democracy meant that justice is better now?
A non-European Society that contrasts with British History: Mayan Civilisation	
Week	Lesson focus
1	<p>Know that the earliest Mayan civilisations emerged around 2600BCE but didn't reach its peak (the Classical Mayan era) until around 900CE – place this on a timeline alongside the Egyptians and the other periods of history explored in KS2.</p> <p>Know that Mayan society was based in Mesoamerica – mostly on the Yucatan peninsula.</p> <p>Know that a lot of Mayan history was destroyed by Spanish colonialists in the 16th century who thought that anything that wasn't Christian was evil. However, the explorations of Catherwood and Stephens uncovered ancient cities that had been forgotten and this has helped us understand a lot more about Mayan society.</p>
2	<p>Know that the Mayans were polytheistic and like other societies, they believed that the gods controlled everything and needed to be pleased.</p> <p>Know the names and roles of the important gods – note how gods were often linked to the thing societies most needed – sun/water crops etc. (pg.4)</p> <p>Know that human sacrifice was an important way of pleasing the gods but that the Mayan belief in the afterlife meant that they didn't think that sacrifice meant the end of a person's life.</p> <p>Make contrasts with Egyptian gods and come up with reasons for the similarities and differences.</p>
3	<p>Know that one of Catherwood and Stephens main discoveries was the pyramid temples.</p> <p>Know that there are two main types of temple and know the differences between these.</p> <p>Find out about what historians have discovered about Mayan culture from what they discovered at these pyramid temple sites.</p> <p>Know that the Mayans also used a system of writing that used hieroglyphs – a few of these were saved by the Spanish but many were destroyed – these also tell us a lot about Mayan life and beliefs.</p>

4	<p>Know that Mayan society was class based and that you couldn't change the class you were born into.</p> <p>Know that the Mayans had a king who they believed was given to them by the gods.</p> <p>Know that a new family could only rule by getting rid of the old family through war – Mayan cities often fought each other so that they could be in power.</p> <p>Know the names and roles of other divisions in society – what do the different jobs tell us about what the Mayan's thought was important?</p>
5	<p>Know that the sun and moon were very important to the Mayans – linked to the most important of the gods.</p> <p>Know that the design of the pyramid temples reflects how important the sun was to their beliefs and way of life – pg8</p> <p>Know that they studied the sun, moon and stars in detail to develop their own calendars (compare to our calendar) and to calculate how long a year/lunar month is – know that they were very accurate even though they didn't have the modern equipment we have.</p>
6	<p>Know that Mayan sports were determined by the gods and designed to keep the gods happy (compare to the Olympics).</p> <p>Know how the Mayan belief in the sun and moon being reborn everyday meant that human sacrifice was needed (pg.9)</p> <p>Find out about the ball courts of Chichen Itza and know that although some games were for fun in other games, the losers were sacrificed to the gods.</p>

William Law Geography Long Term Plan

	Autumn 1 (1)		Autumn 2 (2)		Spring 1 (3)		Spring 2 (4)		Summer 1 (5)		Summer 2 (6)	
Y1			Geography UK Countries						Geography Local study: Our School			
Y2			Geography The World Continents and 5 oceans						Geography Local Study: Small UK area Peterborough / Werrington / Glington (village) / Peakirk (village) / Eton (hamlet)		Geography Non-European Study: Kenya)	
Y3	Geography UK study Countries and regions / cities Geography 1.2; 1.5; 2.5; Geography 3.3				Geography European Study Major Cities and Countries and the 4 regions History 3.4 (Italy) Geography 3.1; 3.6 (Italy; Iceland)		Geography Volcanoes & earthquakes Geography 3.3 (Italy; Iceland) Science 3.2 Geography 5.3					
Y4					Geography Rivers & the water cycle Stibbington (Rivers)		Geography Region in the UK study: London Geography 3.1					
Y5					Geography Mountains Geography 3.6		Geography European country: Barcelona Geography 3.3					
Y6					Geography North & South America		Geography Region within North or South America: Amazon Locating areas and looking at physical and human features		Geography Region within North or South America: Amazon Comparing areas of North and South America			

William Law Geography Progression

GEOG	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p><u>This is the United Kingdom of Great Britain and Northern Ireland</u> Know the name of the school, the village/town it is in and the name of the road the school is on.</p> <p>Use photographs, including aerial views of the school setting, encouraging the children to comment on what they notice, recognising buildings, open spaces, roads and other simple features.</p> <p><u>Economy/Trade</u> Know that adults have to go to work - they do different jobs to each other and get paid money for doing those jobs.</p> <p>Know that we need money to buy goods from shops.</p> <p><u>Environment and Sustainability</u> Know that we need to look after the places we live in - tidy them up, put rubbish in a bin, be careful how we treat things in the wild.</p> <p>Begin to understand that we are all part of a wider community and the decisions we make can affect other people.</p> <p><u>Being a Geographer</u> Begin to know that maps show us where things are.</p> <p>Make simple maps/sketches of their immediate environment, or maps from imaginary story settings they are familiar with.</p> <p>Begin to use vocabulary for common human and physical features - road, church, village, hill, river etc.</p> <p>Begin to use the language of position - behind, next to, under to describe and locate places/things</p>	<p><u>This is the United Kingdom of Great Britain and Northern Ireland</u> Know we live in England (linked to history)</p> <p><u>Europe and the Rest of the World</u> Know that there are many countries in the world.</p> <p>Recognise some similarities and differences between life in this country, particularly the village/town they live in, and life in other countries.</p> <p><u>Being a Geographer</u> Make simple maps/sketches of their immediate environment, or maps from imaginary story settings they are familiar with.</p> <p>Begin to use vocabulary for common human and physical features - road, church, village, hill, river etc.</p> <p>Begin to use the language of position - behind, next to, under to describe and locate places/things</p>	<p><u>This is the United Kingdom of Great Britain and Northern Ireland</u> Listen to stories set/about different parts of the world and draw on experiences from wider family and holidays related to other places in the UK.</p> <p><u>Europe and the Rest of the World</u> Draw on experiences from wider family and holidays that children may have been on. Use images, video clips, shared texts including stories and other resources to bring the wider world into the classroom.</p> <p><u>Being a Geographer</u> Make simple maps/sketches of their immediate environment, or maps from imaginary story settings they are familiar with.</p> <p>Begin to use vocabulary for common human and physical features - road, church, village, hill, river etc.</p> <p>Begin to use the language of position - behind, next to, under to describe and locate places/things</p>			

Y1		<p><u>UK Countries</u></p> <ul style="list-style-type: none"> • Locate land and sea • Name and locate the 4 countries in the UK • Identify the characteristics of the 4 countries that make up the UK • Identify and name the capital cities of the UK • Identify and name the seas surrounding the UK • Explain the terms human and physical features (UK) • Identify seasonal weather patterns • Identify daily weather patterns • Locate places on globes, atlases and maps • Use geographical vocab 			<p><u>Local Study: School</u></p> <ul style="list-style-type: none"> • Explain the terms human and physical features (school) • Identify features in an environment • Use simple compass directions • Use locational and directional language • Use aerial photographs to recognise human and physical features • Devise a simple map • Use a key • Construct a key • Use fieldwork to learn about the geography of school and its grounds • Locate places on globes, atlases and maps • Use geographical vocab 	
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Y2		<p><u>The World</u></p> <ul style="list-style-type: none"> • Name and locate the 7 continents • Name and locate the 5 oceans • Explain the terms human and physical features (World) • Locate hot areas of the world in relation to the Equator • Locate cold area of the world in relation to the north and south pole • Use simple compass directions • Use geographical language • Locate places on globes, atlases and maps 			<p><u>Local Study: Peterborough</u></p> <ul style="list-style-type: none"> • Explain the terms human and physical features (Peterborough) • Identify features in an environment (Peterborough) • Use locational and directional language • Use aerial photographs to recognise human and physical features • Devise a simple map (Peterborough) • Use and construct a key • Use geographical language • Locate places on globes, atlases and maps 	<p><u>Non-European Study: Kenya</u></p> <ul style="list-style-type: none"> • Explain the terms human and physical features (Kenya) • Identify features in an environment (Kenya) • Identify similarities and differences between two locations (Peterborough vs Kenya) • Use aerial photographs to recognise human and physical features • Devise a simple map (Kenya) • Use and construct a key • Use geographical language • Locate places on globes, atlases and maps
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Y3	<p><u>UK Study Countries and regions / cities</u></p> <ul style="list-style-type: none"> • Locate the world's countries (in relation to UK) • Name and locate countries of the UK • Name and locate major cities in the UK • Name and locate the regions within the UK • Locate and describe the human and physical features of a UK country • Locate and describe the human and physical features of a region • Identify and explain patterns in land and use • Identify the similarities and differences between different regions • Use a variety of maps at different scales • To use population distribution maps and land use maps • Use symbols and keys • To be able to plan fieldwork / research and measure quantitative human and physical features • To be able to use fieldwork / research to record and present human and physical features 		<p><u>European Study</u></p> <ul style="list-style-type: none"> • Locate and know the geographical features of Europe • Locate the world's countries (in relation to Europe) • Locate and describe the human and physical features of a region • Identify and explain patterns in land and use • Identify the similarities and differences between different regions • Know and locate the climate zones, biomes and vegetation belts of Europe • Know the human geography of the distribution of natural resources • Use a variety of maps at different scales • To use digital and computer maps • Use symbols and keys • To be able to plan fieldwork / research and measure quantitative human and physical features • To be able to use fieldwork / research to record and present human and physical features 	<p><u>Volcanoes and Earthquakes</u></p> <ul style="list-style-type: none"> • Locate the world's countries (in relation to Earthquakes and Volcanoes) • Identify the position and significance of various lines of latitude and longitude • Explain the physical and human geography of earthquakes • Explain the physical and human geography of volcanoes • Know and identify the plate boundaries on a world map • Use a variety of maps at different scales • Use symbols and keys • To be able to plan fieldwork / research and measure quantitative human and physical features • To be able to use fieldwork / research to record and present human and physical features 		
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Y4			<p><u>Rivers & the water cycle</u></p> <ul style="list-style-type: none"> • Locate the world's countries (in relation to rivers) • Explain the physical geography of rivers • Explain human geography of rivers • Use the eight digits of a compass • Use grid references • Use symbols and keys • To be able to plan fieldwork / research and measure quantitative human and physical features • To be able to use fieldwork / research to record and present human and physical features 	<p><u>Regions in the UK study: London</u></p> <ul style="list-style-type: none"> • Name and locate countries of the UK (recap) • Name and locate major cities of the UK • Name and locate regions within the UK • Locate and describe the human and physical features of a region • Identify and explain patterns in land use • Identify the similarities and differences between different regions • Use a variety of maps at different scales • Use symbols and keys • To be able to plan fieldwork / research and measure quantitative human and physical features • To be able to use fieldwork / research to record and present human and physical features 	
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Y5			<p>Mountains</p> <ul style="list-style-type: none"> • Locate the world's countries (in relation to mountains) • Locate and describe the human and physical features of European region (Mountains) • Identify the position and know the significance of various lines of latitude and longitude • Explain the human and physical geography of mountains • To know the plate boundaries on a world map • Use digital and computer maps • Use fieldwork to measure quantitative human and physical features • Use fieldwork to record and present human and physical features 	<p>European country: Barcelona</p> <ul style="list-style-type: none"> • Locate the worlds countries (in relation to Spain) • Locate and know the geographical features of Europe • Locate and describe the human and physical features of European region • Identify and explain patterns in land use • Identify the similarities and differences between different regions (Barcelona vs. London) • To use population distribution maps and land use maps • To use a variety of maps at different scales • Use symbols and keys • Use fieldwork to measure quantitative human and physical features • Use fieldwork to record and present human and physical features 	
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Y6			<p>North & South America</p> <ul style="list-style-type: none"> • Locate and know the geographical features of North America • Identify and explain patterns in land use • To know the Biomes and Vegetation belts of North and South America • Explain the physical geography of rivers (and the water cycles) • Explain the human geography of Earthquakes • To know the plate boundaries on a world map • To know the human geography of the distribution of natural resources • To use a variety of maps at different scales • To use population distribution maps and land use maps • Use fieldwork to measure quantitative human and physical features • Use fieldwork to record and present human and physical features 	<p>Region within North and South America: Amazon</p> <ul style="list-style-type: none"> • Locate and name to geographical feature of South America • Locate and describe the human and physical features of South America region • Identify and explain patterns in land use • To use a variety of maps at different scales • To use digital and computer maps • Use fieldwork to measure quantitative human and physical features • Use fieldwork to record and present human and physical features 	<p>Region within North and South America: Amazon</p> <ul style="list-style-type: none"> • Explain the physical geography of the Amazon • Identify the similarities and differences between different regions (Amazon vs. Barcelona / London) • Use grid references • Use fieldwork to measure quantitative human and physical features • Use fieldwork to record and present human and physical features 	
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William Law Design and Technology Long Term Plan

SUBJECT NAME	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EFYS	Cooking and nutrition- Soup	Project - Sliding Santa Chimneys	Structures – Junk modelling	Project - Spring flowers	Structures - Boats	Textiles – Bookmarks
Y1	Mechanisms – Moving Story Book		Cooking and Nutrition- Smoothies		Structures – Constructing Windmills	
Y2		Textiles – Pouches		Mechanisms – Fairground wheel		Cooking and Nutrition- A balanced diet. Linked to Come Dine with Me.
Y3		Mechanical systems- Pneumatic Toys		Cooking and Nutrition- Eating Seasonally Linked to Come Dine with Me.		Structures- Constructing a Castle.
Y4		Textiles- Fastenings		Mechanical systems – Making a Slingshot Car	Electrical systems – Torches Linked to Science Curriculum	
Y5		Structures – Bridges		Digital world- Monitoring Devices	Textiles- Stuffed Toys	
Y6		Cooking and Nutrition – Come Dine with Me		Mechanical systems- Automata Toys		Digital world- Navigating the World

William Law DT Skills Progression Map

Structures								
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Junk Modelling	Constructing a Windmill		Constructing a Castle		Bridges	
Procedural Skills	Design	<ul style="list-style-type: none">• Making verbal plans and material choices.• Developing a junk model.	<ul style="list-style-type: none">• Learning the importance of a clear design criteria.• Including individual preferences and requirements in a design.		<ul style="list-style-type: none">• Designing a castle with key features to appeal to a specific person/purpose.• Drawing and labelling a castle design using 2D shapes, labelling: -the 3D shapes that will create the features - materials needed and colours.• Designing and/or decorating a castle tower on CAD software.		<ul style="list-style-type: none">• Designing a stable structure that is able to support weight.• Creating a frame structure with a focus on triangulation.	
	Make	<ul style="list-style-type: none">• Improving fine motor/scissor skills with a variety of materials.• Joining materials in a variety of ways (temporary and permanent).• Joining different materials together.• Describing their junk model, and how they intend to put it together.	<ul style="list-style-type: none">• Making stable structures from card, tape and glue .• Learning how to turn 2D nets into 3D structures.• Following instructions to cut and assemble the supporting structure of a windmill.• Making functioning turbines and axles which are assembled into a main supporting structure.		<ul style="list-style-type: none">• Constructing a range of 3D geometric shapes using nets.• Creating special features for individual designs.• Making facades from a range of recycled materials.		<ul style="list-style-type: none">• Making a range of different shaped beam bridges .• Using triangles to create truss bridges that span a given distance and support a load.• Building a wooden bridge structure.• Independently measuring and marking wood accurately.• Selecting appropriate tools and equipment for particular tasks .• Using the correct techniques to saws safely.• Identifying where a structure needs reinforcement and using card corners for support.• Explaining why selecting appropriating materials is an important part of the design process.• Understanding basic wood functional properties.	

	Evaluate	<ul style="list-style-type: none"> • Giving a verbal evaluation of their own and others' junk models with adult support. • Checking to see if their model matches their plan. • Considering what they would do differently if they were to do it again. • Describing their favourite and least favourite part of their model. 	<ul style="list-style-type: none"> • Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't. • Suggest points for improvements. 		<ul style="list-style-type: none"> • Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design • Suggesting points for modification of the individual designs. 		<ul style="list-style-type: none"> • Adapting and improving own bridge structure by identifying points of weakness and reinforcing them as necessary. • Suggesting points for improvements for own bridges and those designed by others. 	
Declarative Knowledge	Technical	<ul style="list-style-type: none"> • To know there are a range to different materials that can be used to make a model and that they are all slightly different. • Making simple suggestions to fix their junk model. 	<ul style="list-style-type: none"> • To understand that the shape of materials can be changed to improve the strength and stiffness of structures. • To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses). • To understand that axles are used in structures and mechanisms to make parts turn in a circle. • To begin to understand that different structures are used for different purposes. • To know that a structure is something that has been made and put together. 		<ul style="list-style-type: none"> • To understand that wide and flat based objects are more stable. • To understand the importance of strength and stiffness in structures. 		<ul style="list-style-type: none"> • To understand some different ways to reinforce structures. • To understand how triangles can be used to reinforce bridges • To know that properties are words that describe the form and function of materials. • To understand why material selection is important based on properties. • To understand the material (functional and aesthetic) properties of wood. 	
	Additional		<ul style="list-style-type: none"> • To know that a client is the person I am designing for • To know that design criteria is a list of points to ensure the product meets the clients needs and wants. • To know that a windmill harnesses the power of wind for a purpose like grinding grain, pumping water or generating electricity. • To know that windmill turbines use wind to turn and make the machines inside work. • To know that a windmill is a 		<ul style="list-style-type: none"> • To know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse - and their purpose. • To know that a façade is the front of a structure. • To understand that a castle needed to be strong and stable to withstand enemy attack. • To know that a paper net is a flat 2D shape that can become a 3D shape once assembled. • To know that a design specification is a list of success 		<ul style="list-style-type: none"> • To understand the difference between arch, beam, truss and suspension bridges. • To understand how to carry and use a saw safely. 	

			<p>structure with sails that are moved by the wind.</p> <ul style="list-style-type: none"> To know the three main parts of a windmill are the turbine, axle and 		criteria for a product.			
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Mechanisms and Mechanical Systems

		<u>EYSF</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
			<u>Making a Moving Story Book</u>	<u>Fairground Wheel</u>	<u>Pneumatic Toys</u>	<u>Making a Slingshot Car</u>		<u>Automata Toys</u>
<u>Procedural Skills</u>	<u>Design</u>		<ul style="list-style-type: none"> Explaining how to adapt mechanisms, using bridges or guides to control the movement. Designing a moving story book for a given audience. 	<ul style="list-style-type: none"> Selecting a suitable linkage system to produce the desired motion. Designing a wheel. 	<ul style="list-style-type: none"> Designing a toy which uses a pneumatic system. Developing design criteria from a design brief. Generating ideas using thumbnail sketches and exploded diagrams Learning that different types of drawings are used in design to explain ideas clearly. 	<ul style="list-style-type: none"> Designing a shape that reduces air resistance. Drawing a net to create a structure from. Choosing shapes that increase or decrease speed as a result of air resistance. Personalising a design. 		<ul style="list-style-type: none"> Experimenting with a range of cams, creating a design for an automata toy based on a choice of cam to create a desired movement. Understanding how linkages change the direction of a force. Making things move at the same time. Understanding and drawing cross-sectional diagrams to show the inner-workings of my design.
	<u>Make</u>		<ul style="list-style-type: none"> Following a design to create moving models that use levers and sliders. 	<ul style="list-style-type: none"> Selecting materials according to their characteristics. Following a design brief. 	<ul style="list-style-type: none"> Creating a pneumatic system to create a desired motion Building secure housing for a pneumatic system. Using syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy. Selecting materials due to their functional 	<ul style="list-style-type: none"> Measuring, marking, cutting and assembling with increasing accuracy Making a model based on a chosen design. 		<ul style="list-style-type: none"> Measuring, marking and checking the accuracy of the jelutong and dowel pieces required. Measuring, marking and cutting components accurately using a ruler and scissors. Assembling components accurately to make a stable frame. Understanding that for the frame to function effectively the components must be cut

					and aesthetic characteristics. • Manipulating materials to create different effects by cutting, creasing, folding and weaving.		accurately and the joints of the frame secured at right angles. • Selecting appropriate materials based on the materials being joined and the speed at which the glue needs to dry/set.
	<u>Evaluate</u>		<ul style="list-style-type: none"> • Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed. • Reviewing the success of a product by testing it with its intended audience. 	<ul style="list-style-type: none"> • Evaluating different designs. • Testing and adapting a design. 	<ul style="list-style-type: none"> • Using the views of others to improve designs. • Testing and modifying the outcome, suggesting improvements • Understanding the purpose of exploded-diagrams through the eyes of a designer and their client. 	<ul style="list-style-type: none"> • Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance 	<ul style="list-style-type: none"> • Evaluating the work of others and receiving feedback on own work. • Applying points of improvement to their toys. • Describing changes they would make/do if they were to do the project again.
<u>Declarative Knowledge</u>	<u>Technical</u>		<ul style="list-style-type: none"> • To know that a mechanism is the parts of an object that move together. • To know that a slider mechanism moves an object from side to side. • To know that a slider mechanism has a slider, slots, guides and an object. • To know that bridges and guides are bits of card that purposefully res 	<ul style="list-style-type: none"> • To know that different materials have different properties and are therefore suitable for different uses. 	<ul style="list-style-type: none"> • To understand how pneumatic systems work. • To understand that pneumatic systems can be used as part of a mechanism. • To know that pneumatic systems operate by drawing in, releasing and compressing air. 	<ul style="list-style-type: none"> • To understand that all moving things have kinetic energy. • To understand that kinetic energy is the energy that something (object/person) has by being in motion. • To know that air resistance is the level of drag on an object as it is forced through the air. • To understand that the shape of a moving object will affect how it moves due to air resistance. 	<ul style="list-style-type: none"> • To understand that the mechanism in an automata uses a system of cams, axles and followers. • To understand that different shaped cams produce different outputs.
	<u>Additional</u>		<ul style="list-style-type: none"> • To know that in Design and technology we call a plan a 'design'. 	<ul style="list-style-type: none"> • To know the features of a ferris wheel include the wheel, frame, pods, a base an axle and an axle holder. • To know that it is important to test my design as I go along so that I can solve any problems that may occur. 	<ul style="list-style-type: none"> • To understand how sketches, drawings and diagrams can be used to communicate design ideas. • To know that exploded-diagrams are used to show how different parts of a product fit together. 	<ul style="list-style-type: none"> • To understand that products change and evolve over time. • To know that aesthetics means how an object or product looks in design and technology. • To know that a template is a stencil you can use to help you draw the same shape accurately. 	<ul style="list-style-type: none"> • To know that an automata is a hand powered mechanical toy. • To know that a cross-sectional diagram shows the inner workings of a product. • To understand how to use a bench hook and

					<ul style="list-style-type: none"> • To know that thumbnail sketches are small drawings to get ideas down on paper quickly. 	<ul style="list-style-type: none"> • To know that a birds-eye view means a view from a high angle (as if a bird in flight). • To know that graphics are images which are designed to explain or advertise something. • To know that it is important to assess and evaluate design ideas and models against a list of design criteria. 		<ul style="list-style-type: none"> saw safely. • To know that a set square can be used to help mark 90° angles.
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Electrical Systems

		<u>EYSF</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
						<u>Torches</u>		
<u>Procedural Skills</u>	<u>Design</u>					<ul style="list-style-type: none"> • Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas. 		
	<u>Make</u>					<ul style="list-style-type: none"> • Making a torch with a working electrical circuit and switch. • Using appropriate equipment to cut and attach materials. • Assembling a torch according to the design and success criteria 		
	<u>Evaluate</u>					<ul style="list-style-type: none"> • Evaluating electrical products. • Testing and evaluating the success of a final product. 		
<u>Declarative Knowledge</u>	<u>Technical</u>					<ul style="list-style-type: none"> • To understand that electrical conductors are materials which electricity can pass through. • To understand that electrical insulators are materials which electricity cannot pass through. • To know that a battery contains stored electricity that can be used to power products. • To know that an electrical circuit must be complete for electricity to flow. • To know that a switch can be used to complete and break an electrical circuit. 		
	<u>Additional</u>					<ul style="list-style-type: none"> • To know the features of a torch: case, contacts, batteries, switch, reflector, lamp, lens. • To know facts from the history and invention of the electric light bulb(s) - by Sir Joseph Swan and Thomas Edison. 		

Cooking and Nutrition

		<u>EYSF</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
		<u>Soup</u>	<u>Smoothies</u>	<u>A balanced Diet</u>	<u>Eating Seasonally</u>			<u>Come Dine with Me</u>
<u>Procedural Skills</u>	<u>Design</u>	• Designing a soup recipe as a class. • Designing soup packaging.	• Designing smoothie carton packaging by-hand or on ICT software.	• Designing a healthy wrap based on a food combination which work well together.	• Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish.			• Writing a recipe, explaining the key steps, method and ingredients. • Including facts and drawings from research undertaken.
	<u>Make</u>	• Chopping plasticine safely. • Chopping vegetables with support.	• Chopping fruit and vegetables safely to make a smoothie.	• Slicing food safely using the bridge or claw grip. • Constructing a wrap that meets a design brief.	• Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination. • Following the instructions within a recipe.			• Following a recipe, including using the correct quantities of each ingredient. • Adapting a recipe based on research. • Working to a given timescale. • Working safely and hygienically with independence.
	<u>Evaluate</u>	Tasting the soup and giving opinions. • Describing some of the following when tasting food: look, feel, smell and taste. • Choosing their favourite packaging design and explaining why.	• Tasting and evaluating different food combinations. • Describing appearance, smell and taste. • Suggesting information to be included on packaging.	• Describing the taste, texture and smell of fruit and vegetables. • Taste testing food combinations and final products. • Describing the information that should be included on a label. • Evaluating which grip was most effective.	• Establishing and using design criteria to help test and review dishes. • Describing the benefits of seasonal fruits and vegetables and the impact on the environment. • Suggesting points for improvement when making a seasonal tart.			• Evaluating a recipe, considering: taste, smell, texture and origin of the food group. • Taste testing and scoring final products. • Suggesting and writing up points of improvements when scoring others' dishes, and when evaluating their own throughout the planning, preparation and cooking process. • Evaluating health and safety in production to minimise cross contamination

<p><u>Declarative Knowledge</u></p>		<ul style="list-style-type: none"> • To know that soup is ingredients (usually vegetables and liquid) blended together. • To know that vegetables are grown. • To recognise and name some common vegetables. • To know that different vegetables taste different. • To know that eating vegetables is good for us. • To discuss why different packages might be used for different foods. 	<ul style="list-style-type: none"> • Understanding the difference between fruits and vegetables. • To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber). • To know that a blender is a machine which mixes ingredients together into a smooth liquid. • To know that a fruit has seeds and a vegetable does not. • To know that fruits grow on trees or vines. • To know that vegetables can grow either above or below ground. • To know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber). 	<ul style="list-style-type: none"> • To know that 'diet' means the food and drink that a person or animal usually eats. • To understand what makes a balanced diet. • To know where to find the nutritional information on packaging. • To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. • To understand that I should eat a range of different foods from each food group, and roughly how much of each food group. • To know that nutrients are substances in food that all living things need to make energy, grow and develop. • To know that 'ingredients' means the items in a mixture or recipe. • To know that I should only have a maximum of five teaspoons of sugar a day to stay healthy. • To know that many food and drinks we do not expect to contain sugar do; we call these 'hidden sugars'. 	<ul style="list-style-type: none"> • To know that not all fruits and vegetables can be grown in the UK. • To know that climate affects food growth. • To know that vegetables and fruit grow in certain seasons. • To know that cooking instructions are known as a 'recipe'. • To know that imported food is food which has been brought into the country. • To know that exported food is food which has been sent to another country.. • To understand that imported foods travel from far away and this can negatively impact the environment. • To know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre. • To understand that vitamins, minerals and fibre are important for energy, growth and maintaining health. • To know safety rules for using, storing and cleaning a knife safely. • To know that similar coloured fruits and vegetables often have similar nutritional benefits. 		<ul style="list-style-type: none"> • To know that 'flavour' is how a food or drink tastes. • To know that many countries have 'national dishes' which are recipes associated with that country. • To know that 'processed food' means food that has been put through multiple changes in a factory. • To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. • To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork).
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Textiles

		<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
		<u>Bookmark</u>		<u>Pouches</u>		<u>Fastenings</u>	<u>Stuffed Toys</u>	
<u>Procedural Skills</u>	<u>Design</u>	<ul style="list-style-type: none"> • Discussing what a good design needs. • Designing a simple pattern with paper. • Designing a bookmark. • Choosing from available materials. 		<ul style="list-style-type: none"> • Designing a pouch. 		<ul style="list-style-type: none"> • Writing design criteria for a product, articulating decisions made. • Designing a personalised book sleeve. 	<ul style="list-style-type: none"> • Designing a stuffed toy, considering the main component shapes required and creating an appropriate template • Considering the proportions of individual components. 	
	<u>Make</u>	<ul style="list-style-type: none"> • Developing fine motor/cutting skills with scissors. • Exploring fine motor/threading and weaving (under, over technique) with a variety of materials. • Using a prepared needle and wool to practise threading. 		<ul style="list-style-type: none"> • Selecting and cutting fabrics for sewing. • Decorating a pouch using fabric glue or running stitch. • Threading a needle. • Sewing running stitch, with evenly spaced, neat, even stitches to join fabric. • Neatly pinning and cutting fabric using a template. 		<ul style="list-style-type: none"> • Making and testing a paper template with accuracy and in keeping with the design criteria. • Measuring, marking and cutting fabric using a paper template. • Selecting a stitch style to join fabric. • Working neatly by sewing small, straight stitches. • Incorporating a fastening to a design. 	<ul style="list-style-type: none"> • Creating a 3D stuffed toy from a 2D design. • Measuring, marking and cutting fabric accurately and independently. • Creating strong and secure blanket stitches when joining fabric. • Threading needles independently. • Using appliqué to attach pieces of fabric decoration. • Sewing blanket stitch to join fabric. • Applying blanket stitch so the spaces between the stitches are even and regular. 	
	<u>Evaluate</u>	<ul style="list-style-type: none"> • Reflecting on a finished product and comparing to their design. 		<ul style="list-style-type: none"> • Troubleshooting scenarios posed by teacher. • Evaluating the quality of the stitching on others' work. • Discussing as a class, the success of their stitching against the success criteria. • Identifying aspects of their peers' work that they particularly like and why. 		<ul style="list-style-type: none"> • Testing and evaluating an end product against the original design criteria. • Deciding how many of the criteria should be met for the product to be considered successful. • Suggesting modifications for improvement. • Articulating the 	<ul style="list-style-type: none"> • Testing and evaluating an end product and giving point for further improvements. 	

						advantages and disadvantages of different fastening types.		
<u>Declarative Knowledge</u>		<ul style="list-style-type: none"> • To know that a design is a way of planning our idea before we start. • To know that threading is putting one material through an object. 		<ul style="list-style-type: none"> • To know that sewing is a method of joining fabric. • To know that different stitches can be used when sewing. • To understand the importance of tying a knot after sewing the final stitch. • To know that a thimble can be used to protect my fingers when sewing. 		<ul style="list-style-type: none"> • To know that a fastening is something which holds two pieces of material together for example a zipper, toggle, button, press stud and velcro. • To know that different fastening types are useful for different purposes. • To know that creating a mock up (prototype) of their design is useful for checking ideas and proportions. 	<ul style="list-style-type: none"> • To know that blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric. • To understand that it is easier to finish simpler designs to a high standard. • To know that soft toys are often made by creating appendages separately and then attaching them to the main body. • To know that small, neat stitches which are pulled taut are important to ensure that the soft toy is strong and holds the stuffing securely. 	

Digital World

		<u>EYSF</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
							<u>Monitoring Devices</u>	<u>Navigating the World</u>
<u>Procedural Skills</u>	<u>Design</u>						<ul style="list-style-type: none"> • Researching (books, internet) for a particular (user's) animal's needs. • Developing design criteria based on research. • Generating multiple housing ideas using building bricks. • Understanding what a virtual model is and the pros and cons of traditional and CAD modelling. • Placing and manoeuvring 3D objects, using CAD. • Changing the properties of, or combining one or more 3D objects, using CAD. 	<ul style="list-style-type: none"> • Writing a design brief from information submitted by a client. • Developing design criteria to fulfil the client's request. • Considering and suggesting additional functions for my navigation tool. • Developing a product idea through annotated sketches. • Placing and manoeuvring 3D objects, using CAD. • Changing the properties of, or combining one or more 3D objects, using CAD.
	<u>Make</u>						<ul style="list-style-type: none"> • Understanding the functional and aesthetic properties of plastics. • Programming to monitor the ambient temperature and coding an (audible or visual) alert when the temperature rises above or falls below a specified range. 	<ul style="list-style-type: none"> • Considering materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo). • Explaining material choices and why they were chosen as part of a product concept. • Programming an N,E, S, W cardinal compass.
	<u>Evaluate</u>						<ul style="list-style-type: none"> • Stating an event or fact from the last 100 years of plastic history. • Explaining how plastic is affecting planet Earth and suggesting ways to make more sustainable choices. • Explaining key functions in my program (audible alert, visuals). • Explaining how my product would be useful for an animal carer including programmed features. 	<ul style="list-style-type: none"> • Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool. • Developing an awareness of sustainable design. • Identifying key industries that utilise 3D CAD modelling and explaining why. • Describing how the product concept fits the client's request and how it will benefit the customers. • Explaining the key functions in my program, including any additions. • Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool. • Explaining

								the key functions and features of my navigation tool to the client as part of a product concept pitch. • Demonstrating a functional program as part of a product concept pitch.
<u>Declarative Knowledge</u>	<u>Technical</u>						<ul style="list-style-type: none"> • To know that a 'device' means equipment created for a certain purpose or job and that monitoring devices observe and record. • To know that a sensor is a tool or device that is designed to monitor, detect and respond to changes for a purpose. • To understand that conditional statements (and, or, if booleans) in programming are a set of rules which are followed if certain conditions are met. 	<ul style="list-style-type: none"> • To know that accelerometers can detect movement. • To understand that sensors can be useful in products as they mean the product can function without human input.
	<u>Additional</u>						<ul style="list-style-type: none"> • To understand key developments in thermometer history. • To know events or facts that took place over the last 100 years in the history of plastic, and how this is changing our outlook on the future. • To know the 6Rs of sustainability. • To understand what a virtual model is and the pros and cons of traditional vs CAD modelling. 	<ul style="list-style-type: none"> • To know that designers write design briefs and develop design criteria to enable them to fulfil a client's request. • To know that 'multifunctional' means an object or product has more than one function. • To know that magnetometers are devices that measure the Earth's magnetic field to determine which direction you are facing.

William Law PE Long Term Plan

Physical Education (PE)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Introduction to PE: Unit 2	Fundamentals: Unit 2	Dance: Unit 1	Gymnastics: Unit 1	Ball skills: Unit 1	Games: Unit 1
Y1	Fundamentals Team building	Ball Skills Gymnastics	Sending and Receiving Dance	Striking and Fielding Dance	Target Games Net and Wall	Athletics Invasion
Y2	Fundamentals Swimming	Ball Skills Swimming	Net and Wall Dance	Striking and Fielding Dance	Sending and Receiving Gymnastics	Athletics Invasion
Y3	Fundamentals Fitness	Outdoor Adventurous Activities (OAA) Gymnastics	Ball Skills Dance	Netball Dance	Tag Rugby Tennis	Athletics Rounders
Y4	Hockey Outdoor Adventurous Activities (OAA)	Handball Gymnastics	Basketball Dance	Lacrosse Dance	Football Tennis	Athletics Cricket
Y5	Netball Fitness	Football Gymnastics	Lacrosse Dance	Tennis Dance	Tag Rugby Volleyball	Athletics Rounders
Y6	Outdoor Adventurous Activities (OAA) Gymnastics	Hockey Dance	Rounders Dance	Basketball Tennis	Cricket Swimming	Athletics Swimming

William Law PE Progression

Physical Education (PE)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p><u>Introduction to PE: Unit 2</u></p> <p>To move around safely in space.</p> <p>To follow instructions involving several ideas or actions.</p> <p>To understand why rules are important and why we follow them.</p> <p>To develop control when using equipment.</p> <p>To work cooperatively with a partner.</p>	<p><u>Fundamentals: Unit 2</u></p> <p>To decide on skills to complete a task.</p> <p>To negotiate space safely by considering others.</p> <p>To play games honestly with consideration of the rules.</p> <p>To show an understanding of feelings by regulating behaviour.</p> <p>To use movement skills to develop balance and coordination.</p> <p>To explore different ways to travel.</p>	<p><u>Dance: Unit 1</u></p> <p>To try new challenges and perform in front of others.</p> <p>To negotiate space safely with consideration of others.</p> <p>To show respect towards others when providing feedback to a partner.</p> <p>To use movement skills by developing strength, balance and coordination.</p> <p>To explore different body parts and how they move to combine and repeat actions.</p> <p>To express and communicate ideas by exploring movements.</p>	<p><u>Gymnastics: Unit 1</u></p> <p>To try new challenges and perform in front of others.</p> <p>To negotiate space safely with consideration of others.</p> <p>To copy and create shapes with your body.</p> <p>To copy and create shapes whilst on apparatus.</p> <p>To develop jumping and landing safely.</p> <p>To develop rocking and rolling.</p> <p>To use movement skills by developing strength, balance and coordination.</p>	<p><u>Ball skills: Unit 1</u></p> <p>To negotiate space safely by considering others.</p> <p>To persevere when trying new challenges.</p> <p>To play ball games with consideration to the rules.</p> <p>To play cooperatively and take turns with others.</p> <p>To develop rolling a ball to a target.</p> <p>To develop stopping a rolling ball.</p> <p>To develop accuracy when throwing a ball to a target.</p> <p>To develop bouncing and catching a ball.</p> <p>To develop kicking a ball,</p>	<p><u>Games: Unit 1</u></p> <p>To negotiate space safely by considering others.</p> <p>To work safely and develop running and stopping.</p> <p>To play games showing an understanding of the different roles within it.</p> <p>To follow instructions and move safely when playing games.</p> <p>To play games honestly with consideration for the rules.</p> <p>To develop throwing and learn how to keep score.</p> <p>To use ball skills with developing competence and accuracy.</p>

Physical Education (PE)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<u>Fundamentals</u> <p>To explore balance, stability and landing safely.</p> <p>To recognise changes in the body when exercising.</p> <p>To explore how the body moves when running at different speeds.</p> <p>To explore changing direction when moving at speed and dodging.</p> <p>To explore jumping, hopping and skipping.</p> <p>To explore coordination and combination jumps.</p> <p>To explore combination jumping and skipping.</p>	<u>Ball Skills</u> <p>To develop control and coordination when dribbling with a ball with both hands.</p> <p>To explore accuracy when rolling a ball.</p> <p>To explore throwing with accuracy towards a target.</p> <p>To explore catching with two hands.</p> <p>To explore control and coordination when dribbling with a ball with both feet.</p> <p>To explore tracking a ball that is moving.</p>	<u>Sending and Receiving</u> <p>To develop rolling and throwing a ball towards a target.</p> <p>To develop receiving a rolling ball and tracking skills.</p> <p>To be able to send and receive a ball with your feet.</p> <p>To develop throwing and catching skills over a short distance.</p> <p>To develop throwing and catching over a longer distance.</p> <p>To apply sending and receiving skills to small games.</p>	<u>Striking and Fielding</u> <p>To develop underarm throwing and catching.</p> <p>To develop overarm throwing.</p> <p>To develop hitting a ball.</p> <p>To develop collecting a ball.</p> <p>To learn how to get a batter out.</p> <p>To play games and understand how to score points.</p> <p>To track a ball that is moving.</p> <p>To play games honestly with consideration for the rules.</p>	<u>Target games</u> <p>To develop underarm throwing towards a target.</p> <p>To develop throwing for accuracy.</p> <p>To develop underarm and overarm throwing for accuracy.</p> <p>To develop throwing for accuracy and distance using underarm and overarm.</p> <p>To select the correct technique for the situation.</p> <p>To develop throwing for accuracy and distance.</p>	<u>Athletics</u> <p>To move at different speeds over varying distances.</p> <p>To develop balance.</p> <p>To develop agility and coordination.</p> <p>To explore hopping, jumping and leaping for distance.</p> <p>To develop throwing for distance.</p> <p>To develop throwing for accuracy.</p>

<u>Team building</u>	<u>Gymnastics</u>	<u>Dance</u>	<u>Dance</u>	<u>Net and Wall</u>	<u>Invasion</u>
To co-operate with a partner to complete challenges.	To explore travelling movements.	To use counts of 8 to move in time and make my dance look interesting.	To explore speeds and actions.	To defend space, using the ready position.	To understand the role of defenders and attackers.
To explore and develop working as a team.	To develop quality when performing and linking shapes.	To create my own dance using actions, pathways and counts.	To use expression and create actions that relate to the story.	To play against an opponent and keep the score.	To recognise who to pass to and why.
To develop talking, listening and sharing skills.	To develop stability and control when performing balances.	To explore speeds and actions in our pirate inspired dance.	To use a pathway when travelling.	To explore hitting with a racket.	To move towards the goal with the ball.
To use speaking and listening skills to lead a partner.	To develop technique and control when performing shape jumps.	To copy, remember and repeat actions that represent the theme.	To explore and copy actions in response to a theme.	To develop racket and ball skills.	To support a teammate when playing in attack.
To plan with a partner and small group to complete challenges.	To develop technique in the barrel, straight and forward roll.	To copy, repeat, create and perform actions that represent the theme.	To create my own actions for an animal.	To develop sending a ball using a racket.	To move into space showing an awareness of defenders.
To use talking, listening and sharing skills to complete challenges.	To link gymnastic actions to create a sequence.		To explore pathways with a partner.	To develop hitting over a net.	To stay with a player when defending.
To understand the rules of a game.	To use apparatus safely.			To track balls and other equipment.	
				To play games honestly with consideration for the rules.	

Physical Education (PE)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<u>Fundamentals</u> To develop balance, stability and landing safely. To recognise changes in the body when exercising. To explore how the body moves when running at different speeds. To develop changing direction when moving at speed and dodging. To develop jumping, hopping and skipping. To develop coordination and combination jumps. To develop combination jumping and skipping. To explore providing feedback using keywords.	<u>Ball Skills</u> To develop control and technique when dribbling with a ball with both hands. To develop coordination when rolling a ball. To develop technique when throwing with accuracy towards a target. To develop catching with two hands. To explore control and technique when dribbling with a ball with both feet. To develop tracking a ball that is moving.	<u>Net and Wall</u> To defend space, using the ready position on court. To develop returning a ball with hands. To play against an opponent and keep the score. To develop hitting with a racket to return a ball. To develop sending a ball using a racket. To develop hitting over a net. To track balls and other equipment. To play against an opponent using a racket. To play games honestly with consideration for the rules.	<u>Striking and Fielding</u> To develop underarm throwing and catching with a field ball. To develop overarm throwing to a batter. To develop hitting a ball at distance. To learn how to get a batter out. To play games and understand how to score points. To track a rolling ball that is moving and collect it. To play games honestly with consideration for the rules.	<u>Sending and Receiving</u> To roll a ball towards a target. To track and receive a rolling ball. To be able to send and receive a ball with both feet. To develop throwing and catching skills over a short distance. To develop throwing and catching over a longer distance. To send and receive a ball using a racket. To apply sending and receiving skills to small games.	<u>Athletics</u> To develop the sprinting action. To develop jumping for distance. To develop technique when jumping for height. To develop hopping, jumping and leaping for distance. To develop throwing for distance. To develop throwing for accuracy.

<u>Swimming</u>	<u>Swimming</u>	<u>Dance</u>	<u>Dance</u>	<u>Gymnastics</u>	<u>Invasion</u>
<p>To develop confidence when entering and moving in the water.</p> <p>To safely enter and exit the pool and develop confidence in the water.</p> <p>To develop confidence when travelling in the water.</p> <p>To begin to develop floating.</p>	<p>To develop confidence to submerge in the water.</p> <p>To develop confidence when submerging.</p> <p>To develop floating on front and back.</p> <p>To develop the kicking action in front.</p> <p>To develop confidence and consistency in a range of skills.</p>	<p>To use counts of 8 to stay in time with the music.</p> <p>To develop an understanding of dynamics and how they can show an idea.</p> <p>To copy, remember and repeat actions using facial expressions to show different characters.</p> <p>To explore pathways and levels.</p> <p>To remember and rehearse a circus dance showing expression and character.</p>	<p>To copy, repeat and create actions in response to a stimulus.</p> <p>To copy, create and perform actions considering dynamics.</p> <p>To create a short dance phrase with a partner showing clear changes of speed.</p> <p>To copy, repeat and create movement patterns in response to the theme.</p> <p>To create and perform using unison, mirroring and matching with a partner.</p> <p>To remember and repeat actions and dance as a group.</p>	<p>To perform gymnastic shapes and link them together.</p> <p>To use shapes to create balances.</p> <p>To link travelling actions to create a sequence using apparatus.</p> <p>To use apparatus safely.</p> <p>To demonstrate different shapes, take off and landing when performing jumps.</p> <p>To develop rolling and sequence building.</p>	<p>To understand what being in possession means and to support a teammate.</p> <p>To understand that scoring goals is an attacking skill and to explore ways to do this.</p> <p>To understand that stopping goals is a defending skill and explore ways to do this.</p> <p>To explore how to gain possession.</p> <p>To mark an opponent and understand that this is a defending skill.</p> <p>To learn to apply simple tactics for attacking and defending.</p>

Physical Education (PE)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<u>Fundamentals</u> <p>To develop balance and understand the importance of this skill.</p> <p>To understand changes in the body when exercising.</p> <p>To demonstrate good technique when the body moves running at different speeds.</p> <p>To develop agility when changing direction when moving at speed.</p> <p>To develop technique when jumping, hopping and landing.</p> <p>To develop skipping with a rope.</p> <p>To explore providing feedback using keywords.</p>	<u>Outdoor Adventurous Activities (OAA)</u> <p>To develop cooperation and teamwork skills.</p> <p>To develop trust and teamwork.</p> <p>To involve all team members to work towards a shared goal.</p> <p>To develop trust whilst listening to others and following instructions.</p> <p>To be able to identify objects, draw and follow a simple map.</p> <p>To draw a route using directions, orientate a map and navigate around a grid.</p> <p>To reflect on when and why they were successful at solving challenges.</p>	<u>Ball Skills</u> <p>To develop control and technique when dribbling.</p> <p>To develop catching skills with using one hand.</p> <p>To tracking and sending skills when dribbling a ball with both feet.</p> <p>To develop confidence and accuracy when tracking a ball that is moving.</p> <p>To explore and develop a variety of throwing techniques.</p>	<u>Netball</u> <p>To develop passing and moving and play within the footwork rule.</p> <p>To use a variety of passes to move towards a goal.</p> <p>To develop movement skills to lose a defender.</p> <p>To defend an opponent and try to win the ball.</p> <p>To develop the shooting action.</p> <p>To apply skills and knowledge to play games using netball rules.</p>	<u>Tag Rugby</u> <p>To develop throwing, catching and running with the ball.</p> <p>To develop throwing, catching and running with the ball.</p> <p>To begin to use the 'forward pass' and 'offside' rule.</p> <p>To develop movement skills to dodge a defender.</p> <p>To track an opponent and begin to defend as a team.</p> <p>To apply the rules and skills you have learnt and play in a tag rugby tournament.</p>	<u>Athletics</u> <p>To develop the sprinting action and improve a personal best.</p> <p>To develop changeover technique in relay events.</p> <p>To develop jumping technique in a range of approaches and take off positions.</p> <p>To develop throwing for distance and accuracy.</p> <p>To develop throwing for distance in a pull throw.</p> <p>To develop officiating and performing skills.</p>

<u>Fitness</u>	<u>Gymnastics</u>	<u>Dance</u>	<u>Dance</u>	<u>Tennis</u>	<u>Rounders</u>
To recognise different areas of fitness and explore what your body can do.	To be able to create interesting point and patch balances.	To create actions in response to a stimulus and move in unison with a partner.	To use straight pathways and clear changes in direction in a line dance.	To develop racket and ball control.	To develop overarm and underarm throwing, catching and apply these to a striking and fielding game.
To develop speed and strength.	To develop stepping into shape jumps with control.	To create actions to move in contact with a partner or interact with a partner.	To use canon and unison to make line dances look interesting.	To develop returning the ball using a forehand groundstroke.	To develop bowling and learn the rules of the skill within this game.
To develop coordination.	To develop the straight, barrel, and forward roll.	To select and link appropriate actions and dynamics to show our dance idea.	To use formations, canon and unison to make line dances look interesting.	To be able to rally using a forehand.	To run around the outside of the bases and make decisions about when to stop and when to run.
To develop agility.	To be able to transition smoothly into and out of balances.	To remember, repeat and create actions to represent an idea.	To remember, repeat and create actions around a theme.	To develop the two handed backhand.	To develop fielding techniques and apply them to game situations.
To develop balance.	To create a sequence with matching and contrasting actions and shapes.	To share ideas of actions and dynamics to create a dance that shows a location.	To understand and use formations.	To learn how to score.	To develop batting technique and understand where to hit the ball.
To develop stamina.	To create a partner sequence using the skills I have learnt and including a hoop.	To use choreographing ideas to develop our dance.	To structure a dance to represent a theme.	To develop playing against an opponent.	To apply skills and knowledge to compete in a tournament.
				To work collaboratively with a partner and compete against others.	

Physical Education (PE)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p><u>Hockey</u></p> <p>To develop sending and receiving the ball with accuracy and control.</p> <p>To develop the attacking skill of dribbling.</p> <p>To develop dribbling to beat a defender.</p> <p>To use defending skills to delay an opponent and gain possession.</p> <p>To apply attacking skills to move towards goal and find space.</p> <p>To apply skills and knowledge to compete in a tournament.</p> <p>To provide feedback to a peer using keywords.</p>	<p><u>Handball</u></p> <p>To begin to throw and catch while on the move.</p> <p>To move towards the goal or away from a defender.</p> <p>To move towards the goal to create shooting opportunities.</p> <p>To use defending skills to delay an opponent and gain possession.</p> <p>To use a change of direction and speed to lose a defender and move into space.</p> <p>To apply skills and knowledge to compete in game situations.</p> <p>To work cooperatively with a group to manage games.</p>	<p><u>Basketball</u></p> <p>To develop the attacking skill of dribbling.</p> <p>To protect the ball when dribbling against an opponent.</p> <p>To develop passing and begin to recognise when to use different skills.</p> <p>To use defending skills to delay an opponent and gain possession.</p> <p>To develop technique in the attacking skill of shooting.</p> <p>To apply skills and knowledge to compete in a tournament.</p>	<p><u>Lacrosse</u></p> <p>To develop sending and receiving the ball with accuracy and control.</p> <p>To develop the attacking skill of running with the ball.</p> <p>To develop passing the ball to beat a defender.</p> <p>To use defending skills to delay an opponent and gain possession.</p> <p>To apply attacking skills to move towards goal and find space.</p> <p>To provide feedback to a peer using keywords.</p>	<p><u>Football</u></p> <p>To develop the attacking skill of dribbling.</p> <p>To develop changing direction and speed when dribbling.</p> <p>To develop passing and begin to recognise when to use different skills.</p> <p>To apply attacking skills to move towards a goal.</p> <p>To use defending skills to delay an opponent and gain possession.</p> <p>To apply skills and knowledge to compete in a tournament.</p> <p>To understand the rules of the game and use them honestly.</p>	<p><u>Athletics</u></p> <p>To develop stamina and an understanding of speed and pace in relation to distance.</p> <p>To develop power and speed in the sprinting technique.</p> <p>To develop technique when jumping for distance.</p> <p>To develop throwing for distance and accuracy in a pull throw.</p> <p>To develop officiating and performing skills.</p>

<u>Outdoor Adventurous Activities (OAA)</u>	<u>Gymnastics</u>	<u>Dance</u>	<u>Dance</u>	<u>Tennis</u>	<u>Cricket</u>
To develop cooperation and teamwork skills.	To develop individual and partner balances.	To copy and create actions in response to an idea and be able to adapt this using changes of space.	To understand how dynamics, space and relationships can be used to represent a state of matter.	To develop hitting the ball using a forehand.	To develop overarm and underarm throwing and apply these to a striking and fielding game.
To be able to orientate a map and navigate around a grid.	To develop control in performing and landing rotation jumps.	To choose actions which relate to the theme.	To use actions, dynamics, space and relationships to represent a state of matter.	To develop returning the ball using a forehand.	To develop bowling technique and learn the rules of the skill within this game.
To develop observational skills, listening to others and following instructions.	To develop the straight, barrel, forward and straddle roll.	To develop a dance using matching and mirroring.	To order and structure phrases to create a dance performance.	To develop the backhand and understand when to use it.	To develop batting technique and understand where to hit the ball.
To develop trust whilst listening to others and following instructions.	To link actions that flow using the rolls I have learnt.	To learn and create dance moves in the theme of carnival.	To copy and repeat a set phrase in a style showing energy and rhythm.	To work cooperatively with a partner to keep a continuous rally going.	To develop fielding techniques and apply them to game situations.
To be able to identify, draw and follow a simple map.	To develop strength in inverted movements.	To develop a dance using formations, canon and unison.	To learn and perform a partner dance.	To use simple tactics in a game to outwit an opponent.	To play different roles in a game and begin to think tactically about each role.
To be able to orientate and navigate around a map and draw a route using directions.	To plan and perform sequences with a partner that include a change of level and shape.	To develop a dance phrase and perform as part of a class performance.	To develop a dance using changes in relationships.	To demonstrate honesty and fair play when competing against others.	To share ideas and work with others to manage a game.
To plan and apply strategies to solve problems.		To show respect for others when working as a group and when watching others perform.	To show respect for others when working as a group and when watching others perform.	To provide feedback using key words and understand what to do to improve.	
To work collaboratively and effectively with a partner or a small group.					

Physical Education (PE)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p><u>Netball</u></p> <p>To develop sending and receiving the ball to maintain possession.</p> <p>To create and use space to support a teammate.</p> <p>To change direction and speed to lose a defender.</p> <p>To use defending skills to gain possession.</p> <p>To develop the shooting action.</p> <p>To use and apply skills, principles and tactics to a game situation.</p> <p>To pass, receive and shoot the ball with some control under pressure.</p>	<p><u>Football</u></p> <p>To maintain possession when dribbling.</p> <p>To dribble with control under pressure.</p> <p>To select the appropriate skill, choosing when to pass and when to dribble.</p> <p>To move into and create space to support a teammate.</p> <p>To use the appropriate defensive technique for the situation.</p> <p>To apply rules, skills and principles to play in a tournament.</p> <p>To understand there are different skills for different situations and begin to apply this.</p>	<p><u>Lacrosse</u></p> <p>To develop running with the ball to beat a defender.</p> <p>To send and receive the ball with control under pressure.</p> <p>To select the appropriate skill, choosing when to pass and when to run.</p> <p>To move into and create space to support a teammate.</p> <p>To use the appropriate defensive technique for the situation.</p> <p>To apply rules, skills and principles to play in a tournament.</p> <p>To work collaboratively to create tactics in a team and evaluate how effective they are.</p>	<p><u>Tennis</u></p> <p>To develop returning the ball using a forehand groundstroke.</p> <p>To develop returning the ball using a backhand groundstroke.</p> <p>To work cooperatively with a partner to keep a continuous rally.</p> <p>To develop the underarm serve and understand the rules of serving.</p> <p>To develop the volley and understand when to use it.</p> <p>To use a variety of strokes to outwit an opponent.</p> <p>To understand the rules of the game and apply them with honesty.</p>	<p><u>Tag Rugby</u></p> <p>To understand when to run and when to pass.</p> <p>To use the 'forward pass' and 'offside' rules.</p> <p>To introduce the tagging rule and apply this to game situations.</p> <p>To develop dodging skills to lose a defender.</p> <p>To develop drawing defence and moving towards goal.</p> <p>To apply rules, skills and tactics learnt to play in a tag rugby tournament.</p>	<p><u>Athletics</u></p> <p>To be able to apply different speeds over varying distances.</p> <p>To develop fluency and coordination when running for speed.</p> <p>To develop technique in relay changeovers.</p> <p>To build momentum and power in the triple jump.</p> <p>To develop throwing with force for longer distances.</p> <p>To develop throwing with greater control and technique.</p>


<u>Fitness</u>	<u>Gymnastics</u>	<u>Dance</u>	<u>Dance</u>	<u>Volleyball</u>	<u>Rounders</u>
To develop an awareness of what your body is able to do.	To be able to perform symmetrical and asymmetrical balances.	To create a dance using a random structure and perform the actions showing quality and control.	To work collaboratively with a group to choreograph a dance in the style of Rock 'n' Roll.	To develop the fast catch volley.	To develop bowling under pressure whilst abiding by the rules of the game.
To develop speed and stamina.	To develop the straight, forward, straddle and backward roll.	To understand how changing dynamics changes the appearance of the performance.	To develop set choreography.	To be able to volley the ball using a set shot.	To strike a bowled ball with increasing consistency.
To develop strength using my own body weight.	To be able to explore different methods of travelling, linking actions in both canon and synchronisation.	To understand and use relationships and space to change how a performance looks.	To choose actions to create a motif in a given character with consideration of dynamics, space and relationships.	To develop the dig and understand when to use it.	To make decisions about where and when to send the ball to stump a batter out.
To develop coordination.	To be able to perform progressions of inverted movements.	To copy and repeat movements in the style of rock 'n' roll.	To use structure to choreograph a dance performance.	To keep a continuous rally going over the net.	To develop a variety of fielding techniques and when to use them in a game.
To develop agility.	To explore matching and mirroring using actions both on the floor and on apparatus.	To work with a partner to copy and repeat actions in time with the music.	To use matching, canon and unison in the style of the lion dance.	To develop the underarm serve and learn the rules of serving.	To develop long and short barriers in fielding and understand when to use them.
To develop balancing with control.	To be able to create a partner sequence using apparatus.		To use space and relationships to create a dragon dance.	To apply the rules, skills and tactics learnt to play in a volleyball tournament.	To apply skills and knowledge to compete in a tournament.
To encourage and motivate others to work their personal best.	To use feedback to improve on performance.		To select and combine dance tools to choreograph and perform a dance.	To understand there are different skills for different situations and when to use them.	
To understand different components of fitness and how to test them.					

Physical Education (PE)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<u>Outdoor Adventurous Activities (OAA)</u> To build communication and trust whilst showing an awareness of safety. To work as a team to solve problems, sharing ideas and collaborating with one another. To develop tactical planning and problem solving. To work as a team and use critical thinking to determine the best approach. To develop navigational skills and map reading. To use a key to identify objects and locations. To reflect on when and how solving a challenge can be altered to improve.	<u>Hockey</u> To develop dribbling to beat a defender. To send and receive the ball with control under pressure. To select the appropriate skill, choosing when to pass and when to dribble. To move into and create space to support a teammate. To use the appropriate defensive technique for the situation. To apply rules, skills and principles to play in a tournament. To work collaboratively to create tactics in a team and evaluate how effective they are.	<u>Rounders</u> To develop bowling under pressure whilst abiding by the rules of the game. To strike a bowled ball with increasing consistency. To make decisions about where and when to send the ball to stump a batter out. To develop a variety of fielding techniques and when to use them in a game. To develop long and short barriers in fielding and understand when to use them. To apply skills and knowledge to compete in a tournament. To understand and apply some tactics in a game as a batter, bowler and fielder.	<u>Basketball</u> To dribble with control under pressure. To move into and create space to support a teammate. To choose when to pass and when to dribble. To use the appropriate defensive technique for the situation. To develop shooting technique and make decisions about when to pass, dribble or shoot. To apply principles, rules and tactics to a tournament.	<u>Cricket</u> To develop throwing and catching under pressure and apply these to a striking and fielding game. To develop bowling under pressure whilst abiding by the rules of the game. To strike a bowled ball with increasing consistency. To develop fielding techniques and select the appropriate action for the situation. To understand and apply tactics in a game. To apply skills and knowledge to compete in a tournament. To understand and apply some tactics in a game as a batter, bowler and fielder.	<u>Athletics</u> To develop my own and others sprinting technique. To identify a suitable pace for the event. To develop power, control and technique for the triple jump. To develop power, control and technique when throwing for distance. To develop throwing with force and accuracy for longer distances. To work collaboratively in a team to develop the officiating skills of measuring, timing and recording. To use different strategies to persevere to achieve a personal best.

<u>Gymnastics</u>	<u>Dance</u>	<u>Dance</u>	<u>Tennis</u>	<u>Swimming</u>	<u>Swimming</u>
To be able to develop the straddle, forward and backward roll.	To be able to create a group sequence using formations and apparatus.	To develop a dance phrase using actions, dynamics, space and relationships.	To develop the forehand groundstroke.	To develop gliding, front crawl and backstroke.	To develop breaststroke and breathing technique.
To develop counter balance and counter tension.	To work with others to explore and develop the dance idea.	To copy and create actions with consideration to stimulus.	To be able to return the ball using a backhand groundstroke.	To develop rotation, sculling and treading water.	To develop basic skills of water safety and floating.
To be able to perform inverted movements with control.	To use changes in dynamics in response to the stimulus.	To use choreographic devices to improve the aesthetics of a performance.	To develop the volley and understand when to use it.	To develop the front crawl stroke and breathing technique.	To develop the dolphin kick.
To be able to perform the progressions of a headstand and a cartwheel.	To demonstrate a sense of rhythm and energy when performing bhangra style motifs.	To copy and repeat a phrase of movement in the 1970s disco style.	To develop the volley and use it in a game situation.	To develop the technique for backstroke arms and legs.	To learn techniques for personal survival.
To be able to use flight from hands to travel over apparatus.	To perform a bhangra dance, showing an awareness of timing, formations and direction.	To choreograph a freeze frame montage in the 1970s style.	To develop accuracy of the underarm serve.	To develop breaststroke technique.	To develop water safety skills and an understanding of personal survival.
To be able to create a group sequence using formations and apparatus	To select, order, structure and perform movements in a bhangra style, showing various group formations.	To use feedback to develop and refine a 1970s dance performance.	To learn to use the official scoring system.	To develop breaststroke technique.	To identify fastest strokes and personal bests.
			To work cooperatively with a partner and employ tactics to outwit an opponent.		

William Law Art Long Term Plan

AccessArt Split Curriculum

	Autumn Term	Spring Term	Summer Term
EYFS	<u>Exploring the Natural World</u> To colour <u>Understanding identity and exploring relationships</u> Self Portraiture Photography <u>Exploring the power of creativity</u> Drawing spirals Drawing spiral snails Marbling Wax resist autumn leaves	<u>Exploring the Natural World</u> Feely drawings <u>Understanding identity and exploring relationships</u> Finger puppets <u>Exploring the power of creativity</u> Nursery night time collage Ducklings MInibeast artwork	<u>Exploring the Natural World</u> Primal painting <u>Exploring the power of creativity</u> Drawing like a Caveman Wildflower Meadows Plasticine Prints
Year 1	<u>Spirals</u> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks. Artist: Molly Haslund	<u>Simple Printmaking</u> Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry. No artist for this unit	<u>Making Birds</u> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird. Artists: Ernst Haekel and Hoang Tien Quyet
Year 2	<u>Explore & Draw</u> Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills. Artists: Rosie James, Alice Fox	<u>Expressive Painting</u> Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes. Artists: Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne	<u>Be An Architect</u> Exploring architecture and creating architectural models. Artists: Hundertwasser, Zaha Hadid, Heatherwick Studios

Year 3	<p><u>Gestural Drawing with Charcoal</u> Making loose, gestural drawings with charcoal, and exploring drama and performance.</p> <p>Artists: Heather Hansen, Laura McKendry, Edgar Degas</p>	<p><u>Cloth, Thread, Paint</u> Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.</p> <p>Artists: Alice Kettle, Hannah Rae</p>	<p><u>Telling Stories Through Drawing & Making</u> Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.</p> <p>Artists: Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake</p>
Year 4	<p><u>Storytelling Through Drawing</u> Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.</p> <p>Artists: Laura Carlin, Shaun Tan</p>	<p><u>Exploring Pattern</u> Exploring how we can use colour, line and shape to create patterns, including repeating patterns.</p> <p>Artists: Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont</p>	<p><u>Festival Feasts</u> How might we use food and art to bring us together?</p> <p>Artists: Claes Oldenberg, Lucia Hierro, Nicole Dyer</p>
Year 5	<p><u>Typography & Maps</u> Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.</p> <p>Artists: Louise Fili, Grayson Perry, Paula Scher, Chris Kenny</p>	<p><u>Mixed Media Land & City Scapes</u> Explore how artists use a variety of media to capture spirit of the place.</p> <p>Artists: Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones</p>	<p><u>Architecture: Dream Big or Small?</u> Explore the responsibilities architects have to design us a better world. Make your own architectural model.</p> <p>Artists: Shoreditch Sketcher, Various Architects</p>
Year 6	<p><u>2D Drawing to 3D Making</u> Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.</p> <p>Artists: Lubaina Himid, Claire Harrup</p>	<p><u>Exploring Identity</u> Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.</p> <p>Artists: Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett</p>	<p><u>Take a Seat</u> Explore how craftspeople and designers bring personality to their work.</p> <p>Artists: Yinka Ilori</p>

William Law Art Progression

Year 1	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Understand drawing is a physical activity. Spirals</p> <p>Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Making Birds</p> <p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Spirals</p> <p>Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals</p> <p>Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Making Birds</p> <p>Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. Simple Printmaking</p>	<p>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Spirals</p> <p>Make a simple elastic band sketchbook. Personalise it. Spirals</p> <p>Use sketchbooks to:</p> <p>Test out printmaking ideas Simple Printmaking</p> <p>Develop experience of primary and secondary colours Spirals Simple Printmaking</p> <p>Practice observational drawing Spirals Simple Printmaking Making Birds</p> <p>Explore mark making Spirals Simple Printmaking Making Birds</p>	<p>Understand prints are made by transferring an image from one surface to another. Simple Printmaking</p> <p>Understand relief prints are made when we print from raised images (plates). Simple Printmaking</p> <p>Use hands and feet to make simple prints, using primary colours. Simple Printmaking</p> <p>Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. Simple Printmaking</p> <p>Explore concepts like "repeat" "pattern" "sequencing". Simple Printmaking</p>	<p>Understand watercolour is a media which uses water and pigment.</p> <p>Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks.</p> <p>Explore watercolour in an intuitive way to build understanding of the properties of the medium.</p> <p>Paint without a fixed image of what you are painting in mind.</p> <p>Respond to your painting, and try to "imagine" an image within.</p> <p>Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery.</p> <p>(Whole School Arts Day and additional cross-curricular activities to cover painting)</p>	<p>Understand collage is the art of using elements of paper to make images. Making Birds</p> <p>Understand we can create our own papers with which to collage. Making Birds</p> <p>Collage with painted papers exploring colour, shape and composition. Simple Printmaking F</p> <p>Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. Making Birds</p>	<p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Making Birds</p> <p>Understand the meaning of "Design through Making" Making Birds</p> <p>Use a combination of two or more materials to make sculpture. Making Birds</p> <p>Use construction methods to build. Making Birds</p> <p>Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. Making Birds</p>	<p>Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>All Pathways for Year 1</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Some children may feel able to share their response about classmates work. All Pathways for Year 1</p>

Year 2	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Collage	Making	Purpose/Visual Literacy/Articulation
<p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Explore & Draw</p> <p>Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Explore & Draw</p> <p>Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. Explore & Draw</p> <p>Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. Explore & Draw Be an Architect</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons' sketchbook looks is unique to them. All Pathways for Year 2</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. Explore & Draw</p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media. Explore & Draw Be an Architect</p> <p>Make close observational drawings of small objects, drawn</p>	<p>Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet.</p> <p>Transfer the skills learnt in drawing and sketchbooks to mono print by making monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line.</p> <p>(Whole School Arts Day and additional cross-curricular activities to cover printing)</p>	<p>Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. Expressive Painting</p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making. Expressive Painting</p> <p>Understand that primary colours can be mixed together to make secondary colours of different hues. Expressive Painting</p> <p>Understand the concept of still life. Expressive Painting</p> <p>Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment</p>	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making. Explore & Draw</p> <p>Use the observational drawings made (see column 1 "drawing"), cutting the separate drawings out and using them to create a new artwork, thinking carefully about composition. Work into the collage with further drawing made in response to the collaged sheet. Explore & Draw</p> <p>Collage with drawings to create invented forms. Combine with making if appropriate. Explore & Draw</p>	<p>Understand the role of an architect. Be an Architect</p> <p>Understand when we make sculpture by adding materials it is called Construction. Be an Architect</p> <p>Use the Design through Making philosophy to construct with a variety of materials to make an architectural model of a building, considering shape, form, colour, and perspective. Consider interior and exterior. Be an Architect</p> <p>Use Design through Making philosophy to playfully construct towards a loose brief. Be an Architect</p>	<p>Understand artists take their inspiration from around them, collecting and transforming.</p> <p>Understand that in art we can experiment and discover things for ourselves.</p> <p>Look at the work of a printmaker, an architect, and artists and learn to dissect their work to help build understanding. Understand how the artists experience feeds into their work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 2</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").</p> <p>Talk about intention.</p>

<p>Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. Explore & Draw Music & Art Explore Through Monoprint</p> <p>Create final collaged drawings (see column 5 “collage”) which explore composition. Explore & Draw Music & Art</p> <p>Make drawings inspired by sound. Music & Art</p>	<p>to scale, working slowly, developing mark making. Explore & Draw Explore Through Monoprint</p> <p>Explore colour and colour mixing. Expressive Painting Music & Art</p> <p>Make visual notes about artists studied. Explore & Draw Explore Through Monoprint Be an Architect Music & Art</p>		<p>with using home made tools. Expressive Painting</p> <p>Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above. Expressive Painting</p>			<p>Share responses to classmates work, appreciating similarities and differences.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 2</p>
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Year 3	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills	www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Gestural Drawing with Charcoal</p> <p>Understand charcoal and earth pigment were our first drawing tools as humans. Gestural Drawing with Charcoal</p> <p>Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. Gestural Drawing with Charcoal</p> <p>Understand that animators make drawings that move.</p> <p>Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Gestural Drawing with Charcoal</p> <p>Make charcoal drawings which explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Gestural Drawing with Charcoal</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation. All Pathways for Year 3</p> <p>Understand that the way each persons’ sketchbook looks is unique to them. All Pathways for Year 3</p> <p>Make a new sketchbook (Elastic Band of Hole Punch) OR make Spaces and Places inside a bought sketchbook. All Pathways for Year 3</p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of charcoal. Gestural Drawing with Charcoal</p> <p>Make visual notes using a variety of media using the “Show Me What You See” technique when looking at other artists work to help consolidate learning and make the experience your own. Gestural Drawing with Charcoal Telling Stories Cloth, Thread, Paint</p> <p>Develop mark making skills. Gestural Drawing with Charcoal Working with Shape & Colour Telling Stories Cloth, Thread, Paint Animated Drawings</p>	<p>Understand that screen prints are made by forcing ink over a stencil. Working with Shape & Colour</p> <p>Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes. Working with Shape & Colour</p> <p>Use mono print or screen print over collaged work to make a creative response to an original artwork. Consider use of layers to develop meaning.</p> <p>(Whole School Arts Day and additional cross-curricular activities to cover printing)</p>	<p>Understand that we can create imagery using natural pigments and light. Telling Stories</p> <p>Understand that paint acts differently on different surfaces. Cloth, Thread, Paint</p> <p>Understand the concept of still life and landscape painting. Cloth, Thread, Paint</p> <p>Use paint, mixing colours, to complete the sculpture inspired by literature (see column 6 “making”). Telling Stories</p> <p>Continue to develop colour mixing skills. Cloth, Thread, Paint</p> <p>Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. Cloth, Thread, Paint</p>	<p>Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. Telling Stories</p> <p>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). Telling Stories</p> <p>That clay and Modroc are soft materials which finally dry/set hard. Telling Stories</p> <p>An armature is an interior framework which support a sculpture. Telling Stories</p> <p>Use Modroc or air dry clay to model characters inspired by literature. Consider form, texture, character,</p>	<p>To understand that visual artists look to other artforms for inspiration.</p> <p>Look at the work of an artist who uses gestural marks which convey movement, illustrators and makers who take inspiration from literature, painters who also use textiles and artists who animate their work.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 3</p> <p>Reflect upon the artists’ work, and share your response verbally (“I liked... I didn’t understand... it reminded me of...”).</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally (“I enjoyed... This went well... I would have liked... next time I might...”). Talk about intention.</p>

Option to explore making gestural drawings with charcoal using the whole body (link to dance). [Gestural Drawing with Charcoal](#)

Develop mark making skills by deconstructing the work of artists. [Cloth, Thread, Paint](#)

structure. [Telling Stories](#)

Make an armature to support the sculpture. [Telling Stories](#)

Work collaboratively to present outcomes to others where appropriate. Present as a team.

Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.

Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. [All Pathways for Year 3](#)

Year 4	Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills	www.accessart.org.uk	
Drawing	Sketchbooks	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand that artists and illustrators interpret narrative texts and create sequenced drawings. Storytelling Through Drawing</p> <p>Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works. Exploring Pattern</p> <p>Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry. Exploring Pattern</p> <p>Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural. Exploring Pattern</p> <p>Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow. Storytelling Through Drawing</p> <p>Interpret poetry or prose and create sequenced images in either an</p>	<p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. All Pathways for Year 4</p> <p>Use sketchbooks to:</p> <p>Practise drawing skills. Storytelling Through Drawing Exploring Pattern Festival Feasts</p> <p>Make visual notes to record ideas and processes discovered through looking at other artists. Storytelling Through Drawing Exploring Pattern Festival Feasts</p> <p>Test and experiment with materials. Storytelling Through Drawing Exploring Pattern Festival Feasts</p> <p>Brainstorm pattern, colour, line and shape. Exploring Pattern Festival Feasts</p>	<p>Understand that still life name given to the genre of painting (or making) a collection of objects/elements. Exploring Still Life</p> <p>That still life is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today. Exploring Still Life</p> <p>To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background. Exploring Still Life</p> <p>To use close observation and try different hues and tones to capture 3d form in 2 dimensions. (Option to use collage from painted sheets). Exploring Still Life</p> <p>Options to work in clay, making reliefs inspired by fruit still lives, or make 3d graphic still lives using ink and foamboard. Exploring Still Life</p>	<p>To understand that make sculpture can be challenging. To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right. Festival Feasts</p> <p>Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making philosophy and reflect at all stages to inform future making. Festival Feasts</p> <p>To combine modelling with construction using mixed media and painting to create sculpture. Festival Feasts</p>	<p>Look at the work of illustrators and graphic artists, painters and sculptors. Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand artists often collaborate on projects, bringing different skills together.</p> <p>Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 4</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.</p>

<p>accordian or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink. Storytelling Through Drawing</p> <p>Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns. Exploring Pattern</p> <p>Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. Storytelling Through Drawing</p>	<p>Reflect. Storytelling Through Drawing Exploring Pattern Festival Feasts</p>	<p>To explore painting on different surfaces, e.g. fabric, and combine paint with 3d making. Festival Feasts</p> <p>To make work as part of a community/class and understand how everyone can contribute towards a larger artwork. Festival Feasts</p> <p>(Whole School Arts Day and additional cross-curricular activities to cover painting)</p>	<p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 4</p>
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Year 5		Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills	www.accessart.org.uk	
Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand that designers create fonts and work with Typography. Typography & Maps</p> <p>Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. Typography & Maps</p> <p>Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Typography & Maps</p> <p>Draw over maps/existing marks to explore how you can make mark making more visually powerful. Typography & Maps</p> <p>Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. Typography & Maps</p>	<p>Use sketchbooks to:</p> <p>Explore mark making. Typography & Maps Mixed Media Landscapes</p> <p>Brainstorm ideas generated when reading poetry or prose. Making MonoTypes Set Design</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. Typography & Maps Mixed Media Landscapes Architecture: Big or Small</p> <p>Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. Architecture: Big or Small</p> <p>Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. Mixed Media Landscapes</p>	<p>Understand that mono types are single monoprnts. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an artists book. Making MonoTypes</p> <p>Combine mono type with painting and collage to make an "artists book" inspired by poetry or prose. Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks. Making MonoTypes</p> <p>(Whole School Arts Day and additional cross-curricular activities to cover printing)</p>	<p>Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. Mixed Media Landscapes</p> <p>Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. Mixed Media Landscapes</p>	<p>Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. Architecture: Big or Small</p> <p>Use Design through Making and scale models to create a piece of architecture which would make the world a better place. Use a combination of materials, construction methods and tools. Reflect as part of the building process so that you can understand how your intention relates to the reality of what you are building. Architecture: Big or Small</p>	<p>Look at the work of designers, artists, animators, architects.</p> <p>Understand the processes, intentions an outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 5</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p> <p>Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? All Pathways for Year 5</p>

Year 6	Purple = Substantive Knowledge		Green = Implicit Knowledge / Skills		www.accessart.org.uk
Drawing	Sketchbooks	Printmaking	Painting	Making	Purpose/Visual Literacy/Articulation
<p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. 2D to 2D</p> <p>Understand that graphic designers use typography and image to create packaging which we aspire to use. 2D to 2D</p> <p>Understand that there are technical processes we can use to help us see, draw and scale up our work. 2D to 2D</p> <p>Explore using negative and positive space to "see" and draw a simple element/object. 2D to 2D</p> <p>Use the grid system to scale up the image above, transferring the image onto card. 2D to 2D</p> <p>Use collage to add tonal marks to the "flat image". 2D to 2D</p>	<p>Use sketchbooks to:</p> <p>Practise seeing negative and positive shapes. 2D to 2D</p> <p>Using the grid method to scale up an image. 2D to 2D</p> <p>Explore what your passions, hopes and fears might be. What makes you you? How can you find visual equivalents for the words in your head? Activism Exploring Identity</p> <p>Explore colour: make colours, collect colours, experiment with how colours work together. Activism Brave Colour</p> <p>Explore combinations and layering of media. Activism Exploring Identity</p> <p>Develop Mark Making Activism 2D to 2D Exploring Identity</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied. 2D to 2D Exploring Identity Take a Seat</p>	<p>Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. Activism</p> <p>Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. Activism</p> <p>Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world. Activism Exploring Identity</p> <p>Use screenprinting and/or monoprinting over collaged and painted sheets to create your piece of activist art. Activism</p> <p>Or create a zine using similar methods. Activism</p> <p>(Whole School Arts Day and additional cross-curricular activities to cover printing)</p>	<p>Understand that the fabrics used to make clothes have been designed by someone. That there is a relationship between 2d shape and pattern and 3d form and function.</p> <p>Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality. Exploring Identity</p> <p>Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. Exploring Identity</p>	<p>Understand that designers & makers sometimes work towards briefs, but always brings their own experience in the project to bear. Exploring Identity Take a Seat</p> <p>Understand that artists and designers add colour, texture, meaning and richness to our life. Exploring Identity Take a Seat</p> <p>Understand that artists reinvent. Understand that as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future. Take a Seat</p> <p>Use a variety of materials to design (through making) and construct a scaled piece of furniture. Bring your personality and character to the piece. Let your nature inform the choice of materials and shapes you use. Take a Seat</p>	<p>Look at the work of designers, artists, art activists, installation artists, craftspeople and puppeteers.</p> <p>Understand that artists use art to explore their own experience, and that as viewers we can use our visual literacy skills to learn more about both the artist and ourselves.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. All Pathways for Year 6</p> <p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention.</p> <p>Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p> <p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. All Pathways for Year 6</p>

William Law PSHRE Long Term Plan 2023/2024

PSHRE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Self-regulation: My feelings</p> <p>Lesson 1 Identifying my feelings Lesson 2 Feeling jars Lesson 3 Coping strategies Lesson 4 Describing feelings Lesson 5 Facial expressions Lesson 6 Creating a calm corner</p> <p>(2)Health and wellbeing Sub strands Health and prevention Discussing ways that we can take care of ourselves with a colourful diet Physical health and wellbeing Exploring how exercise affects different parts of the body Mental wellbeing Identifying and expressing my own feelings. Exploring coping strategies to help regulate emotions.</p>	<p>Building relationships: special relationships</p> <p>Lesson 1 My family Lesson 2 Special people Lesson 3 Sharing Lesson 4 I am unique Lesson 5 My interests Lesson 6 Similarities and differences</p> <p>(1)Family and relationships Sub strands Family Learning how to talk about our families and discussing why we love them. Friendships Exploring what makes a good friend. Developing strategies to help when sharing with others. Respectful relationships Thinking about what it means to be a valued person. Exploring the differences between us</p>	<p>Managing self: Taking on challenges</p> <p>Lesson 1 Why do we have rules? Lesson 2 Building towers Lesson 3 Team den building Lesson 4 Grounding Lesson 5 Team races Lesson 6 Circus skills</p> <p>(4) Citizenship Skill: Beginning to understand why rules Knowledge: To know that we have rules to keep things fair, safe and enjoyable for everyone. To understand that we all have similarities and differences that make us special. To know that we all have different beliefs and celebrate special times in different way</p> <p>(3) Safety and the changing body Sub strands</p>	<p>Self-regulation: Listening and following instructions</p> <p>Lesson 1 Simon says Lesson 2 Listening to a story Lesson 3 Pass the whisper Lesson 4 Obstacle race Lesson 5 Blindfold walk Lesson 6 Treasure hunt</p> <p>(1)Family and relationships Sub strands Family Learning how to talk about our families and discussing why we love them. Friendships Exploring what makes a good friend. Developing strategies to help when sharing with others. Respectful relationships Thinking about what it means to be a valued person. Exploring the differences between us that make each person unique.</p>	<p>Building relationships: My family and friends</p> <p>Lesson 1 Festivals Lesson 2 Sharing Lesson 3 What makes a good friend? Lesson 4 Being a good friend Lesson 5 Teamwork Lesson 6 Celebrating friendships</p> <p>(4) Citizenship Sub strands Beginning to understand why rules Knowledge: To know that we have rules to keep things fair, safe and enjoyable for everyone. To understand that we all have similarities and differences that make us special. To know that we all have different beliefs and celebrate special times in different way</p> <p>(1)Family and relationships</p>	<p>Managing self: My wellbeing</p> <p>Lesson 1 What is exercise? Lesson 2 Yoga and relaxation Lesson 3 Looking after ourselves Lesson 4 Being a safe pedestrian Lesson 5 Eating healthily Lesson 6 A rainbow of food</p> <p>(2)Health and wellbeing Sub strands Health and prevention Discussing ways that we can take care of ourselves with a colourful diet Physical health and wellbeing Exploring how exercise affects different parts of the body Mental wellbeing Identifying and expressing my own feelings. Exploring coping strategies to help regulate emotions. (3) Safety and the changing body</p>

		<p>that make each person unique.</p> <p>Develop listening skills</p> <p>Change and loss</p> <p>n/a</p> <p>(4) Citizenship</p> <p>Sub strands Beginning to understand why rules</p> <p>Knowledge:</p> <p>To know that we have rules to keep things fair, safe and enjoyable for everyone.</p> <p>To understand that we all have similarities and differences that make us special.</p> <p>To know that we all have different beliefs and celebrate special times in different way</p>	<p>Being safe including online</p> <p>Knowledge: To know that some rules are in place to keep us safe</p> <p>To know how to behave safely on the pavement and when crossing roads with an adult</p>	<p>Develop listening skills</p> <p>Change and loss</p> <p>n/a</p>	<p>Sub strands</p> <p>Family</p> <p>Learning how to talk about our families and discussing why we love them.</p> <p>Friendships</p> <p>Exploring what makes a good friend.</p> <p>Developing strategies to help when sharing with others.</p> <p>Respectful relationships</p> <p>Thinking about what it means to be a valued person. Exploring the differences between us that make each person unique.</p> <p>Develop listening skills</p> <p>Change and loss</p> <p>n/a</p>	<p>Sub strands</p> <p>Being safe including online</p> <p>Knowledge:</p> <p>To know that some rules are in place to keep us safe</p> <p>To know how to behave safely on the pavement and when crossing roads with an adult</p> <p>(5) Economic wellbeing</p> <p>Please note there is no lessons in this theme for EYFS</p>
Y1	<p>Introduction lesson</p> <p>Family and relationships</p> <p>Sub strands</p> <p>Family</p> <p>Exploring how families are different to each other.</p> <p>Friendships</p> <p>Exploring how friendship problems can be overcome. Exploring friendly behaviours.</p> <p>Respectful relationships</p>	<p>Family and relationships</p> <p>Sub strands</p> <p>Family</p> <p>Exploring how families are different to each other.</p> <p>Friendships</p> <p>Exploring how friendship problems can be overcome. Exploring friendly behaviours.</p> <p>Respectful relationships</p> <p>Recognising how other people show their</p>	<p>Health and wellbeing</p> <p>Sub strands</p> <p>Health and prevention</p> <p>Learning how to wash my hands properly. Learning how to deal with an allergic reaction.</p> <p>Physical health and wellbeing</p> <p>Exploring positive sleep habits. Exploring two different methods of relaxation: progressive</p>	<p>Safety and the changing body</p> <p>Sub strands</p> <p>Being safe (including online)</p> <p>Practising what to do if I get lost. Identifying hazards that may be found at home. Understanding people's roles within the local community that help keep us safe</p>	<p>Citizenship</p> <p>Recognising why rules are necessary. Discussing how to meet the needs of different pets. Exploring the differences between people. Recognising the groups that we belong to.</p> <p>Economic wellbeing</p> <p>Discussing how to keep money safe. Discussing what to do if we find</p>	<p>Economic wellbeing</p> <p>Discussing how to keep money safe. Discussing what to do if we find money. Exploring choices people make about money. Developing an understanding of how banks work.</p> <p>Transition lesson</p> <p>Recognising our own strengths</p>

	<p>Recognising how other people show their feelings. Identifying ways we can care for others when they are sad. Exploring the ability to successfully work with different people.</p> <p>Change and loss</p> <p>n/a</p>	<p>feelings. Identifying ways we can care for others when they are sad. Exploring the ability to successfully work with different people.</p> <p>Change and loss</p> <p>n/a</p> <p>Health and wellbeing</p> <p>Sub strands</p> <p>Health and prevention</p> <p>Learning how to wash my hands properly. Learning how to deal with an allergic reaction.</p> <p>Physical health and wellbeing</p> <p>Exploring positive sleep habits. Exploring two different methods of relaxation: progressive muscle relaxation and laughter. Exploring health-related jobs and people who help look after our health.</p> <p>Mental wellbeing</p> <p>Identifying personal strengths and qualities. Identifying different ways to manage feelings.</p>	<p>muscle relaxation and laughter. Exploring health-related jobs and people who help look after our health.</p> <p>Mental wellbeing</p> <p>Identifying personal strengths and qualities. Identifying different ways to manage feelings.</p> <p>Safety and the changing body</p> <p>Sub strands</p> <p>Being safe (including online)</p> <p>Practising what to do if I get lost. Identifying hazards that may be found at home. Understanding people's roles within the local community that help keep us safe</p> <p>Drugs, alcohol and tobacco</p> <p>Learning what is and is not safe to put in or on our bodies.</p> <p>The changing adolescent body</p> <p>n/a</p> <p>Basic first aid</p> <p>Practising making an emergency phone call.</p>	<p>Drugs, alcohol and tobacco</p> <p>Learning what is and is not safe to put in or on our bodies.</p> <p>The changing adolescent body</p> <p>n/a</p> <p>Basic first aid</p> <p>Practising making an emergency phone call.</p> <p>Citizenship</p> <p>Recognising why rules are necessary. Discussing how to meet the needs of different pets. Exploring the differences between people. Recognising the groups that we belong to.</p>	<p>money. Exploring choices people make about money. Developing an understanding of how banks work.</p>	
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Y2	<p><u>Introduction lesson</u></p> <p><u>Family and relationships</u></p> <p><u>Sub strands</u></p> <p><u>Family</u> Understanding ways to show respect for different families. Understanding that families offer love, care and support.</p> <p><u>Friendships</u> Understanding difficulties in friendships and discussing action that can be taken.</p> <p><u>Respectful relationships</u> Learning how other people show their feelings and how to respond to them. Exploring the conventions of manners in different situations.</p> <p><u>Change and loss</u> Exploring how loss and change can affect us.</p>	<p><u>Family and relationships</u></p> <p><u>Sub strands</u></p> <p><u>Family</u> Understanding ways to show respect for different families. Understanding that families offer love, care and support.</p> <p><u>Friendships</u> Understanding difficulties in friendships and discussing action that can be taken.</p> <p><u>Respectful relationships</u> Learning how other people show their feelings and how to respond to them. Exploring the conventions of manners in different situations.</p> <p><u>Change and loss</u> Exploring how loss and change can affect us.</p> <p><u>Health and wellbeing</u></p> <p><u>Sub strands</u></p> <p><u>Health and prevention</u> Exploring the effect that food and drink can have on my teeth.</p> <p><u>Physical health and wellbeing</u> Exploring some of the benefits of exercise on body and mind. Exploring some of the benefits of a</p>	<p><u>Health and wellbeing</u></p> <p><u>Sub strands</u></p> <p><u>Health and prevention</u> Exploring the effect that food and drink can have on my teeth.</p> <p><u>Physical health and wellbeing</u> Exploring some of the benefits of exercise on body and mind. Exploring some of the benefits of a healthy balanced diet. Suggesting how to improve an unbalanced meal. Learning breathing exercises to aid relaxation.</p> <p><u>Mental wellbeing</u> Exploring strategies to manage different emotions. Developing empathy. Identifying personal goals and how to work towards them.</p> <p>Exploring the need for perseverance and developing a growth mindset. Developing an understanding of self-respect.</p> <p><u>Safety and the changing body</u></p> <p><u>Sub strands</u></p> <p><u>Being safe (including online)</u></p>	<p><u>Safety and the changing body</u></p> <p><u>Sub strands</u></p> <p><u>Being safe (including online)</u> Discussing the concept of privacy. Exploring ways to stay safe online. Learning how to behave safely near the road and when crossing the road.</p> <p><u>Drugs, alcohol and tobacco</u> Exploring what people can do to feel better when they are ill. Learning how to be safe around medicines.</p> <p><u>The changing adolescent body</u> n/a</p> <p><u>Basic first aid</u> n/a</p> <p><u>Citizenship</u> Explaining why rules are in place. Identifying positives and negatives about the school environment. Learning how to discuss issues of concern to me. Recognising the importance of looking after the school environment. Identifying ways to help look after the</p>	<p><u>Citizenship</u> Explaining why rules are in place. Identifying positives and negatives about the school environment. Learning how to discuss issues of concern to me. Recognising the importance of looking after the school environment. Identifying ways to help look after the school environment. Recognising the contribution people make to the local community.</p>	<p><u>Economic wellbeing</u> Identifying whether something is a want or need. Recognising that people make choices about how to spend money. Exploring the reasons why people choose certain jobs.</p> <p><u>Transition lesson</u> Identifying people who can help us when we are worried about changes.</p>
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		<p>healthy balanced diet. Suggesting how to improve an unbalanced meal. Learning breathing exercises to aid relaxation.</p> <p>Mental wellbeing</p> <p>Exploring strategies to manage different emotions. Developing empathy. Identifying personal goals and how to work towards them. Exploring the need for perseverance and developing a growth mindset. Developing an understanding of self-respect.</p>	<p>Discussing the concept of privacy. Exploring ways to stay safe online. Learning how to behave safely near the road and when crossing the road.</p> <p>Drugs, alcohol and tobacco</p> <p>Exploring what people can do to feel better when they are ill. Learning how to be safe around medicines.</p> <p>The changing adolescent body</p> <p>n/a</p> <p>Basic first aid</p> <p>n/a</p>	<p>school environment. Recognising the contribution people make to the local community.</p>		
Y3	<p>Introduction lesson</p> <p>Family and relationships</p> <p>Sub strands</p> <p>Family</p> <p>Learning that problems can occur in families and that there is help available if needed.</p> <p>Friendships</p> <p>Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs.</p>	<p>Family and relationships</p> <p>Sub strands</p> <p>Family</p> <p>Learning that problems can occur in families and that there is help available if needed.</p> <p>Friendships</p> <p>Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs.</p> <p>Respectful relationships</p>	<p>Health and wellbeing</p> <p>Sub strands</p> <p>Health and prevention</p> <p>Discussing why it is important to look after my teeth.</p> <p>Physical health and wellbeing</p> <p>Learning stretches which can be used for relaxation. Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</p> <p>Mental wellbeing</p> <p>Exploring my own identity through the groups I</p>	<p>Safety and the changing body</p> <p>Sub strands</p> <p>Being safe (including online)</p> <p>Exploring ways to respond to cyberbullying or unkind behaviour online. Developing skills as a responsible digital citizen. Identifying things people might do near roads which are unsafe. Beginning to recognise unsafe digital content.</p> <p>Drugs, alcohol and tobacco</p>	<p>Citizenship</p> <p>Exploring how children's rights help them and other children. Considering the responsibilities that adults and children have to maintain children's rights. Discussing ways we can make a difference to recycling rates at home/school. Identifying local community groups and discussing how these support the community.</p>	<p>Economic wellbeing</p> <p>Discussing the range of feelings which money can cause. Discussing the different attitudes people have to money. Exploring the impact our spending can have on other people. Considering the advantages and disadvantages of different payment methods.</p> <p>Transition lesson</p> <p>Learning strategies to deal with change.</p>

	<p>Respectful relationships Identifying who I can trust. Learning about the effects of non-verbal communication. Exploring the negative impact of stereotyping. Change and loss n/a</p>	<p>Identifying who I can trust. Learning about the effects of non-verbal communication. Exploring the negative impact of stereotyping. Change and loss n/a</p> <p>Health and wellbeing Sub strands Health and prevention Discussing why it is important to look after my teeth. Physical health and wellbeing Learning stretches which can be used for relaxation. Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest. Mental wellbeing Exploring my own identity through the groups I belong to. Identifying my strengths and exploring how I use them to help others. Being able to breakdown a problem into smaller parts to overcome it.</p>	<p>belong to. Identifying my strengths and exploring how I use them to help others. Being able to breakdown a problem into smaller parts to overcome it.</p> <p>Safety and the changing body Sub strands Being safe (including online) Exploring ways to respond to cyberbullying or unkind behaviour online. Developing skills as a responsible digital citizen. Identifying things people might do near roads which are unsafe. Beginning to recognise unsafe digital content. Drugs, alcohol and tobacco Exploring that people and things can influence me and that I need to make the right decision for me. Exploring choices and decisions that I can make. The changing adolescent body n/a Basic first aid</p>	<p>Exploring that people and things can influence me and that I need to make the right decision for me. Exploring choices and decisions that I can make. The changing adolescent body n/a Basic first aid Learning what to do in a medical emergency, including calling the emergency services.</p> <p>Citizenship Exploring how children's rights help them and other children. Considering the responsibilities that adults and children have to maintain children's rights. Discussing ways we can make a difference to recycling rates at home/school. Identifying local community groups and discussing how these support the community.</p>		
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			Learning what to do in a medical emergency, including calling the emergency services.			
Y4	<p>Introduction lesson</p> <p>Family and relationships</p> <p>Sub strands</p> <p>Family</p> <p>Using respectful language to discuss different families</p> <p>Friendships</p> <p>Exploring physical and emotional boundaries in friendships.</p> <p>Respectful relationships</p> <p>Exploring how my actions and behaviour can affect other people.</p> <p>Change and loss</p> <p>Discussing how to help someone who has experienced a bereavement.</p>	<p>Family and relationships</p> <p>Sub strands</p> <p>Family</p> <p>Using respectful language to discuss different families</p> <p>Friendships</p> <p>Exploring physical and emotional boundaries in friendships.</p> <p>Respectful relationships</p> <p>Exploring how my actions and behaviour can affect other people.</p> <p>Change and loss</p> <p>Discussing how to help someone who has experienced a bereavement.</p> <p>Health and wellbeing</p> <p>Sub strands</p> <p>Health and prevention</p> <p>Developing independence in looking after my teeth.</p> <p>Physical health and wellbeing</p> <p>Identifying what makes me feel calm and relaxed. Learning visualisation as a tool to aid relaxation.</p> <p>Mental wellbeing</p>	<p>Health and wellbeing</p> <p>Sub strands</p> <p>Health and prevention</p> <p>Developing independence in looking after my teeth.</p> <p>Physical health and wellbeing</p> <p>Identifying what makes me feel calm and relaxed. Learning visualisation as a tool to aid relaxation.</p> <p>Mental wellbeing</p> <p>Exploring how my skills can be used to undertake certain jobs. Explore ways we can make ourselves feel happy or happier. Developing the ability to appreciate the emotions of others in different situations. Learning to take responsibility for my emotions by knowing that I can control some things but not others. Developing a growth mindset.</p> <p>Safety and the changing body</p> <p>Sub strands</p> <p>Being safe (including online)</p>	<p>Safety and the changing body</p> <p>Sub strands</p> <p>Being safe (including online)</p> <p>Discussing how to seek help if I need to. Exploring what to do if an adult makes me feel uncomfortable. Learning about the benefits and risks of sharing information online.</p> <p>Drugs, alcohol and tobacco</p> <p>Discussing the benefits of being a non-smoker.</p> <p>The changing adolescent body</p> <p>Discussing some physical and emotional changes during puberty.</p> <p>Basic first aid</p> <p>Learning how to help someone who is having an asthma attack.</p>	<p>Citizenship</p> <p>Discussing how we can help to protect human rights. Identifying ways items can be reused. Explaining why reusing items is of benefit to the environment. Identifying the benefits different groups bring to the local community. Discussing the positives diversity brings to a community.</p>	<p>Citizenship</p> <p>Discussing how we can help to protect human rights. Identifying ways items can be reused. Explaining why reusing items is of benefit to the environment. Identifying the benefits different groups bring to the local community. Discussing the positives diversity brings to a community.</p> <p>Economic wellbeing</p> <p>Exploring the factors which affect whether something is value for money. Discuss some impacts of losing money. Identifying negative and positive influences that can affect our career choices</p> <p>Transition lesson</p> <p>Recognising our own achievements. Being able to set goals.</p>

		Exploring how my skills can be used to undertake certain jobs. Explore ways we can make ourselves feel happy or happier. Developing the ability to appreciate the emotions of others in different situations. Learning to take responsibility for my emotions by knowing that I can control some things but not others. Developing a growth mindset.	Discussing how to seek help if I need to. Exploring what to do if an adult makes me feel uncomfortable. Learning about the benefits and risks of sharing information online. Drugs, alcohol and tobacco Discussing the benefits of being a non-smoker. The changing adolescent body Discussing some physical and emotional changes during puberty. Basic first aid Learning how to help someone who is having an asthma attack.			
Y5	Introduction lesson Family and relationships Sub strands Family Identifying ways families might make children feel unhappy or unsafe Friendships Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these	Family and relationships Sub strands Family Identifying ways families might make children feel unhappy or unsafe Friendships Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship.	Health and wellbeing Sub strands Health and prevention Developing independence for protecting myself in the sun. Physical health and wellbeing Understanding the relationship between stress and relaxation. Considering calories and food groups to plan	Safety and the changing body Sub strands Being safe (including online) Developing an understanding of how to ensure relationships online are safe. Drugs, alcohol and tobacco Learning to make 'for' and 'against' arguments to help with decision making.	Citizenship Explaining why reducing the use of materials is positive for the environment. Discussing how rights and responsibilities link. Exploring the right to a freedom of expression. Identifying the contribution people make to the community and how this is recognised. Developing an	Economic wellbeing Discussing risks associated with money. Making a budget based on priorities. Discussing the role of money in selecting a job. Discussing how income can change and the feelings associated with this. Transition lesson: Roles and responsibilities

	<p>might impact the friendship.</p> <p>Respectful relationships Exploring and questioning the assumptions we make about people based on how they look. Exploring our positive attributes and being proud of these (self-respect).</p> <p>Change and loss n/a</p>	<p>Respectful relationships Exploring and questioning the assumptions we make about people based on how they look. Exploring our positive attributes and being proud of these (self-respect).</p> <p>Change and loss n/a</p> <p>Health and wellbeing Sub strands Health and prevention Developing independence for protecting myself in the sun.</p> <p>Physical health and wellbeing Understanding the relationship between stress and relaxation. Considering calories and food groups to plan healthy meals. Developing greater responsibility for ensuring good quality sleep.</p> <p>Mental wellbeing Taking responsibility for my own feelings.</p>	<p>healthy meals. Developing greater responsibility for ensuring good quality sleep.</p> <p>Mental wellbeing Taking responsibility for my own feelings.</p> <p>Safety and the changing body Sub strands Being safe (including online) Developing an understanding of how to ensure relationships online are safe.</p> <p>Drugs, alcohol and tobacco Learning to make 'for' and 'against' arguments to help with decision making.</p> <p>The changing adolescent body Learning about the emotional changes during puberty. Identifying reliable sources of help with puberty.</p> <p>Basic first aid Learning about how to help someone who is bleeding.</p>	<p>The changing adolescent body Learning about the emotional changes during puberty. Identifying reliable sources of help with puberty.</p> <p>Basic first aid Learning about how to help someone who is bleeding.</p> <p>Citizenship Explaining why reducing the use of materials is positive for the environment. Discussing how rights and responsibilities link. Exploring the right to a freedom of expression. Identifying the contribution people make to the community and how this is recognised. Developing an understanding of how parliament and Government work. Identifying ways people can bring about change in society.</p>	<p>understanding of how parliament and Government work. Identifying ways people can bring about change in society.</p> <p>Economic wellbeing Discussing risks associated with money. Making a budget based on priorities. Discussing the role of money in selecting a job. Discussing how income can change and the feelings associated with this.</p>	<p>Recognising own skills and how these can be developed.</p>
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Y6	<p><u>Introduction lesson</u></p> <p><u>Family and relationships</u></p> <p>Sub strands</p> <p>Family n/a</p> <p>Friendships Identifying ways to resolve conflict through negotiation and compromise.</p> <p>Respectful relationships Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes.</p> <p>Change and loss Exploring the process of grief and understanding that it is different for different people.</p>	<p><u>Health and wellbeing</u></p> <p>Sub strands</p> <p>Health and prevention Considering ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health</p> <p>Physical health and wellbeing Identifying a range of relaxation strategies and situations in which they would be useful. Exploring ways to maintain good habits. Setting achievable goals for a healthy lifestyle.</p> <p>Mental wellbeing Exploring my personal qualities and how to build on them. Developing strategies for being resilient in challenging situations.</p>	<p><u>Health and wellbeing</u></p> <p>Sub strands</p> <p>Health and prevention Considering ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health</p> <p>Physical health and wellbeing Identifying a range of relaxation strategies and situations in which they would be useful. Exploring ways to maintain good habits. Setting achievable goals for a healthy lifestyle.</p> <p>Mental wellbeing Exploring my personal qualities and how to build on them. Developing strategies for being resilient in challenging situations.</p> <p><u>Safety and the changing body</u></p> <p>Sub strands</p> <p>Being safe (including online) Developing an understanding about the reliability of online information. Exploring</p>	<p><u>Safety and the changing body</u></p> <p>Sub strands</p> <p>Being safe (including online) Developing an understanding about the reliability of online information. Exploring online relationships including dealing with problems.</p> <p>Drugs, alcohol and tobacco Discussing the reasons why adults may or may not drink alcohol.</p> <p>The changing adolescent body Discussing problems which might be encountered during puberty and using knowledge to help</p> <p>Basic first aid Learning how to help someone who is choking. Placing an unresponsive patient into the recovery position.</p> <p><u>Citizenship</u> Learning about environmental issues relating to food. Discussing how education and other human rights</p>	<p><u>Citizenship</u> Learning about environmental issues relating to food. Discussing how education and other human rights protect us. Identifying causes which are important to us. Discussing how people can influence what happens in parliament. Discussing ways to challenge prejudice and discrimination. Identifying appropriate ways to share views and ideas with others.</p> <p><u>Economic wellbeing</u> Recognising differences in how people deal with money and the role of emotions in this. Discussing some risks associated with gambling. Identifying jobs which might be suitable for them.</p>	<p><u>Economic wellbeing</u> Recognising differences in how people deal with money and the role of emotions in this. Discussing some risks associated with gambling. Identifying jobs which might be suitable for them.</p> <p><u>Identity</u> Discussing the factors that make our 'identity'. Recognising the difference between how we see ourselves and how others see us. Exploring how the media might influence our identity</p> <p><u>Transition lesson: Dealing with change</u> Exploring a greater range of strategies to deal with feelings associated with change</p>
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			<p>online relationships including dealing with problems.</p> <p>Drugs, alcohol and tobacco</p> <p>Discussing the reasons why adults may or may not drink alcohol.</p> <p>The changing adolescent body Discussing problems which might be encountered during puberty and using knowledge to help</p> <p>Basic first aid</p> <p>Learning how to help someone who is choking. Placing an unresponsive patient into the recovery position.</p>	<p>protect us. Identifying causes which are important to us.</p> <p>Discussing how people can influence what happens in parliament. Discussing ways to challenge prejudice and discrimination. Identifying appropriate ways to share views and ideas with others.</p>		
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William Law PSHRE Progression

PSHRE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Y1	<p><u>Introduction lesson</u></p> <p><u>Family and relationships</u></p> <p><u>Sub strands</u></p> <p><u>Family</u> Exploring how families are different to each other.</p> <p><u>Friendships</u> Exploring how friendship problems can be overcome. Exploring friendly behaviours.</p> <p><u>Respectful relationships</u> Recognising how other people show their feelings. Identifying ways we can care for others when they are sad.</p> <p>Exploring the ability to successfully work with different people.</p> <p><u>Change and loss</u> n/a</p>	<p><u>Family and relationships</u></p> <p><u>Sub strands</u></p> <p><u>Family</u> Exploring how families are different to each other.</p> <p><u>Friendships</u> Exploring how friendship problems can be overcome. Exploring friendly behaviours.</p> <p><u>Respectful relationships</u> Recognising how other people show their feelings. Identifying ways we can care for others when they are sad.</p> <p>Exploring the ability to successfully work with different people.</p> <p><u>Change and loss</u> n/a</p> <p><u>Health and wellbeing</u></p> <p><u>Sub strands</u></p> <p><u>Health and prevention</u> Learning how to wash my hands properly. Learning how to deal with an allergic reaction.</p> <p><u>Physical health and wellbeing</u> Exploring positive sleep habits. Exploring two</p>	<p><u>Health and wellbeing</u></p> <p><u>Sub strands</u></p> <p><u>Health and prevention</u> Learning how to wash my hands properly. Learning how to deal with an allergic reaction.</p> <p><u>Physical health and wellbeing</u> Exploring positive sleep habits. Exploring two</p> <p><u>Safety and the changing body</u> Learning what is and is not safe to put in or on our bodies.</p> <p><u>The changing adolescent body</u> n/a</p> <p><u>Basic first aid</u> Practising making an emergency phone call.</p> <p><u>Citizenship</u> Recognising why rules are necessary. Discussing how to meet the needs of different pets. Exploring the differences between people. Recognising the groups that we belong to.</p>	<p><u>Safety and the changing body</u></p> <p><u>Sub strands</u></p> <p><u>Being safe (including online)</u> Practising what to do if I get lost. Identifying hazards that may be found at home.</p> <p>Understanding people's roles within the local community that help keep us safe</p> <p><u>Drugs, alcohol and tobacco</u> Learning what is and is not safe to put in or on our bodies.</p> <p><u>The changing adolescent body</u> n/a</p> <p><u>Basic first aid</u> Practising making an emergency phone call.</p> <p><u>Citizenship</u> Recognising why rules are necessary. Discussing how to meet the needs of different pets. Exploring the differences between people. Recognising the groups that we belong to.</p>	<p><u>Citizenship</u> Recognising why rules are necessary. Discussing how to meet the needs of different pets. Exploring the differences between people. Recognising the groups that we belong to.</p> <p><u>Economic wellbeing</u> Discussing how to keep money safe. Discussing what to do if we find money. Exploring choices people make about money. Developing an understanding of how banks work.</p>	<p><u>Economic wellbeing</u> Discussing how to keep money safe. Discussing what to do if we find money. Exploring choices people make about money. Developing an understanding of how banks work.</p> <p><u>Transition lesson</u> Recognising our own strengths</p>

		different methods of relaxation: progressive muscle relaxation and laughter. Exploring health-related jobs and people who help look after our health. Mental wellbeing Identifying personal strengths and qualities. Identifying different ways to manage feelings.	Learning what is and is not safe to put in or on our bodies. The changing adolescent body n/a Basic first aid Practising making an emergency phone call.			
Y2	Introduction lesson Family and relationships Sub strands Family Understanding ways to show respect for different families. Understanding that families offer love, care and support. Friendships Understanding difficulties in friendships and discussing action that can be taken. Respectful relationships Learning how other people show their feelings and how to respond to them. Exploring the conventions of manners in different situations. Change and loss Exploring how loss and change can affect us.	Family and relationships Sub strands Family Understanding ways to show respect for different families. Understanding that families offer love, care and support. Friendships Understanding difficulties in friendships and discussing action that can be taken. Respectful relationships Learning how other people show their feelings and how to respond to them. Exploring the conventions of manners in different situations. Change and loss Exploring how loss and change can affect us.	Health and wellbeing Sub strands Health and prevention Exploring the effect that food and drink can have on my teeth. Physical health and wellbeing Exploring some of the benefits of exercise on body and mind. Exploring some of the benefits of a healthy balanced diet. Suggesting how to improve an unbalanced meal. Learning breathing exercises to aid relaxation. Mental wellbeing Exploring strategies to manage different emotions. Developing empathy. Identifying personal goals and how to work towards them. Exploring the need for perseverance and developing a growth mindset. Developing an understanding of self-respect.	Safety and the changing body Sub strands Being safe (including online) Discussing the concept of privacy. Exploring ways to stay safe online. Learning how to behave safely near the road and when crossing the road. Drugs, alcohol and tobacco Exploring what people can do to feel better when they are ill. Learning how to be safe around medicines. The changing adolescent body n/a Basic first aid n/a Citizenship Explaining why rules are in place. Identifying positives and negatives about the school environment. Learning how to discuss issues of concern to me. Recognising the importance of looking after the school environment.	Citizenship Explaining why rules are in place. Identifying positives and negatives about the school environment. Learning how to discuss issues of concern to me. Recognising the importance of looking after the school environment.	Economic wellbeing Identifying whether something is a want or need. Recognising that people make choices about how to spend money. Exploring the reasons why people choose certain jobs. Transition lesson Identifying people who can help us when we are worried about changes.

		<p>Exploring the effect that food and drink can have on my teeth.</p> <p>Physical health and wellbeing</p> <p>Exploring some of the benefits of exercise on body and mind. Exploring some of the benefits of a healthy balanced diet. Suggesting how to improve an unbalanced meal. Learning breathing exercises to aid relaxation.</p> <p>Mental wellbeing</p> <p>Exploring strategies to manage different emotions. Developing empathy. Identifying personal goals and how to work towards them. Exploring the need for perseverance and developing a growth mindset. Developing an understanding of self-respect.</p>	<p>Safety and the changing body</p> <p>Sub strands</p> <p>Being safe (including online)</p> <p>Discussing the concept of privacy. Exploring ways to stay safe online. Learning how to behave safely near the road and when crossing the road.</p> <p>Drugs, alcohol and tobacco</p> <p>Exploring what people can do to feel better when they are ill. Learning how to be safe around medicines.</p> <p>The changing adolescent body</p> <p>n/a</p> <p>Basic first aid</p> <p>n/a</p>	<p>environment. Identifying ways to help look after the school environment.</p> <p>Recognising the contribution people make to the local community.</p>		
Y3	<p>Introduction lesson</p> <p>Family and relationships</p> <p>Sub strands</p> <p>Family</p> <p>Learning that problems can occur in families and that there is help available if needed.</p> <p>Friendships</p> <p>Exploring ways to resolve friendship problems. Developing an</p>	<p>Family and relationships</p> <p>Sub strands</p> <p>Family</p> <p>Learning that problems can occur in families and that there is help available if needed.</p> <p>Friendships</p> <p>Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and</p>	<p>Health and wellbeing</p> <p>Sub strands</p> <p>Health and prevention</p> <p>Discussing why it is important to look after my teeth.</p> <p>Physical health and wellbeing</p> <p>Learning stretches which can be used for relaxation. Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</p>	<p>Safety and the changing body</p> <p>Sub strands</p> <p>Being safe (including online)</p> <p>Exploring ways to respond to cyberbullying or unkind behaviour online. Developing skills as a responsible digital citizen. Identifying things people might do near roads which are unsafe. Beginning to recognise unsafe digital content.</p>	<p>Citizenship</p> <p>Exploring how children's rights help them and other children. Considering the responsibilities that adults and children have to maintain children's rights. Discussing ways we can make a difference to recycling rates at home/school. Identifying local community groups and discussing how these support the community.</p>	<p>Economic wellbeing</p> <p>Discussing the range of feelings which money can cause. Discussing the different attitudes people have to money. Exploring the impact our spending can have on other people. Considering the advantages and disadvantages of different payment methods.</p>

	<p>understanding of the impact of bullying and what to do if bullying occurs.</p> <p>Respectful relationships Identifying who I can trust. Learning about the effects of non-verbal communication.</p> <p>Exploring the negative impact of stereotyping.</p> <p>Change and loss n/a</p>	<p>what to do if bullying occurs.</p> <p>Respectful relationships Identifying who I can trust. Learning about the effects of non-verbal communication.</p> <p>Exploring the negative impact of stereotyping.</p> <p>Change and loss n/a</p> <p>Health and wellbeing Sub strands Health and prevention Discussing why it is important to look after my teeth.</p> <p>Physical health and wellbeing Learning stretches which can be used for relaxation. Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</p> <p>Mental wellbeing Exploring my own identity through the groups I belong to. Identifying my strengths and exploring how I use them to help others. Being able to breakdown a problem into smaller parts to overcome it.</p>	<p>Mental wellbeing Exploring my own identity through the groups I belong to. Identifying my strengths and exploring how I use them to help others. Being able to breakdown a problem into smaller parts to overcome it.</p> <p>Safety and the changing body Sub strands Being safe (including online) Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Developing skills as a responsible digital citizen.</p> <p>Identifying things people might do near roads which are unsafe.</p> <p>Beginning to recognise unsafe digital content.</p> <p>Drugs, alcohol and tobacco Exploring that people and things can influence me and that I need to make the right decision for me. Exploring choices and decisions that I can make.</p> <p>The changing adolescent body n/a</p> <p>Basic first aid Learning what to do in a medical emergency, including calling the emergency services.</p>	<p>Drugs, alcohol and tobacco Exploring that people and things can influence me and that I need to make the right decision for me. Exploring choices and decisions that I can make.</p> <p>The changing adolescent body n/a</p> <p>Basic first aid Learning what to do in a medical emergency, including calling the emergency services.</p> <p>Citizenship Exploring how children's rights help them and other children. Considering the responsibilities that adults and children have to maintain children's rights. Discussing ways we can make a difference to recycling rates at home/school. Identifying local community groups and discussing how these support the community.</p>		<p>Transition lesson Learning strategies to deal with change.</p>
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Y4	<p><u>Introduction lesson</u></p> <p><u>Family and relationships</u> <u>Sub strands</u> Family Using respectful language to discuss different families Friendships Exploring physical and emotional boundaries in friendships. Respectful relationships Exploring how my actions and behaviour can affect other people. Change and loss Discussing how to help someone who has experienced a bereavement.</p>	<p><u>Family and relationships</u> <u>Sub strands</u> Family Using respectful language to discuss different families Friendships Exploring physical and emotional boundaries in friendships. Respectful relationships Exploring how my actions and behaviour can affect other people. Change and loss Discussing how to help someone who has experienced a bereavement.</p> <p><u>Health and wellbeing</u> <u>Sub strands</u> Health and prevention Developing independence in looking after my teeth. Physical health and wellbeing Identifying what makes me feel calm and relaxed. Learning visualisation as a tool to aid relaxation. Mental wellbeing Exploring how my skills can be used to undertake certain jobs. Explore ways we can make ourselves feel happy or happier. Developing the</p>	<p><u>Health and wellbeing</u> <u>Sub strands</u> Health and prevention Developing independence in looking after my teeth. Physical health and wellbeing Identifying what makes me feel calm and relaxed. Learning visualisation as a tool to aid relaxation. Mental wellbeing Exploring how my skills can be used to undertake certain jobs. Explore ways we can make ourselves feel happy or happier. Developing the ability to appreciate the emotions of others in different situations. Learning to take responsibility for my emotions by knowing that I can control some things but not others. Developing a growth mindset.</p> <p><u>Safety and the changing body</u> <u>Sub strands</u> Being safe (including online) Discussing how to seek help if I need to. Exploring what to do if an adult makes me feel uncomfortable. Learning</p>	<p><u>Safety and the changing body</u> <u>Sub strands</u> Being safe (including online) Discussing how to seek help if I need to. Exploring what to do if an adult makes me feel uncomfortable. Learning about the benefits and risks of sharing information online. Drugs, alcohol and tobacco Discussing the benefits of being a non-smoker. The changing adolescent body Discussing some physical and emotional changes during puberty. Basic first aid Learning how to help someone who is having an asthma attack.</p>	<p><u>Citizenship</u> Discussing how we can help to protect human rights. Identifying ways items can be reused. Explaining why reusing items is of benefit to the environment. Identifying the benefits different groups bring to the local community. Discussing the positives diversity brings to a community.</p>	<p><u>Citizenship</u> Discussing how we can help to protect human rights. Identifying ways items can be reused. Explaining why reusing items is of benefit to the environment. Identifying the benefits different groups bring to the local community. Discussing the positives diversity brings to a community.</p> <p><u>Economic wellbeing</u> Exploring the factors which affect whether something is value for money. Discuss some impacts of losing money. Identifying negative and positive influences that can affect our career choices</p> <p><u>Transition lesson</u> Recognising our own achievements. Being able to set goals.</p>
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		ability to appreciate the emotions of others in different situations. Learning to take responsibility for my emotions by knowing that I can control some things but not others. Developing a growth mindset.	about the benefits and risks of sharing information online. Drugs, alcohol and tobacco Discussing the benefits of being a non-smoker. The changing adolescent body Discussing some physical and emotional changes during puberty. Basic first aid Learning how to help someone who is having an asthma attack.			
Y5	<u>Introduction lesson</u> <u>Family and relationships</u> <u>Sub strands</u> Family Identifying ways families might make children feel unhappy or unsafe Friendships Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship. Respectful relationships Exploring and questioning the assumptions we make about people based on how they look. Exploring our positive attributes and being proud of these (self-respect).	<u>Family and relationships</u> <u>Sub strands</u> Family Identifying ways families might make children feel unhappy or unsafe Friendships Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship. Respectful relationships Exploring and questioning the assumptions we make about people based on how they look. Exploring our positive attributes and being proud of these (self-respect). Change and loss	<u>Health and wellbeing</u> <u>Sub strands</u> Health and prevention Developing independence for protecting myself in the sun. Physical health and wellbeing Understanding the relationship between stress and relaxation. Considering calories and food groups to plan healthy meals. Developing greater responsibility for ensuring good quality sleep. Mental wellbeing Taking responsibility for my own feelings. <u>Safety and the changing body</u>	<u>Safety and the changing body</u> <u>Sub strands</u> Being safe (including online) Developing an understanding of how to ensure relationships online are safe. Drugs, alcohol and tobacco Learning to make 'for' and 'against' arguments to help with decision making. The changing adolescent body Learning about the emotional changes during puberty. Identifying reliable sources of help with puberty. Basic first aid Learning about how to help someone who is bleeding. <u>Citizenship</u>	<u>Citizenship</u> Explaining why reducing the use of materials is positive for the environment. Discussing how rights and responsibilities link. Exploring the right to a freedom of expression. Identifying the contribution people make to the community and how this is recognised. Developing an understanding of how parliament and Government work. Identifying ways people can bring about change in society. <u>Economic wellbeing</u> Discussing risks associated with money. Making a budget based on priorities. Discussing the role of money in selecting a job. Discussing how income can change and the feelings associated with this.	<u>Economic wellbeing</u> Discussing risks associated with money. Making a budget based on priorities. Discussing the role of money in selecting a job. Discussing how income can change and the feelings associated with this. <u>Transition lesson: Roles and responsibilities</u> Recognising own skills and how these can be developed.

	<p>Change and loss n/a</p>	<p>n/a</p> <p>Health and wellbeing Sub strands Health and prevention Developing independence for protecting myself in the sun.</p> <p>Physical health and wellbeing Understanding the relationship between stress and relaxation. Considering calories and food groups to plan healthy meals. Developing greater responsibility for ensuring good quality sleep.</p> <p>Mental wellbeing Taking responsibility for my own feelings.</p>	<p>Sub strands Being safe (including online) Developing an understanding of how to ensure relationships online are safe. Drugs, alcohol and tobacco Learning to make 'for' and 'against' arguments to help with decision making. The changing adolescent body Learning about the emotional changes during puberty. Identifying reliable sources of help with puberty. Basic first aid Learning about how to help someone who is bleeding.</p>	<p>Explaining why reducing the use of materials is positive for the environment. Discussing how rights and responsibilities link. Exploring the right to a freedom of expression. Identifying the contribution people make to the community and how this is recognised. Developing an understanding of how parliament and Government work. Identifying ways people can bring about change in society.</p>		
Y6	<p>Introduction lesson</p> <p>Family and relationships Sub strands Family n/a Friendships Identifying ways to resolve conflict through negotiation and compromise. Respectful relationships Discussing how and why respect is an important part of relationships.</p>	<p>Health and wellbeing Sub strands Health and prevention Considering ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health Physical health and wellbeing Identifying a range of relaxation strategies and situations in which they would be useful. Exploring ways to maintain good habits.</p>	<p>Health and wellbeing Sub strands Health and prevention Considering ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health Physical health and wellbeing Identifying a range of relaxation strategies and situations in which they would be useful. Exploring ways to maintain good habits.</p>	<p>Safety and the changing body Sub strands Being safe (including online) Developing an understanding about the reliability of online information. Exploring online relationships including dealing with problems. Drugs, alcohol and tobacco Discussing the reasons why adults may or may not drink alcohol.</p>	<p>Citizenship Learning about environmental issues relating to food. Discussing how education and other human rights protect us. Identifying causes which are important to us. Discussing how people can influence what happens in parliament. Discussing ways to challenge prejudice and discrimination. Identifying appropriate ways to share views and ideas with others.</p> <p>Economic wellbeing</p>	<p>Economic wellbeing Recognising differences in how people deal with money and the role of emotions in this. Discussing some risks associated with gambling. Identifying jobs which might be suitable for them.</p> <p>Identity Discussing the factors that make our 'identity'. Recognising the difference between how we see ourselves and how others see us. Exploring how the</p>

	<p>Identifying ways to challenge stereotypes. Change and loss Exploring the process of grief and understanding that it is different for different people.</p>	<p>Setting achievable goals for a healthy lifestyle. Mental wellbeing Exploring my personal qualities and how to build on them. Developing strategies for being resilient in challenging situations.</p>	<p>Setting achievable goals for a healthy lifestyle. Mental wellbeing Exploring my personal qualities and how to build on them. Developing strategies for being resilient in challenging situations.</p> <p>Safety and the changing body Sub strands Being safe (including online) Developing an understanding about the reliability of online information. Exploring online relationships including dealing with problems. Drugs, alcohol and tobacco Discussing the reasons why adults may or may not drink alcohol. The changing adolescent body Discussing problems which might be encountered during puberty and using knowledge to help Basic first aid Learning how to help someone who is choking. Placing an unresponsive patient into the recovery position.</p>	<p>The changing adolescent body Discussing problems which might be encountered during puberty and using knowledge to help Basic first aid Learning how to help someone who is choking. Placing an unresponsive patient into the recovery position.</p> <p>Citizenship Learning about environmental issues relating to food. Discussing how education and other human rights protect us. Identifying causes which are important to us. Discussing how people can influence what happens in parliament. Discussing ways to challenge prejudice and discrimination. Identifying appropriate ways to share views and ideas with others.</p>	<p>Recognising differences in how people deal with money and the role of emotions in this. Discussing some risks associated with gambling. Identifying jobs which might be suitable for them.</p>	<p>media might influence our identity</p> <p>Transition lesson: Dealing with change Exploring a greater range of strategies to deal with feelings associated with change</p>
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William Law Computing Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Set up continuous provision in your classroom: <i>Computing through continuous provision</i>	Computing systems and networks <i>Using a computer</i> Learning about the main parts of a computer and how to use the keyboard and mouse. Learning how to log in and out.	Programming 1 <i>All about instructions</i> The children learn to receive and give instructions and understand the importance of precise instructions.	Computing systems and networks <i>Exploring hardware</i> Tinkering and exploring with different computer hardware and learning to operate a camera.	Programming 2 <i>Programming Bee-Bots</i> Children learn about directions, experiment with programming a Bee-bot/Blue-bot and tinker with hardware.	Data handling <i>Introduction to data</i> Children sort and categorise data and are introduced to branching databases and pictograms.
Y1	Computing systems and networks <i>Improving mouse skills</i>	Programming 1 <i>Algorithms unplugged</i>	Skills showcase <i>Rocket to the moon</i>	Programming 2 Programming Bee-bots <i>Option 1: Bee-Bots</i> <i>Option 2: Virtual Bee-bots</i>	Creating media Digital imagery <i>Option 1: Google</i> <i>Option 2: Microsoft Office 365</i>	Data handling <i>Introduction to data</i>
Y2	Computing systems and networks 1 <i>What is a computer?</i>	Programming 1 <i>Algorithms and debugging</i>	Computing systems and networks 2 Word processing <i>Option 1: Google</i> <i>Option 2: Microsoft Office 365</i>	Programming 2 <i>Programming: ScratchJr</i>	Creating media Stop Motion <i>Option 1: Using tablet devices</i> <i>Option 2: Using cameras</i> <i>Option 3: Devices without cameras</i>	Data handling <i>International Space Station</i>
Y3	Computing systems and networks 1 Networks and the internet <i>Option 1: Google</i> <i>Option 2: Microsoft Office 365</i>	Programming <i>Programming: Scratch</i>	Computing systems and networks 2 Emailing <i>Option 1: Google</i> <i>Option 2: Microsoft Office 365</i>	Computing systems and networks 3 <i>Journey inside a computer</i>	Creating media Video trailers <i>Option 1: Using devices other than iPads</i> <i>Option 2: Using iPads</i>	Data handling Comparison cards databases <i>Option 1: Google</i> <i>Option 2: Microsoft Office 365</i>

Y4	Computing systems and networks Collaborative Learning Option 1: Google Option 2: Microsoft Office 365	Programming 1 Further coding with Scratch Option 1: Google Option 2: Microsoft Office 365	Creating media Website design Option 1: Google Option 2: Microsoft Office 365	Skills showcase HTML	Programming 2 Computational thinking	Data handling Investigating weather Option 1: Google Option 2: Microsoft Office 365
Y5	Computing systems and networks Search engines Option 1: Google Option 2: Microsoft Office 365	Programming 1 Programming music Option 1: Sonic Pi , Option 2: Scratch	Data handling Mars Rover 1	Programming 2 Micro:bit	Creating media Stop motion animation Option 1: Stop motion studio Option 2: Using cameras	Skills showcase Mars Rover 2
Y6	Computing systems and networks Bletchley Park Option 1: Google Option 2: Microsoft Office 365	Programming Intro to Python	Data handling Big data 1	Creating media History of computers Option 1: Google Option 2: Microsoft Office 365	Data handling Big data 2	Skills showcase Inventing a product Option 1: Google Option 2: Microsoft Office 365

William Law Computing Progression

	EYFS	Year 1	Year 2
Hardware	<p>Learning how to operate a camera to take photographs of meaningful creations or moments.</p> <p>Learning how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary.</p> <p>Recognising and identifying familiar letters and numbers on a keyboard.</p> <p>Developing basic mouse skills such as moving and clicking.</p>	<p>Learning how to operate a camera or tablet to take photos and videos.</p> <p>Learning how to explore and tinker with hardware to find out how it works.</p> <p>Recognising that some devices are input devices and others are output devices.</p> <p>Learning where keys are located on the keyboard.</p>	<p>Understanding what a computer is and that it's made up of different components.</p> <p>Recognising that buttons cause effects and that technology follows instructions.</p> <p>Learning how we know that technology is doing what we want it to do via its output.</p> <p>Using greater control when taking photos with cameras, tablets or computers.</p> <p>Developing confidence with the keyboard and the basics of touch typing.</p>
Networks and data representation	N/A	N/A	N/A

	Year 3	Year 4	Year 5	Year 6
Hardware	<p>Understanding what the different components of a computer do and how they work together.</p> <p>Drawing comparisons across different types of computers.</p> <p>Learning about the purpose of routers.</p>	<p>Using tablets or digital cameras to film a weather forecast.</p> <p>Understanding that weather stations use sensors to gather and record data which predicts the weather.</p>	<p>Learning that external devices can be programmed by a separate computer.</p> <p>Learning the difference between ROM and RAM.</p> <p>Recognising how the size of RAM affects the processing of data.</p> <p>Understanding the fetch, decode, execute cycle.</p>	<p>Learning about the history of computers and how they have evolved over time. Using the understanding of historic computers to design a computer of the future.</p> <p>Understanding and identifying barcodes, QR codes and RFID.</p> <p>Identifying devices and applications that can scan or read barcodes, QR codes and RFID.</p> <p>Understanding how corruption can happen within data during transfer (for example when downloading, installing, copying and updating files).</p>
Networks and data representation	<p>Understanding the role of the key components of a network.</p> <p>Identifying the key components within a network, including whether they are wired or wireless.</p> <p>Understanding that websites and videos are files that are shared from one computer to another.</p> <p>Learning about the role of packets.</p> <p>Understanding how networks work and their purpose.</p> <p>Recognising links between networks and the internet.</p> <p>Learning how data is transferred.</p>	<p>Understanding that computer networks provide multiple services, such as the World Wide Web, and opportunities for communication and collaboration.</p>	<p>Learning the vocabulary associated with data: data and transmit.</p> <p>Learning how the data for digital images can be compressed.</p> <p>Recognising that computers transfer data in binary and understanding simple binary addition.</p> <p>Relating binary signals (Boolean) to the simple character-based language, ASCII.</p> <p>Learning that messages can be sent by binary code, reading binary up to eight characters and carrying out binary calculations.</p> <p>Understanding how bit patterns represent images as pixels.</p>	<p>Understanding that computer networks provide multiple services.</p>

	EYFS	Year 1	Year 2
Computational thinking	Using logical reasoning to understand simple instructions and predict the outcome.	<p>Learning that decomposition means breaking a problem down into smaller parts.</p> <p>Using decomposition to solve unplugged challenges.</p> <p>Using logical reasoning to predict the behaviour of simple programs.</p> <p>Developing the skills associated with sequencing in unplugged activities.</p> <p>Following a basic set of instructions.</p> <p>Assembling instructions into a simple algorithm.</p>	<p>Articulating what decomposition is.</p> <p>Decomposing a game to predict the algorithms used to create it.</p> <p>Learning that there are different levels of abstraction.</p> <p>Explaining what an algorithm is.</p> <p>Following an algorithm.</p> <p>Creating a clear and precise algorithm.</p> <p>Learning that programs execute by following precise instructions.</p> <p>Incorporating loops within algorithms.</p>
Programming	<p>Following instructions as part of practical activities and games.</p> <p>Learning to give simple instructions.</p> <p>Experimenting with programming a Bee-bot/Blue- bot and learning how to give simple commands.</p> <p>Learning to debug instructions, with the help of an adult, when things go wrong.</p>	<p>Programming a Floor robot to follow a planned route.</p> <p>Learning to debug instructions when things go wrong.</p> <p>Using programming language to explain how a floor robot works.</p> <p>Learning to debug an algorithm in an unplugged scenario.</p>	<p>Using logical thinking to explore software, predicting, testing and explaining what it does.</p> <p>Using an algorithm to write a basic computer program.</p> <p>Using loop blocks when programming to repeat an instruction more than once.</p>

Programming		Creating algorithms for a specific purpose.	Programming an animation.	Debugging quickly and effectively to make a program more efficient.
		Year 4	Year 5	Year 6
		<p>Coding a simple game.</p> <p>Using decomposition to solve a problem by finding instructions that can be used.</p> <p>Using abstraction to make code easier to modify.</p> <p>Using decomposition to understand the purpose of sections of code.</p> <p>Incorporating variables to make code more efficient.</p> <p>Identifying patterns through unplugged activities.</p> <p>Using past experiences to help solve new problems.</p> <p>Using abstraction to identify the important parts when completing both plugged and unplugged activities.</p>	<p>Iterating and developing their programming as they work.</p> <p>Decomposing a program into a series of images.</p> <p>Confidently using loops in their programming.</p> <p>Decomposing a program without support.</p> <p>Using a more systematic approach to debugging code, justifying what is wrong and how it can be corrected.</p> <p>Predicting how software will work based on previous experience.</p> <p>Writing code to create a desired effect.</p> <p>Using a range of programming commands.</p> <p>Using repetition within a program.</p>	<p>Remixing existing code to explore a problem.</p> <p>Decomposing a program into an algorithm.</p> <p>Using and adapting nested loops.</p> <p>Using past experiences to help solve new problems.</p> <p>Refactoring using the language Python.</p> <p>Writing increasingly complex algorithms for a purpose.</p> <p>Changing a program to personalise it.</p> <p>Evaluating code to understand its purpose.</p> <p>Predicting code and adapting it to a chosen purpose.</p>
			Amending code within a live scenario.	

	EYFS	Year 1	Year 2
Using software	Using a simple online paint tool to create digital art.	Using a basic range of tools within graphic editing software. Taking and editing photographs. Developing control of the mouse through dragging, clicking and resizing of images to create different effects. Developing understanding of different software tools.	Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts. Using word processing software to type and reformat text. Using software (and unplugged means) to create story animations. Creating and labelling images.
Using email and internet searches	N/A	Recognising devices that are connected to the internet. Searching and downloading images from the internet safely. Understanding that we are connected to others when using the internet.	Searching for appropriate images to use in a document. Understanding what online information is.
Using data	Representing data through sorting and categorising objects in unplugged scenarios. Representing data through physical pictograms. Exploring branch databases through physical games.	Understanding that technology can be used to represent data in different ways: pictograms, tables, pie charts, bar charts, block graphs etc. Using representations to answer questions about data. Using software to explore and create pictograms and branching databases.	Collecting and inputting data into a spreadsheet. Interpreting data from a spreadsheet.
Wider use of technology	N/A	Recognising common uses of information technology, including beyond school. Understanding some of the ways we can use the internet.	Learning how computers are used in the wider world.

	Year 3	Year 4	Year 5	Year 6
Using software	<p>Taking photographs and recording video to tell a story.</p> <p>Using software to edit and enhance their video adding music, sounds and text on screen with transitions.</p>	<p>Building a web page and creating content for it.</p> <p>Designing and creating a webpage for a given purpose.</p> <p>Use online software for documents, presentations, forms and spreadsheets.</p> <p>Using software to work collaboratively with others.</p>	<p>Using logical thinking to explore software more independently, making predictions based on their previous experience.</p> <p>Using software programme Sonic Pi/Scratch to create music.</p> <p>Using the video editing software to animate.</p> <p>Identify ways to improve and edit programs, videos, images etc.</p> <p>Independently learning how to use 3D design software package TinkerCAD.</p>	<p>Using logical thinking to explore software independently, iterating ideas and testing continuously.</p> <p>Using search and word processing skills to create a presentation.</p> <p>Creating and editing sound recordings for a specific purpose.</p> <p>Creating and editing videos, adding multiple elements: music, voiceover, sound, text and transitions.</p> <p>Using design software TinkerCAD to design a product.</p> <p>Creating a website with embedded links and multiple pages.</p>
Using email and internet searches	<p>Learning to log in and out of an email account.</p> <p>Writing an email including a subject, 'to' and 'from.'</p> <p>Sending an email with an attachment.</p> <p>Replying to an email.</p>	<p>Understanding why some results come before others when searching.</p> <p>Using keywords to effectively search for information on the internet.</p> <p>Understanding that information found by searching the internet is not all grounded in fact.</p> <p>Searching the internet for data.</p>	<p>Developing searching skills to help find relevant information on the internet.</p> <p>Learning how to use search engines effectively to find information, focussing on keyword searches and evaluating search returns.</p>	<p>Understanding how search engines work.</p>

	Year 3	Year 4	Year 5	Year 6
Using data	<p>Understanding the vocabulary to do with databases: field, record, data.</p> <p>Learning about the pros and cons of digital versus paper databases.</p> <p>Sorting and filtering databases to easily retrieve information.</p> <p>Creating and interpreting charts and graphs to understand data.</p>	<p>Understanding that data is used to forecast weather.</p> <p>Recording data in a spreadsheet independently.</p> <p>Sorting data in a spreadsheet to compare using the 'sort by...' option.</p> <p>Designing a device which gathers and records sensor data.</p>	<p>Understanding how data is collected in remote or dangerous places.</p> <p>Understanding how data might be used to tell us about a location.</p>	<p>Understanding how barcodes, QR codes and RFID work.</p> <p>Gathering and analysing data in real time.</p> <p>Creating formulas and sorting data within spreadsheets.</p>
Wider use of technology	<p>Understanding the purpose of emails.</p> <p>Recognising how social media platforms are used to interact.</p>	<p>Understanding that software can be used collaboratively online to work as a team.</p>	<p>Learn about different forms of communication that have developed with the use of technology.</p>	<p>Learning about the Internet of Things and how it has led to 'big data'.</p> <p>Learning how 'big data' can be used to solve a problem or improve efficiency.</p>

EYFS	Year 1	Year 2
<p>Recognising that a range of technology is used for different purposes.</p> <p>Learning to log in and log out.</p>	<p>Logging in and out and saving work on their own account.</p> <p>When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable.</p> <p>Understanding how to interact safely with others online.</p> <p>Recognising how actions on the internet can affect others.</p> <p>Recognising what a digital footprint is and how to be careful about what we post.</p>	<p>Learning how to create a strong password.</p> <p>Understanding how to stay safe when talking to people online and what to do if they see or hear something online that makes them feel upset or uncomfortable</p> <p>Identifying whether information is safe or unsafe to be shared online.</p> <p>Learning to be respectful of others when sharing online and ask for their permission before sharing content.</p> <p>Learning strategies for checking if something they read online is true.</p>

Year 3	Year 4	Year 5	Year 6
<p>Recognising that different information is shared online including facts, beliefs and opinions.</p> <p>Learning how to identify reliable information when searching online.</p> <p>Learning how to stay safe on social media.</p> <p>Considering the impact technology can have on mood.</p> <p>Learning about cyberbullying.</p> <p>Learning that not all emails are genuine, recognising when an email might be fake and what to do about it.</p>	<p>Recognising that information on the internet might not be true or correct and that some sources are more trustworthy than others.</p> <p>Learning to make judgements about the accuracy of online searches.</p> <p>Identifying forms of advertising online.</p> <p>Recognising what appropriate behaviour is when collaborating with others online.</p> <p>Reflecting on the positives and negatives of time spent online.</p> <p>Identifying respectful and disrespectful online behaviour.</p>	<p>Identifying possible dangers online and learning how to stay safe.</p> <p>Evaluating the pros and cons of online communication.</p> <p>Recognising that information on the internet might not be true or correct and learning ways of checking validity.</p> <p>Learning what to do if they experience bullying online.</p> <p>Learning to use an online community safely</p>	<p>Learning about the positive and negative impacts of sharing online.</p> <p>Learning strategies to create a positive online reputation.</p> <p>Understanding the importance of secure passwords and how to create them.</p> <p>Learning strategies to capture evidence of online bullying in order to seek help.</p> <p>Using search engines safely and effectively.</p> <p>Recognising that updated software can help to prevent data corruption and hacking.</p>

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To be able to understand what a computer keyboard is and recognising some letters and numbers.</p> <p>To know that a mouse can be used to click, drag and create simple drawings.</p> <p>To know that to use a computer you need to log in to it and then log out at the end of your session.</p> <p>To know that different types of technology can be found at home and in school.</p> <p>To know that you can take simple photographs with a camera or iPad.</p> <p>To know that you must hold the camera still and ensure the subject is in the shot to take a photo.</p>	<p>To know that "log in and log out" means to begin and end a connection with a computer.</p> <p>To know that a computer and mouse can be used to click, drag, fill and select and also add backgrounds, text, layers, shapes and clip art.</p> <p>To know that passwords are important for security.</p> <p>To know that when we create something on a computer it can be more easily saved and shared than a paper version.</p> <p>To know some of the simple graphic design features of a piece of online software.</p>	<p>To know the difference between a desktop and laptop computer.</p> <p>To know that people control technology.</p> <p>To know that buttons are a form of input that give a computer an instruction about what to do (output).</p> <p>To know that computers often work together.</p> <p>To know that touch typing is the fastest way to type.</p> <p>To know that I can make text a different style, size and colour.</p> <p>To know that "copy and paste" is a quick way of duplicating text.</p>	<p>To know what a tablet is and how it is different from a laptop/desktop computer.</p> <p>To understand what a network is and how a school network might be organised.</p> <p>To know that a server is central to a network and responds to requests made.</p> <p>To know how the internet uses networks to share files.</p> <p>To know that a router connects us to the internet.</p> <p>To know what a packet is and why it is important for website data transfer.</p> <p>To know the roles that inputs and outputs play on computers.</p> <p>To understand that email stands for 'electronic mail.'</p> <p>To know that an attachment is an extra file added to an email.</p> <p>To understand that emails should contain appropriate and respectful content.</p> <p>To know what some of the different components inside a computer are e.g. CPU, RAM, hard drive, and how they work together.</p>	<p>To understand that software can be used collaboratively online to work as a team.</p> <p>To know what type of comments and suggestions on a collaborative document can be helpful.</p> <p>To know that you can use images, text, transitions and animation in presentation slides.</p>	<p>To know how search engines work.</p> <p>To understand that anyone can create a website and therefore we should take steps to check the validity of websites.</p> <p>To know that web crawlers are computer programs that crawl through the internet.</p> <p>To understand what copyright is.</p> <p>To know the difference between ROM and RAM.</p>	<p>To understand the importance of having a secure password and what "brute force hacking" is.</p> <p>To know that the first computers were created at Bletchley Park to crack the Enigma code to help the war effort in World War 2.</p> <p>To know about some of the historical figures that contributed to technological advances in computing.</p> <p>To understand what techniques are required to create a presentation using appropriate software.</p>

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To know that being able to follow and give simple instructions is important in computing.</p> <p>To understand that it is important for instructions to be in the right order.</p> <p>To understand why a set of instructions may have gone wrong.</p> <p>To know that you can program a Bee-Bot with some simple commands.</p> <p>To understand that debugging means how to fix some simple programming errors.</p> <p>To understand that an algorithm is a set of clear and precise instructions.</p>	<p>To understand that an algorithm is when instructions are put in an exact order.</p> <p>To know that input devices get information into a computer and that output devices get information out of a computer.</p> <p>To understand that decomposition means breaking a problem into manageable chunks and that it is important in computing.</p> <p>To know that we call errors in an algorithm 'bugs' and fixing these 'debugging'.</p> <p>To understand the basic functions of a Bee-Bot.</p> <p>To know that you can use a camera/tablet to make simple videos.</p> <p>To know that algorithms move a bee-bot accurately to a chosen destination.</p>	<p>To understand what machine learning is and how that enables computers to make predictions.</p> <p>To know that loops in programming are where you set a certain instruction (or instructions) to be repeated multiple times.</p> <p>To know that abstraction is the removing of unnecessary detail to help solve a problem.</p> <p>To know that coding is writing in a special language so that the computer understands what to do.</p> <p>To understand that the character in ScratchJr is controlled by the programming blocks.</p> <p>To know that you can write a program to create a musical instrument or tell a joke.</p>	<p>To know that Scratch is a programming language and some of its basic functions.</p> <p>To understand how to use loops to improve programming.</p> <p>To understand how decomposition is used in programming.</p> <p>To understand that you can remix and adapt existing code.</p>	<p>To understand that a variable is a value that can change (depending on conditions) and know that you can create them in Scratch.</p> <p>To know what a conditional statement is in programming.</p> <p>To understand that variables can help you to create a quiz on Scratch.</p> <p>To know that combining computational thinking skills (sequence, abstraction, decomposition etc) can help you to solve a problem.</p> <p>To understand that pattern recognition means identifying patterns to help them work out how the code works.</p> <p>To understand that algorithms can be used for a number of purposes e.g. animation, games design etc.</p>	<p>To know that a soundtrack is music for a film/video and that one way of composing these is on programming software.</p> <p>To understand that using loops can make the process of writing music simpler and more effective.</p> <p>To know how to adapt their code while performing their music.</p> <p>To know that a Micro:bit is a programmable device.</p> <p>To know that Micro:bit uses a block coding language similar to Scratch.</p> <p>To understand and recognise coding structures including variables.</p> <p>To know what techniques to use to create a program for a specific purpose (including decomposition).</p>	<p>To know that there are text-based programming languages such as Logo and Python.</p> <p>To know that nested loops are loops inside of loops.</p> <p>To understand the use of random numbers and remix Python code.</p>

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	<p>To understand that holding the camera still and considering angles and light are important to take good pictures.</p> <p>To know that you can edit, crop and filter photographs.</p> <p>To know how to search safely for images online.</p>	<p>To understand that an animation is made up of a sequence of photographs.</p> <p>To know that small changes in my frames will create a smoother looking animation.</p> <p>To understand what software creates simple animations and some of its features e.g. onion skinning.</p>	<p>To know that different types of camera shots can make my photos or videos look more effective.</p> <p>To know that I can edit photos and videos using film editing software.</p> <p>To understand that I can add transitions and text to my video.</p>	<p>To know some of the features of web design software.</p> <p>To know that a website is a collection of pages that are all connected.</p> <p>To know that websites usually have a homepage and subpages as well as clickable links to new pages, called hyperlinks.</p> <p>To know that websites should be informative and interactive.</p>	<p>To understand that stop motion animation is an animation filmed one frame at a time using models, and with tiny changes between each photograph.</p> <p>To know that decomposition of an idea is important when creating stop-motion animations.</p> <p>To know that editing is an important feature of making and improving a stop motion animation.</p>	<p>To know that radio plays are plays where the audience can only hear the action so sound effects are important.</p> <p>To know that sound clips can be recorded using sound recording software.</p> <p>To know that sound clips can be edited and trimmed.</p>

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To know that sorting objects into various categories can help you locate information.</p> <p>To know that using yes/no questions to find an answer is a branching database.</p> <p>To know that a pictogram is a way of showing information.</p>	<p>To know how that charts and pictograms can be created using a computer.</p> <p>To understand that a branching database is a way of classifying a group of objects.</p> <p>To know that computers understand different types of 'input'.</p>	<p>To understand that you can enter simple data into a spreadsheet.</p> <p>To understand what steps you need to take to create an algorithm.</p> <p>To know what data to use to answer certain questions.</p> <p>To know that computers can be used to monitor supplies.</p>	<p>To know that a database is a collection of data stored in a logical, structured and orderly manner.</p> <p>To know that computer databases can be useful for sorting and filtering data.</p> <p>To know that different visual representations of data can be made on a computer.</p>	<p>To know that computers can use different forms of input to sense the world around them so that they can record and respond to data. This is called 'sensor data'.</p> <p>To know that a weather machine is an automated machine that responds to sensor data.</p> <p>To understand that weather forecasters use specific language, expression and pre-prepared scripts to help create weather forecast films.</p>	<p>To know that Mars Rover is a motor vehicle that collects data from space by taking photos and examining samples of rock.</p> <p>To know what numbers using binary code look like and be able to identify how messages can be sent in this format.</p> <p>To understand that RAM is Random Access Memory and acts as the computer's working memory.</p> <p>To know what simple operations can be used to calculate bit patterns.</p>	<p>To know that data contained within barcodes and QR codes can be used by computers.</p> <p>To know that infrared waves are a way of transmitting data.</p> <p>To know that Radio Frequency Identification (RFID) is a more private way of transmitting data.</p> <p>To know that data is often encrypted so that even if it is stolen it is not useful to the thief.</p> <p>To know that data can become corrupted within a network but this is less likely to happen if it is sent in 'packets'.</p> <p>I know that devices or that are not updated are most vulnerable to hackers.</p> <p>To know the difference between mobile data and WiFi.</p>

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	<p>To know that the internet is many devices connected to one another.</p> <p>To know that you should tell a trusted adult if you feel unsafe or worried online.</p> <p>To know that people you do not know on the internet (online) are strangers and are not always who they say they are.</p> <p>To know that to stay safe online it is important to keep personal information safe.</p> <p>To know that 'sharing' online means giving something specific to someone else via the internet and 'posting' online means placing information on the internet.</p>	<p>To understand the difference between online and offline.</p> <p>To understand what information I should not post online.</p> <p>To know what the techniques are for creating a strong password.</p> <p>To know that you should ask permission from others before sharing about them online and that they have the right to say 'no.'</p> <p>To understand that not everything I see or read online is true.</p>	<p>To know that not everything on the internet is true: people share facts, beliefs and opinions online.</p> <p>To understand that the internet can affect your moods and feelings.</p> <p>To know that privacy settings limit who can access your important personal information, such as your name, age, gender etc.</p> <p>To know what social media is and that age restrictions apply.</p>	<p>To understand some of the methods used to encourage people to buy things online.</p> <p>To understand that technology can be designed to act like or impersonate living things.</p> <p>To understand that technology can be a distraction and identify when someone might need to limit the amount of time spent using technology.</p> <p>To understand what behaviours are appropriate in order to stay safe and be respectful online.</p>	<p>To know different ways we can communicate online.</p> <p>To understand how online information can be used to form judgements.</p> <p>To understand some ways to deal with online bullying.</p> <p>To know that apps require permission to access private information and that you can alter the permissions.</p> <p>To know where I can go for support if I am being bullied online or feel that my health is being affected by time online.</p>	<p>To know that a 'digital footprint' means the information that exists on the internet as a result of a person's online activity.</p> <p>To know what steps are required to capture bullying content as evidence.</p> <p>To understand that it is important to manage personal passwords effectively.</p> <p>To understand what it means to have a positive online reputation.</p> <p>To know some common online scams.</p>

William Law RE Long Term Plan

	AUTUMN	SPRING	SUMMER
Reception	Where do we belong? P'boro Diocese SACRE Syllabus 2018-22(SACRE)	Which places are special and why? SACRE https://www.youtube.com/watch?v=6TEjFedzX24 - Prayer song- Cheeky Pandas	How does being Jewish make a difference to family celebrations? (Shabbat) SACRE
Jewish /Hindu	Celebrations: How and why do Hindus celebrate Diwali? SACRE		
	Understanding Christianity: <i>Incarnation</i> 'Why do Christians perform Nativity Plays at Christmas?'(Aut2)	Understanding Christianity: <i>Salvation</i> 'Why do Christians have a cross in an Easter garden?'	Understanding Christianity: <i>God / Creation</i> 'Why is the word 'God' important to Christians?'
Year 1	Understanding Christianity : <i>God</i> - What do Christians believe God is like?	What can we learn from other religions? (Books & stories and places of worship) SACRE Children from different faiths: What can we learn from Mary, Ruth, Ahmed, Gurpal, Arun and Nita?	Special times/Weddings: How are weddings celebrated in Christianity, Islam and Hinduism? SACRE
ALL rel	How are babies welcomed into the world? Why is important to recognise the birth of a baby? SACRE	Understanding Christianity: <i>Salvation</i> . Why does Easter matter to Christians?	Understanding Christianity: <i>Gospel</i> . What is the good news that Jesus brings?
Year 2	Understanding Christianity: <i>Creation</i> . Who made the world?	How and why do Hindus celebrate Raksha Bandhan? <i>Northamptonshire AS</i>	Sacred Writings: What makes the Bible, Torah, Qur'an and Guru Granth Sahib special? SACRE
Muslim /Hindu	Understanding Christianity: <i>Incarnation</i> 'Why does Christmas matter to Christians?'	Understanding Christianity: <i>Salvation</i> 'Why does Easter matter to Christians?'	Why should we give peace a chance? (Humanism/other rel) SACRE
Year 3	People of faith courage and commitment: why are these people remembered? What key beliefs influence people's faith? SACRE	Why is prayer important to Muslims? Being a Muslim – Journeys and prayer: Are there similarities between Easter and Hajj? Why do people go on spiritual journeys? SACRE	Understanding Christianity: <i>Kingdom of God</i> ' When Jesus left what was the impact of Pentecost?
Muslim	Understanding Christianity: <i>Incarnation</i> 'What is Trinity?'	Understanding Christianity: <i>Salvation</i> 'What do Christians call the day Jesus died?'	Art & Music in Religion: How do people express their religious and spiritual ideas through art (Belief thro' Art) SACRE

Year 4 Sikh/Jew	Understanding Christianity: Creation . What can Christians learn from the creation story?	Words of wisdom: How does the Torah influence the lives of Jewish people? <i>Northamptonshire AS</i>	What is it like to be a Sikh? SACRE
	Family life/Who are the Jews? <i>How does Bar/Bat Mitzvah impact on the life of Jewish ch?</i> SACRE	Understanding Christianity: Salvation 'Why do Christians remember Holy Week every year?' (Digging deeper section)	'Understanding Christianity: Gospel . What kind of world did Jesus want?
Year 5 Hindu/Jew	Harvest and Thanksgiving: <i>Why are Rosh Hashanah, Sukkot, Harvest, Diwali important?</i> SACRE Why do Christian places of worship differ from each other? SACRE	Do we need rules to live a better life? Does the Bible help us realise what is right and wrong? Are the 10 commandments still relevant today? SACRE (Enquiry based)	What can stories and images of deities tell us about Hindu beliefs? SACRE (Enquiry based)
	Understanding Christianity: Incarnation 'Was Jesus the Messiah?'	Understanding Christianity: Salvation What did Jesus do to save humanity?	Understanding Christianity: Creation Creation and Science: conflicting or complimentary? (Enquiry based)
Year 5			
Year 6 Buddhist	Ultimate Big questions How do religions help people live through good times and bad times? Is death the end? / Should death be the end? What happens when we die? Why don't some people believe in God? Why is it important to have beliefs? How and why do religions help the poor? Why is pilgrimage important to some religious believers? What makes someone good or evil? Is religion what you say or what you do? What is celebration of diversity? What makes a fairer society? SACRE (Enquiry based)	'Understanding Christianity: Gospel . What would Jesus do?	How can we all be 'enlightened?' What does it mean to be a Buddhist? SACRE (Enquiry based)
	Understanding Christianity: Kingdom of God 'How can following God bring freedom and justice? (OT focus) CROPS lead sessions	Understanding Christianity: Salvation What difference does the Resurrection make for Christians?	Why do some people believe in God and some don't? <i>P'boro Diocese Syllabus</i> (Enquiry based)

William Law RE Progression

	Autumn	Spring	Summer
Yr1	<ul style="list-style-type: none"> *Can you retell the 'Lost Son' Bible story and talk about its meaning? *Can you talk about what happens at a Christian baptism? *Can you talk about the importance of promises at a Christian baptism? *Can you talk about similarities and differences between different religious naming ceremonies? *Can you order the Christian Nativity story and say why Jesus' birth is so important to Christians? 	<ul style="list-style-type: none"> *Can you name different religions, talk about where religious people worship and name some religious holy books? *Can you talk about some similarities and differences between religions? *Can you correctly retell the Easter story in order? *Can you explain what the words crucified and resurrected mean? 	<ul style="list-style-type: none"> *What happens at a Christian wedding and why is it important to Christians? *Do you understand the importance of keeping promises? Explain your reasoning. *Name some similarities and differences between Sikh, Hindu and Christian weddings. *Can talk about how and why prayer is important to believers
Yr2	<ul style="list-style-type: none"> *Do you know what Christians and Jews believe about God's creation? *Can you reflect and ask questions relating to creation and Jesus' birth? *Can you recall the events of Jesus' birth in order? *What does the word 'Incarnation' mean? 	<ul style="list-style-type: none"> *Can you explain what happens at Raksha Bandhan and why this festival is important to Hindus? *Do you know why Rakhi bracelets are given and what they symbolise? *What is a 'parable'? *Can you retell at least 2 parables and explain the hidden meanings? *Do you know the events of Holy Week and why Easter is seen as a sign of hope for Christians? 	<ul style="list-style-type: none"> *Can you name all the sacred texts from different religions? How are they the same/different? *Do you use the correct vocabulary to name sacred texts from different religions? *Can you explain how and why sacred texts are important to members of a faith community? *Can you explain what Humanists believe? *Can you tell others how Humanists make decisions?
Yr3	<ul style="list-style-type: none"> *Can you explain who influences you and give suitable reasons? *Explain how people show courage. *Do you understand the word Trinity as God the Father, Son and Holy Spirit? *Can you explain characteristics of God the Father and the Son and give suitable reasons for your choices *Why water is important to Christians, especially at baptisms? *Can you make comparisons between Christian baby or adult baptisms and Sikh naming ceremonies? 	<ul style="list-style-type: none"> *Do you know that the 5 pillars of Islam are the rules for living for Muslims? *Can you explain how Muslims pray? *Can you use the correct terminology when talking about the 5 pillars of Islam? *Can you make comparisons between Islamic rules for living and Christian and Jewish 10 commandments? *Do you understand that emotions change during Holy Week? *Do you know that it was God's plan for Jesus to die? 	<ul style="list-style-type: none"> *What happened at Pentecost? *Can you explain why the Holy Spirit is important to Christians? *Can you explain why and how music and art are important to believers? *Do you know why some religions use objects to help them pray? Which objects are often used?

	Autumn	Spring	Summer
Yr4	<ul style="list-style-type: none"> *Can you talk about God's characteristics using the creation story as a reference? *Can you give valid reasons (backed up by Bible quotes) as to whether Christians should be vegetarian or not? *Do you know what happens at a Jewish Bar/Bat Mitzvah and the difference between them both? *Can you use the correct vocabulary when explaining what happens before and during the Jewish Bar/Bat Mitzvah ceremony? *Can you make links between the Jewish Bat Mitzvah and the Christian Holy Communion? 	<ul style="list-style-type: none"> *Can you explain what/who is important to you and say why? *Can you explain what happens at Shabbat and how this affects the lives of Jewish people? *Do you use the correct terminology when talking about what Jews believe? *Can you make comparisons between a synagogue, mosque and church and what these believers read and believe? *Do you know that Jews, Christians and Muslims all believe in one God? *Can you explain what Jesus washing the disciples feet teaches Christians? *Can you explain how Christians can follow the example of Jesus being a servant? *Can you talk about why Christians want to spread God's message? 	<ul style="list-style-type: none"> *Do you know what the 5K's are in Sikhism and begin to explain what they represent? *Do you know what the term 'guru' means? *Do you understand how Sikhs show their respect when entering the Gurdwara? *Can you make similarities between how Sikhs, Christians and Muslims pray and worship? *Can you explain how Christians can show love towards others through the example of Jesus? *Can you give suitable suggestions as to how Jesus and yourself should/could help in different scenarios including natural disasters?
Yr5	<ul style="list-style-type: none"> *Can you explain what Rosh Hashanah & Sukkot are and why they are important to Jews? *Do you know why honey is so symbolic at Rosh Hashanah? *Can you explain how places of worship differ? *Can you discuss how important Jesus is for Christians in the world today? *Can you discuss 'Big questions' relating to Jesus being God in the flesh? *Can you describe the impact that different religious beliefs and practices have on individuals, groups and communities? 	<ul style="list-style-type: none"> *Can you name all 10 commandments and know what they all mean? *Can you compare the 10 commandments with the 5 Pillars of Islam? *Can you give valid reasons as to whether or not the 10 commandments are outdated? *Do you understand that having rules is important for individuals & society? *Can you articulate your views on a variety of ethical questions? *Do you know that sacrifice is necessary in order to preserve/improve the world? 	<ul style="list-style-type: none"> *Do you know some differences and similarities between the Christian, Muslim and Hindu creation stories? *Can you make links between the beliefs of different religious groups and how they are connected to believers' lives? *Are you able to explain how they think the world was created and show this using illustrations?
Yr6	<ul style="list-style-type: none"> *Articulate your views on a variety of ethical questions. *Ask questions about the meaning of life *Explain your feelings about slavery. 	<ul style="list-style-type: none"> *Explain what the phrase 'love your neighbour as yourself' means. *Discuss and debate ethical questions related to poverty, pollution, immigrants, climate change and cruelty in light of what the Bible says and how Jesus would act. *Discuss how Jesus' teachings and examples inspire Christians today *Give valid reasons as to who was responsible for Jesus' death 	<ul style="list-style-type: none"> *Explain why there is suffering in the world *Understand the term 'meditation' *Begin to explain the Eightfold path and why meditation is so important to Buddhists *Talk about what Buddhists believe about death *Understand that people without a faith can still have a belief system *Explain how Christians put their beliefs into practice in different ways, either in worship or in service to the community

Year 1												
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Year 1												
Listening focus	Instruments											
MUSIC	<u>Story time</u> Exploring sounds Link literacy	<u>Seasons</u> Exploring pitch Link science	<u>Number</u> Exploring Beat Link maths	<u>Weather</u> Exploring sounds Link Geography	<u>Animals</u> Exploring pitch Link PE	<u>Machines</u> Exploring beat Link PSHE	<u>Ourselves</u> Exploring sounds Link literacy	<u>Our bodies</u> Exploring beat Link science	<u>Our school</u> Exploring sounds Link geography	<u>Water</u> Exploring pitch Link art	<u>Travel</u> Performanc e Link PE	<u>Pattern</u> Explorin g beat Link maths
ICT/ipads	PRODUCTION				<u>Blob Orc</u> Chrome books Create a melody				<u>SoundOScope</u> Ipads Experimental lessons to change sounds			
Additional lessons	<u>Rhythm cards</u> Green	<u>Odd socks</u> Composition task using Odd socks puppet and sock sequencing	<u>OSCAR</u> Notation aurally revision from EYFS		<u>Rhythm cards</u> Green and Blue	<u>OSCAR</u> Sequence notation in a sentence			<u>Rhythm cards</u> Green and Blue and RED		<u>OSCAR</u> Notation and written notation	
Vocabulary	Steady beat Regular pulse (in time) Notation using pictures or symbols Rhythm pattern A group of long and short sounds Duration Short and long sounds, beat and rhythm Pitch High, low, Middle Tempo Fast and slow Dynamics Loud and quiet Timbre The tone quality of the sound – smooth, scratchy, heavy, light, sold, warm, dull, bright Structure overall plan of a piece of music				Steady beat Regular pulse (in time) Ostinato Repeated rhythmic pattern or melodic shape Rhythm pattern A group of long and short sounds Duration Short and long sounds, beat and rhythm Pitch High, low, Middle Tempo Fast and slow Dynamics Loud and quiet				Steady beat Regular pulse (in time) Ostinato Repeated rhythmic pattern or melodic shape Score Notation using pictures or symbols Rhythm pattern A group of long and short sounds Duration Short and long sounds, beat and rhythm Pitch High, low, Middle Tempo Fast and slow Dynamics Loud and quiet Timbre The tone quality of the sound – smooth, scratchy, heavy, light, sold, warm, dull, bright Structure overall plan of a piece of music			

Assessment		<u>PP Instrument</u>	<u>End of term</u>		<u>PP Instrument</u>	<u>End of term</u>		<u>PP Instrument</u>	<u>Reports</u>
Children will perform and respond to pitch changes Children will listen and perform with increased concentration Children will name and play instruments with control Children will create music to match a description				Children will show contrasting pitches with body movements Children will invent /perform new rhythms to a steady beat Children will play contrasting changes in dynamics Children will create and place changing sounds with voices			Children will identify, perform and write simple rhythms in 4 using crotchets, quavers, minim and crotchet rest Children will create 2 contrasting textures Children will create soundscapes/ picture in sound for performance Children will perform and count steady beat in patterns of 2, 3 & 4 metre		

Year 2												
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Year 2												
Listening focus	World Instruments											
First access	Class 7 ocarinas				Class 9 ocarinas				Class 8 ocarinas			
MUSIC	<u>Ourselfs</u> Exploring sounds Link literacy	<u>Our bodies</u> Exploring beat Link PE	<u>Story time</u> Exploring sounds Link literacy	<u>Number</u> Exploring beat Link maths	<u>Our land</u> Exploring sounds Link geography	<u>Seasons</u> Exploring pitch Link science	<u>Travel</u> Performance Link literacy	<u>Toys</u> Exploring beat Link PSHE	<u>Animals</u> Exploring pitch Link PE	<u>Pattern</u> Exploring beat Link maths	<u>Water</u> Exploring pitch Link science	<u>Weather</u> Exploring sounds Link Geography
ICT/ipads	<u>SoundOScope</u> Ipads Experimental lessons to manipulate sounds		<u>Loopsequence Kids</u> Ipads Experimental sound lesson building on Soundoscope			<u>Chrome music lab - Sound waves/Melody maker</u> Chrome books						
Additional lessons	<u>Rhythm cards</u> Green Blue and RED	<u>OSCAR</u> Notation transfer to sports									<u>OSCAR</u> Notation transfer to sports	
Vocabulary	Sequence One after another Steady beat Regular pulse (in time) Ostinato Repeated rhythmic pattern or melodic shape Graphic score Notation using pictures or symbols Rhythm pattern A group of long and short sounds				Steady beat Regular pulse (in time) Ostinato Repeated rhythmic pattern or melodic shape Graphic score Notation using pictures or symbols Staf notation Crotchet, quaver, rest, minim Rhythm pattern A group of long and short sounds				Phrase Short section of a melody Steady beat Regular pulse (in time) Ostinato Repeated rhythmic pattern or melodic shape Graphic score Notation using pictures or symbols			

Year 2												
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Year 2												
Listening focus	World Instruments											
First access	Class 7 ocarinas				Class 9 ocarinas				Class 8 ocarinas			
MUSIC	<u>Ourselfs</u> Exploring sounds Link literacy	<u>Our bodies</u> Exploring beat Link PE	<u>Story time</u> Exploring sounds Link literacy	<u>Number</u> Exploring beat Link maths	<u>Our land</u> Exploring sounds Link geography	<u>Seasons</u> Exploring pitch Link science	<u>Travel</u> Performance Link literacy	<u>Toys</u> Exploring beat Link PSHE	<u>Animals</u> Exploring pitch Link PE	<u>Pattern</u> Exploring beat Link maths	<u>Water</u> Exploring pitch Link science	<u>Weather</u> Exploring sounds Link Geography
	Pitch High, low, getting higher, getting lower Tempo Fast and slow, getting faster or slower Dynamics Loud and quiet, getting louder and quieter Timbre The tone quality of the sound – smooth, scratchy, heavy, light, sold, warm, dull, bright				Duration Short and long sounds, beat and rhythm Pitch High, low, getting higher, getting lower Tempo Fast and slow, getting faster or slower Dynamics Loud and quiet, getting louder and quieter Timbre The tone quality of the sound – smooth, scratchy, heavy, light, sold, warm, dull, bright Structure Phrases of a song, overall plan of a piece of music				Rhythm pattern A group of long and short sounds Duration Short and long sounds, beat and rhythm Pitch High, low, getting higher, getting lower Dynamics Loud and quiet, getting louder and quieter			
Assessment	Children will use their voice to express mood or feelings Children will perform rhythm patterns with accuracy Children will combine sounds for musical effects Children will notate pitch changes in melody lines		<u>PP Instrument</u>	<u>End of term</u>	Children will be able to identify and mark beats in 4 beat metre Children will perform simple rhythm patterns with simple notation Children will identify and perform changes in tempo Children will listen with greater concentration and use simple musical vocabulary		<u>PP Instrument</u>	<u>End of term</u>	Children will perform rhythm patterns using words and notation Children will perform a melody Children will use high and low notes in a composition		<u>PP Instrument</u>	<u>Reports</u>

Year 3												
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Year 3												
Listening focus	Genres of music											
First access	Recorder teaching with music lesson and with class teacher throughout the year											
MUSIC	<u>Environment</u> Composition Link geography Initial recorder position and B A	<u>Sounds</u> Exploring sounds Link Geography	<u>Human body</u> Exploring structure Link science	<u>Singing French</u> Exploring pitch Link languages	<u>Ancient Worlds Y4 book</u> Exploring structure Geography **Egyptian day** Recorder position Notes B A G	<u>In the past</u> Exploring pitch Link PE	<u>Building</u> Exploring beat Link DT	<u>Poetry</u> Performance Link literacy	<u>Food and drink</u> Performance Link DT Recorder position Notes B A G E (C)	<u>Communication</u> Composition Link ICT	<u>China</u> Exploring pitch Link maths	<u>Time</u> Exploring beat Link maths
					PRODUCTION							
Ict/Ipads	<u>Loopsequence Ipads</u> Experimental lessons				<u>Beatwave Ipads</u> Experimental lessons			<u>Chrome music lab - Chords</u> Chrome books				
Vocabulary	Rhythm Ostinato Repetition Pitch Notes moving by step or leap Phrase Melody Dynamics Louder, Quieter				Rhythm Ostinato Repetition Pitch Notes moving by step or leap Phrase Dynamics Louder, Quieter Timbre Sound quality of individual instruments				Rhythm Score Written notation or symbols Pentatonic 5 note scale Ostinato Repetition Pitch Notes moving by step or leap Dynamics Louder, Quieter			

	<p>Timbre Sound quality of individual instruments</p> <p>Structure Beginning, middle, end Form Binary, Ternary, Rondo</p> <p>Duration Beat (pulse), rhythm, longer, shorter, sustained</p> <p>Tempo Steady, faster, slower</p>			<p>Structure Beginning, middle, end Form Round</p> <p>Duration Beat (pulse), rhythm, longer, shorter, sustained</p> <p>Tempo Steady, faster, slower</p>			<p>Timbre Sound quality of individual instruments</p> <p>Structure Beginning, middle, end Form Binary, Ternary, Rondo</p> <p>Duration Beat (pulse), rhythm, longer, shorter, sustained</p> <p>Tempo Steady, faster, slower</p>		
Assessment points	<p>Children hold recorder correctly and control breathing accurately playing B and A</p> <p>Children select timbres to compose a descriptive piece and perform within a rondo form</p> <p>Children recognise and categories instruments and their timbres</p> <p>Children recognise and perform a simple melody from graphic and staff notations</p>	<u>PP Instrument</u>	<u>End of term</u>	<p>Children hold recorder correctly and control breathing accurately playing B A G</p> <p>Children sing and play ostinatos confidently and accurately</p> <p>Children represent melodic and rhythmic ideas using graphic and staff notation</p> <p>Children combine and perform rhythmic ideas in layers</p>	<u>PP Instrument</u>	<u>End of term</u>	<p>Children hold recorder correctly and control breathing accurately playing B A G E (C)</p> <p>Children use a score to perform simple accompaniments</p> <p>Children identify and perform different metres in a pieces of music</p> <p>Children understand and use a pentatonic scale</p>	<u>PP Instrument</u>	<u>Reports</u>

Year 4											
	Term 1		Term 2	Term 3 & 4			Term 5		Term 6		
Year 4											
Listening focus	Genres of music										
First access	Recorder teaching with music lesson and with class teacher throughout the year						J Sax Whole class teaching				
MUSIC	<u>Food and drink</u> Performance Link DT Recorder revision position Notes B A G E (C)	<u>Environmen</u> † Composition Link science	<u>In the past</u> Notation Link PE	<u>Sounds</u> Explorin g sounds Link Science	<u>Around the world</u> Exploring pitch Link geography Recorder position Notes B A G E C D' D	<u>Communication</u> Composition Link literacy	J Sax Samba	<u>Time</u> Explorin g beat Link maths	<u>Building</u> Explorin g beat Link PSHE		
Ipads/ICT		<u>Noisee</u> Experimental recording and sequencing/layering/playback to create a piece	<u>Chrome music lab - Songmaker</u> Chrome books (lead to Y5 Garageband)	PRODUCTION							
Vocabulary	Rhythm Rests Texture layer or sounds Ostinato Repetition Metre organisation of beats			Texture layer or sounds Ostinato Repetition canon contrapuntal imitations Beatbox Metre organisation of beats accent			Rhythm Rests Improvisation Samba Syncopation musical stress on weak beat				

	Drone continuous note or chord accompaniment Pitch Notes moving by step or leap Phrase Melody Pentatonic 5 note scale Dynamics Louder, Quieter Timbre Sound quality of individual instruments Structure/plan Repetition Call and response verse and chorus Duration Beat (pulse), rhythm, longer, shorter, sustained Tempo Steady, faster, slower				Pitch Notes moving by step or leap Melody Pentatonic 5 note scale Dynamics diminuendo, crescendo balance Timbre Sound quality of individual instruments Structure/plan Repetition verse and chorus Duration Beat (pulse), rhythm, longer, shorter, sustained Tempo Steady, faster, slower				Texture layer or sounds Ostinato Repetition Metre organisation of beats Drone continuous note or chord accompaniment Pitch Notes moving by step or leap Phrase Melody Pentatonic 5 note scale Dynamics Louder, Quieter Timbre Sound quality of individual instruments Structure/plan Repetition Call and response verse and chorus Duration Beat (pulse), rhythm, longer, shorter, sustained Tempo Steady, faster, slower	
Assessment points	Children hold recorder correctly and control breathing accurately playing B A G E (C) Children maintain a part/drone/ostinato in a performance Children combine different timbres to create effect Children play a part accurately from notation	PP Instrument	End of term	Children hold recorder correctly and control breathing accurately playing B A G E (CD' D) Children compose and notate a melody using pentatonic scale Children use musical terms to describe music in a listening task Children perform in a production with expression and drama Children compose and perform a rap with rhythmic accuracy and strong sense of beat	PP Instrument	End of term	Children hold J Sax correctly and control breathing accurately playing C D E (F G) Children improvise syncopated repeated rhythm Children identify metre in a piece of music Children compose and perform musical ideas in layers	PP Instrumen †	Reports	

Year 5						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5						
Listening focus	History of music					
First access	/	/		Ukulele Class teaching		
MUSIC	<i>At the movies</i> <i>Composition</i> <i>Link literacy</i>	Music and ICT <i>Music through ipads</i> <i>(Garage band)</i> <i>Link ICT</i>	Solar system <i>Listening</i> <i>Link science</i>	Ukulele Magic (A&C Black scheme) <i>Playing an instrument</i> <i>First access</i>	Cyclical patterns <i>Composition/</i> <i>Performance /Rhythm</i> <i>Link Geography</i>	Who knows? <i>Composition</i> <i>(MES 1st edition)</i> <i>Our community</i> <i>Performance</i> <i>Link History</i>
ICT/Ipads		GARAGEBAND <i>Introduction</i> Exploring rhythm,, melody, harmony, form to create an advert for school				
Additional material			(Solar task using keyboards)		(Samba)	
Vocabulary	Rhythm Rests Rounds Repetition Improvisation Accompaniment Style Expression Sample Synthesize		Accompaniment Style Expression Tablature notation Chords Harmony combination of sounds Texture layer or sounds Ostinato Repetition Patterns Metre organisation of beats		Rhythm Rests Syncopation Chromatic - semitone scale Improvisation Accompaniment Texture layer or sounds Metre organisation of beats Drone continuous note or chord accompaniment Pitch Scales Bass and treble clef	

	<p>Chords Harmony combination of sounds</p> <p>Texture layer or sounds</p> <p>Ostinato Repetition Patterns</p> <p>Metre organisation of beats</p> <p>Drone continuous note or chord accompaniment</p> <p>Pitch Scales</p> <p>Phrase</p> <p>Melody Pentatonic 5 note scale</p> <p>Dynamics Louder, Quieter, crescendo, diminuendo</p> <p>Timbre Sound quality of individual instruments</p> <p>Structure/plan</p> <p>Duration Beat (pulse), metre, rhythm, staccato, sustained</p> <p>Tempo Steady, faster, slower, accelerando, ritenuto</p>		<p>Drone continuous note or chord accompaniment</p> <p>Pitch Scales whole tone scale</p> <p>Phrase</p> <p>Dynamics Louder, Quieter, crescendo, diminuendo</p> <p>Timbre Sound quality of individual instruments</p> <p>Structure/plan</p> <p>Duration Beat (pulse), metre, rhythm, staccato, sustained</p> <p>Tempo Steady, faster, slower, accelerando, ritenuto</p>		<p>Phrase</p> <p>Dynamics Louder, Quieter, crescendo, diminuendo</p> <p>Timbre Sound quality of individual instruments</p> <p>Structure/plan</p> <p>Duration Beat (pulse), metre, rhythm, staccato, sustained</p> <p>Tempo Steady, faster, slower, accelerando, ritenuto</p>	
Assessment	<p>Children will use and perform from a graphic/symbolic score</p> <p>Use changes in tempo, timbre, dynamics, texture to create effects</p> <p>Children will use Garageband (App) to edit, create, layer, arrange and refine musical ideas and loops</p> <p>Compare composers and pieces using musical terminology</p>	<p>PP Instrument</p> <p>End of term</p>	<p>Children will perform with greater control and awareness of dynamics</p> <p>Children will accurately play a melody from staff notation</p> <p>Children will recognise and play simple chords using ukuleles</p> <p>Children will play simple melodic patterns using ukuleles</p>	<p>PP Instrument</p> <p>End of term</p>	<p>Children will show an understanding of chromatic scales</p> <p>Children will use a score to notate compositions</p> <p>Children will show a developed understanding of accompaniments by including varying techniques</p> <p>Children will show an understanding of metre 4, 3 and 2</p>	<p>PP Instrument</p> <p>Reports</p>

YEAR 6						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6						
Instrument focus	History of music					
First access		Music and ICT <i>Music through ipads (predominantly Garage band)</i> Link ICT GARAGE BAND Composition of Hip Hop track then assessment of Advert for theme park	Ukulele Ukulele Magic (A&C Black scheme) <i>Playing an instrument</i> First access			Boom whackers, Samba, keyboards
MUSIC EXPRESS	World unite <i>Step dance</i> Link PE		Comparison and analysis of Eleanor Ribgy (Beatles)	The Blues <i>Composition/ Performance</i> Link History	Songwriting <i>Analysis and composition</i> Link Literacy	Year 6 Production Performance
Ipads/ ICT					PRODUCTION	

Additional material				<u>Honda advert</u> Composition task based around graphic notation		<u>Boom whacker music</u> Keyboards Samba
Vocabulary	Rhythm Repetition Loops Metre Beats Improvisation Accompaniment Sample Synthesize Chords Harmony combination of sounds Texture layer or sounds Ostinato Repetition Patterns Pitch Scales Notation Melody Form, plan and structure, Chorus, Verse, Introduction, Coda, Middle 8 Dynamics Louder, Quieter, crescendo, diminuendo Timbre Sound quality of individual instruments Duration Beat (pulse), metre, rhythm, staccato, sustained Tempo Steady, faster, slower, accelerando, ritenuto		Rhythm Rests Improvisation Accompaniment Style Expression Chords Harmony combination of sounds 12 bar blues Texture layer or sounds Ostinato Repetition Patterns Metre organisation of beats Pitch Scales Phrase Melody Dynamics Louder, Quieter, crescendo, diminuendo Timbre Sound quality of individual instruments Structure/plan Duration Beat (pulse), metre, rhythm, staccato, sustained Tempo Steady, faster, slower, accelerando, ritenuto		Rhythm Rests Improvisation Accompaniment Style Expression, Diction, Phrasing Chords Harmony combination of sounds Texture layer or sounds Ostinato Repetition Patterns Metre organisation of beats Drone continuous note or chord accompaniment Pitch Melody Dynamics Louder, Quieter, crescendo, diminuendo Timbre Sound quality of individual instruments Structure/plan Duration Beat (pulse), metre, rhythm, staccato, sustained Tempo Steady, faster, slower, accelerando, ritenuto	

Assessment points	<p>Children will use a structure to organise and perform a composition with an awareness of audience</p> <p>Children will Play instruments with accuracy and expression</p> <p>Children will show acquired skills (above) using technology to create a theme tune</p> <p>Children will use musical terminology to discuss pieces of music</p>	PP Instrument End of term	<p>Children will accurately sing and play a melody from staff notation</p> <p>Children will recognise and play chord sequences using ukuleles (including 12 bar blues sequence)</p> <p>Children will play and improvise a rhythmic and melodic ostinato</p> <p>Children will sing in harmony (sustaining their part)</p>	PP Instrument End of term	<p>Children will show awareness of musical elements in their compositions</p> <p>Children will compare and contrast music by important composers</p> <p>Children will rehearse and refine compositions or performances</p> <p>Children will play from notation with control and accuracy</p>	PP Instrument Reports
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EYFS							
	Term 1		Term 2		Term 3		
		Lessons in classrooms 1-3 Hello, Taking turns, Instruments 4- I have a special friend 5- Oscar, Nicholas, Henrietta + Animal friends (make a maraca) 6-Take a line for a walk (make a tambour)	Lessons in activity hall (including production practice) Hands and feet /shoes(tempo) Jack in the box (Pitch)Page 30 Special Drum (Dynamics) Join in (structure) Papery sounds (Timbre)Page 82 Working toys (texture)	Happy new year (beat)Old music express All in a day (timbre) (ANIMAL RELATED) Spider tricks (beat) Farmtime (Texture) Page 64 Magic Dove (Beat) Robot (texture) Page 74 Cake/dino makers (Timbre) Page 84	(WATER RELATED) Seaside (timbre) Storm (Dynamics) Noah (Pitch)Page 28 Tap Talk (Dynamics) Pebbles (structure) Swim and fly (Pitch) Supermarket (Structure) Old music express Missing Dumpling (Structure) Old music express Brown bear (Dynamics) Old music express	(STORY RELATED) Three bears (Pitch) Mousie Brown (Pitch) Caterpillar (Beat) Oscar and friends (Notation) Teddy bears picnic (Timbre) Page 86 Litter (Texture) Bicycle counting (structure)	1- Oscar and friends (Notation) 2-Oscar and friends (Notation) 3- Oscar and friends (Notation) Popcorn *Buy microwave popcorn(Pitch)Page 34 Sound wall (timbre) Our town (texture) Page 66
							PRODUCTION

V o c a b		<p>Found objects/ sound makers</p> <p>Loud and quiet</p> <p>Fast and slow</p> <p>High and low</p> <p>Singing voice/ whisper/ shout/ talk</p> <p>Steady beat or pulse</p> <p>Copy</p> <p>Listen</p> <p>Shake, rattle, tap, scrape</p>	<p>Steady beat</p> <p>Short and long sounds</p> <p>Loud and quiet (dynamics)</p> <p>Fast and slow (tempo)</p> <p>High and low (pitch)</p> <p>Rough, smooth, scratchy (timbre)</p> <p>pattern</p>	<p>Steady beat</p> <p>Short and long sounds</p> <p>Loud and quiet (dynamics)</p> <p>Fast and slow (tempo)</p> <p>High and low (pitch)</p> <p>long and short (duration)</p> <p>Rough, smooth, scratchy (timbre)</p> <p>Beginning, middle, end, chorus (structure)</p> <p>texture</p> <p>notation rhythm</p>
S k i l s		<ul style="list-style-type: none"> • Copy and experiment with simple rhythm/clapping patterns • speak and copy short phrases together • Follow simple start/stop signals from teacher in performance • Listen with increasing concentration to music and others • find a singing voice and develop a sense of pitch (limited note range) • sing a variety of songs both accompanied and unaccompanied • play instruments and sound-makers by shaking, scraping, rattling and tapping • Recognise basic percussion instruments 	<ul style="list-style-type: none"> • Copy simple rhythm phrases and show a sense of beat, using instruments or body sounds • respond to symbols or hand signs • play loudly, quietly, fast, slow • Sing sounds high, low and use explore different vocal timbres • add chosen sound effects at an appropriate moment in a story or song • sort, select and name different sounds • begin to identify and describe key features or extreme contrast within a piece of music • recognise the sounds of the percussion instruments used in the classroom and identify them • Listen to others with increasing concentration 	<ul style="list-style-type: none"> • make changes in their voices to express different moods /feelings • play along to music showing a developing awareness of the beat • Recognise and repeat rhythm patterns aurally • play with a sense of purpose and enjoyment • create a sequence of different sounds in response to a given stimuli • respond appropriately to a range of classroom songs, e.g. tidy-up songs, circle time songs, line-up songs • begin to use musical terms (louder/quieter, faster/slower, higher/lower)
A s s e s s		<ul style="list-style-type: none"> • Children will copy simple clapping patterns from a teacher • Children will join in singing using a sense of pitch • Children will play classroom instruments in different ways 	<ul style="list-style-type: none"> • Children will sing using different vocal sounds • Children will add sounds to a story/song at an appropriate point • Children will listen with increasing concentration 	<ul style="list-style-type: none"> • Children will create/play a sequence of sounds • Children will sing with greater control of pitch and respond with actions • Children will play instruments with opposing effects (fast/slow)

Progression in Music Skills

By the end of the year most pupils should be able to:

Skills		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Perform (singing /Playing)	Using their voices	<p>Speak and chant together</p> <p>Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)</p> <p>Sing songs in different styles conveying different moods (happy, sad, angry etc.) and with sense of enjoyment</p> <p>Co-ordinate actions to go with a song</p> <p>Sing in time to a steady beat</p> <p>Perform an action or a sound (clapping, stamping, etc.) on the steady beat whilst singing</p>	<p>Sing a variety of songs with more accuracy of pitch</p> <p>Sing words clearly and breathing at the end of phrases</p> <p>Convey the mood or meaning of the song</p> <p>Sing with a sense of control of dynamics(volume) and tempo (speed)</p> <p>Echo sing a short melodic phrases</p> <p>Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices</p> <p>Follow a leader (teacher)starting and stopping together</p>	<p>Sing songs in a variety of styles with confidence, singing an increasing number from memory</p> <p>Show increasing accuracy of pitch and awareness of the shape of a melody.</p> <p>Imitate increasingly longer phrases with accuracy</p> <p>With an awareness of the phrases in a song</p> <p>Understand that posture, breathing and diction are important.</p> <p>Demonstrate an awareness of character or style in performance.</p> <p>Chant or sing a round in two parts</p> <p>Sing songs with a recognised structure (verse and chorus/ call and response)</p>	<p>Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody</p> <p>Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context)</p> <p>Sing two/three part rounds with more confidence and increasing pitch accuracy</p> <p>Sing confidently as part of a small group or solo being aware of posture and good diction.</p> <p>Copy short phrases and be able to sing up and down in step independently.</p>	<p>Sing confidently in a wide variety of styles with expression</p> <p>Communicate the meaning and mood of the song</p> <p>Sing a simple second part of a two part song with confidence</p> <p>Maintain own part in a round</p> <p>Perform a song from memory with attention to phrasing, dynamics, breathing and accuracy of pitch, for a special occasion</p>	<p>Sing confidently in a wide variety of styles with expression</p> <p>Communicate the meaning and mood of the song</p> <p>Sing a simple second part of a two part song with confidence</p> <p>Maintain own part in a round</p> <p>Perform a song from memory with attention to phrasing, dynamics, breathing and accuracy of pitch, for a special occasion</p>

	Using classroom instruments	<p>Play instruments by shaking, scraping, rattling, tapping etc</p> <p>Play in time to a steady beat, using instruments or body sounds</p> <p>Play loudly, quietly, fast, slow</p> <p>Imitate a rhythm pattern on an instrument</p> <p>Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song.</p> <p>Play a single pitched note to accompany a song (drone)</p> <p>Play with help the rhythmic pattern of a spoken sentence,</p> <p>Recognise and write simple rhythm patterns using crotchet,</p>	<p>Play with control:</p> <p>a) maintaining steady beat</p> <p>b) getting faster or slower</p> <p>c) getting louder or quieter</p> <p>Perform a repeated two note melodic ostinato to accompany a song</p> <p>Perform a rhythm accompaniment to a song</p> <p>Perform a sequence of sounds using a graphic score</p> <p>Work and perform in smaller groups</p> <p>Follow a leader (teacher) starting and stopping together</p> <p>Demonstrate some confidence in performing as a group and as an individual</p>	<p>Keep a steady beat on an instrument in a group or individually</p> <p>Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat</p> <p>Use tuned percussion with increasing confidence</p> <p>Perform with a drone</p> <p>Copy a short melodic phrase by ear on a pitched instrument</p> <p>Play using symbols including graphic and / or simple traditional notation</p> <p>Follow simple hand directions from a leader</p> <p>Perform with an awareness of others</p> <p>Combine musical sounds with narrative and movement</p>	<p>Maintain two or more different ostinato patterns in a small instrumental group against a steady beat</p> <p>Play music that includes RESTS</p> <p>Use tuned percussion instruments with increasing confidence to accompany songs and improvise</p> <p>Play by ear – find known phrases or short melodies using tuned instruments</p> <p>Play simple chords</p> <p>Play music in a metre of two or three time</p> <p>Read and play from some conventional music symbols</p> <p>Combine instrumental playing with narrative and movement</p> <p>Follow a leader, stopping / starting, playing faster/ slower and louder / quieter.</p>	<p>Perform on a range of instruments in mixed groups to an audience, with confidence</p> <p>Read and play with confidence from conventional or graphic notation</p> <p>Continue to play by ear on pitched instruments, extending the length of phrases, melodies played.</p> <p>Perform a simple sequence of chords</p> <p>Perform with sensitivity to different dynamics, tempi</p> <p>Lead/conduct a group of instrumental performers</p> <p>Maintain a rhythmic or melodic accompaniment to a song (including rounds)</p> <p>Maintain own part on a pitched instrument in a small ensemble</p> <p>Perform own compositions to an audience</p>	<p>Perform on a range of instruments in mixed groups to an audience, with confidence</p> <p>Read and play with confidence from conventional or graphic notation</p> <p>Continue to play by ear on pitched instruments, extending the length of phrases, melodies played.</p> <p>Perform with sensitivity to different dynamics, tempi</p> <p>Lead/conduct a group of instrumental performers</p> <p>Maintain a rhythmic or melodic accompaniment to a song (including rounds)</p> <p>Perform sequences of chords</p> <p>Maintain own part on a pitched instrument in a small ensemble</p> <p>Perform own compositions to an audience</p> <p>Use technology to keep a record of work in progress and record performances.</p>

		quaver, minim, crotchet rest Follow simple hand signals indicating: loud/quiet and start/stop				Use technology to keep a record of work in progress and record performances.	
EXPLORE and COMPOSE	Exploring:	Different sounds made by the voice and hands (timbre) High and low sounds (pitch) Long and short sounds (duration) Loud and quiet sounds (dynamics) Fast and slow sounds (tempo) Pitch shapes (moving up and down) and rhythmic patterns	Ways in which sounds are made (<i>tapped, blown, scraped, shaken</i>), and can be changed Long and short sounds (rhythm – duration) The rhythm patterns of words and sentences Changes in pitch (higher and lower) Sequences of sound (structure) Sounds in response to a stimulus (visual or aural) How sounds can be manipulated to convey different effects and moods	Longer – shorter / faster - slower / higher - lower / louder - quieter sounds on tuned and un-tuned percussion and voices. Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them) Symbols to represent sound (graphic scores / traditional notation) The sounds of different instruments - TIMBRE and how they can represent pictures/ stories/ moods The different sounds (timbres) that one instrument can make How the musical elements can be combined to compose descriptive music	Sounds to create particular effects (timbre) Rhythm patterns in music from different times and places (duration) The pentatonic scale Pitched notes that move by steps and/ or leaps to make short phrases/melodies Music that describes feelings or moods using 'tense' or 'calm' sounds using dynamics , different tempi , different timbres etc. Combining and controlling sounds to achieve a desired effect Music that incorporates effective silences (rests) Different groupings of beats (metre of 2/3)	Chords / harmony – concord and discord Scales, such as PENTATONIC, RAG, BLUES Texture created by layering drones, rhythmic and/or melodic ostinatos Developing ideas, using musical devices such as repetition, question and answer, ostinato. Characteristics of various styles, for example, Blues, Rap, Gospel , Folk, African etc Improvising in a variety of styles	Chords / harmony – concord and discord Scales, such as PENTATONIC, RAG, BLUES Texture created by layering drones, rhythmic and/or melodic ostinatos Developing ideas, using musical devices such as repetition, question and answer, ostinato. Characteristics of various styles, for example, Blues, Rap, Gospel , Folk, African etc Improvising in a variety of styles

<p>Composing :</p>	<p>Add sound effects to a story Choose musical sound effects to follow a story line or match a picture Use graphics/symbols to portray the sounds they have made. Begin to notate and read simple rhythm patterns with rests Recognise and write simple rhythm patterns using crotchet, quaver, minim, crotchet rest Sequence these symbols to make a simple structure (score) Compose own sequence of sounds without help and perform.</p>	<p>Short melodic phrases Short repeated rhythmic patterns (ostinato) Rhythm patterns from words Perform and write simple rhythm patterns using crotchet, quaver, minim, crotchet rest A piece of music that has a beginning, middle end (structure) Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups Music that conveys different moods</p>	<p>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; Ternary and Rondo form Music that tells a story, paints a picture or creates a mood Music that uses repetition / echo Recognise and use simple pitch notation</p>	<p>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 un-tuned accompaniments developed from the song and perform to a friendly audience Use a range of ICT to sequence, compose, record and share work</p>	<p>(Always considering the musical elements) Create own simple songs reflecting the meaning of the words (e.g. using verse and chorus structure) 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 un-pitched accompaniment Refine own compositions after discussion - selecting instruments for a defined effect Use a range of symbols (conventional or graphic) to record compositions. Use ICT (computers/iPad /tablets/MP3 recorders etc.) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions e.g. adverts</p>	<p>(Always considering the musical elements) Create own simple songs reflecting the meaning of the words (e.g. using verse and chorus structure) 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 un-pitched accompaniment Refine own compositions after discussion - selecting instruments for a defined effect Use a range of symbols (conventional or graphic) to record compositions. Use ICT (computers/iPad /tablets/MP3 recorders etc.) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions e.g. adverts</p>
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LISTEN, REFLECT and APPRAISE	Listening:	LISTENING BOOK - focus of instruments	LISTENING BOOK - focus of World instruments	LISTENING BOOK - focus of genres	LISTENING BOOK - focus of genres	LISTENING BOOK - focus of History of music	LISTENING BOOK - focus of History of music
	Appraising : Y5 & 6 Reflecting	<p>Listen to a piece of music and move in time to its steady beat. Recognise and respond through movement /dance to the different musical characteristics and moods of music Recognise the sounds of the percussion instruments used in the classroom and identify and name them</p> <p>Begin to use musical terms (louder/quieter, faster/slower, higher/lower)</p> <p>Begin to articulate how changes in speed, pitch and dynamics effect the mood</p>	<p>Listen with increased concentration Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds Recognise how sounds are made – tapping, rattling, scraping, blowing Identify different qualities of sound such as smooth, scratchy, clicking, ringing (timbre) Recognise and respond to different changes of speed (tempo)/volume (dynamics) & pitch Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc) Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the</p>	<p>Listen with concentration to longer pieces / extracts of music Listen to live/recorded extracts of different kinds of music and identify where appropriate:-</p> <ul style="list-style-type: none"> • a steady beat / no steady beat • a specific rhythm pattern or event • the speed (TEMPO) of the music • the volume (DYNAMICS) • the melody <p>using appropriate musical terms/language Identify common characteristics Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar drums etc) Identify repetition in music. Recognise aurally wooden, metal, skin</p>	<p>Recognise aurally the range of percussion (tuned and un-tuned) used in school and some individual orchestral instruments taught in school. Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the tempo, dynamics, metre, texture, timbre) Recognise music from different times and countries identifying key elements that give it its unique sound. Identify repeated rhythmic or melodic phrases in live or recorded music Identify whether a song has a verse/chorus or call and response structure Identify the use of metre in 2 or 3 in a</p>	<p>Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation Identify and discuss ‘what happens when’ within simple musical structures Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music Explore how lyrics can reflect cultural contexts and have social meaning Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures (context), including performances of their</p>	<p>Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation Identify and discuss ‘what happens when’ within simple musical structures Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempo) in an extract of live or recorded music Explore how lyrics can reflect cultural contexts and have social meaning Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and</p>

			<p>mood is created (i.e. the mood is sad because the music is played very slowly and quietly)</p>	<p>percussion instruments and begin to know their names Listen to their own compositions and use musical language to describe what happens in them</p>	<p>piece of recorded or live music Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings.</p>	<p>own and others' compositions Use musical vocabulary and knowledge to help identify areas for development or refinement when composing</p>	<p>cultures (context), including performances of their own and others' compositions Use musical vocabulary and knowledge to help identify areas for development or refinement when composing</p>
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Performance	Performing to others	Perform to an audience of adults, peers - a class assembly Perform a combined concert to the school With increasing confidence.	Perform to an audience of adults, peers - a class assembly Perform a combined concert to the school With increasing confidence.	Perform to an audience of adults, peers - a class assembly Perform a combined concert to the school With increasing confidence.	Perform to an audience of adults, peers - a class assembly with awareness of the audience Know what makes a good performance	Perform to an audience of adults, peers - a class assembly Perform a combined concert to the school With increasing confidence. Know what makes a good performance
	Wider Opportunities or First Access		Play ocarinas (one term) Introducing recognition of notation and performing together	Play recorders Perform in class assemblies	Play recorders Peterborough Music Hub – First access provision J Sax (Summer term) Perform in class assemblies	Play Ukuleles Play Ukuleles and Boomwhackers
	MUSICAL ELEMENTS Or INTER RELATED DIMENSIONS	DURATION Steady beat, short and long sounds PITCH High and low TEMPO Fast and slow DYNAMICS Loud and quiet TIMBRE The tone quality of the sound – rough,	DURATION Short and long sounds, beat and rhythm PITCH High, low, getting higher, getting lower TEMPO Fast and slow, getting faster or slower DYNAMICS Loud and quiet, getting louder and quieter TIMBRE The tone quality of the sound – smooth, scratchy,	DURATION Beat (pulse), rhythm, longer, shorter, sustained TEXTURE layering of sounds PITCH Notes moving by step or leap BEAT/TEMPO Steady, faster, slower	DURATION METRE - the organisation of beats BEAT/TEMPO PITCH Pentatonic scales TEXTURE layer or sounds	DURATION (beat, rhythm, metre) PITCH (melody, harmony), TEXTURE , TIMBRE , DYNAMICS , STRUCTURE ,

		smooth, scratch, etc STRUCTURE Phrases of a song, overall plan of a piece	heavy, light, sold, warm, dull, bright STRUCTURE Phrases of a song, overall plan of a piece of music	DYNAMICS Louder, quieter TIMBRE Sound quality of individual instruments STRUCTURE Beginning, Middle, end, Repetition	TIMBRE Sound quality of individual instruments DYNAMICS , STRUCTURE , Repetition, call and response, verse and chorus, plan TEMPO the speed of the music	BEAT/TEMPO HARMONY Combination of musical sounds	BEAT/TEMPO HARMONY Combination of musical sounds
	KEY WORDS	OSTINATO Repeated rhythmic pattern or melodic shape DRONE Pitched note played continuously throughout a piece of music STEADY BEAT Regular pulse (in time) SCORE A written form of musical composition	PHRASE Short section of a melody SEQUENCE One after another STEADY BEAT Regular pulse (in time) OSTINATO Repeated rhythmic pattern or melodic shape DRONE Continuous or repeated pitch or pitches GRAPHIC SCORE Notation using pictures or symbols RHYTHM PATTERN A group of long and short sounds	STEADY BEAT RHYTHM OSTINATO PITCH PHRASE REPETITION MUSICAL SYMBOLS	OSTINATO DRONE REPETITION METRE REST STEP LEAP PHRASE MELODY PENTATONIC TUNED PERCUSSION UNTUNED PERCUSSION	RHYTHM , PHRASE , MELODY , HARMONY , OSTINATO - CYCLIC PATTERNS METRE , REPETITION , ROUNDS DRONES SCALE , ACCOMPANIMENT , STYLE , EXPRESSION , RECORD , ICT	RHYTHM , PHRASE , MELODY , HARMONY , OSTINATO - CYCLIC PATTERNS METRE , REPETITION , SCALE , ROUNDS DRONE ACCOMPANIMENT , STYLE , EXPRESSION , RECORD , ICT

Progression in Music Skills EYFS

By the end of each term, most pupils should be able to:

Skills	Term 1	Term 2	Term 3
'EXPLORE AND COMPOSE' sections are assimilated into practical music-making, so these don't feature in the divided 'expectations'	<ul style="list-style-type: none"> • speak and chant short phrases together • find their singing voice and begin to develop a sense of pitch over a small range of notes • sing a variety of songs both accompanied and unaccompanied • play instruments and sound-makers by shaking, scraping, rattling and tapping • make a range of sound makers • start and stop together <p>Children to be taught in the classroom alongside group activities to make instruments</p>	<ul style="list-style-type: none"> • sing short phrases or responses on their own • begin to develop a sense of beat, using instruments or body sounds • respond to symbols or hand signs • play loudly, quietly, fast, slow • copy a simple rhythm pattern or number of beats played on an instrument • add chosen sound effects at an appropriate moment in a story or song • sort and name different sounds • begin to identify and describe key features or extreme contrast within a piece of music • recognise the sounds of the percussion instruments used in the classroom and identify and name them <p>Children taught in the music room with follow up activities in the classroom</p>	<ul style="list-style-type: none"> • make changes in their voices to express different moods /feelings • play along to music showing a developing awareness of the beat • play with a sense of purpose and enjoyment • create a sequence of different sounds in response to a given stimuli • respond appropriately to a range of classroom songs, e.g. tidy-up songs, circle time songs, line-up songs • begin to use musical terms (louder/quieter, faster/slower, higher/lower) • Recognise and repeat rhythm patterns aurally <p>Children taught in the music room with follow up activities in the classroom</p>
MUSICAL ELEMENTS Or INTER RELATED DIMENSIONS	<p>PITCH High and low</p> <p>TEMPO Fast and slow</p> <p>DYNAMICS Loud and quiet</p>	<p>DURATION Short and long sounds</p> <p>PITCH High and low</p> <p>TEMPO Fast and slow</p> <p>DYNAMICS Loud and quiet</p> <p>TIMBRE The tone quality of each instrument and their voices</p> <p>SEQUENCE Ordering sounds, first, second, Beginning, end etc.</p>	<p>DURATION Short and long sounds</p> <p>PITCH Higher and lower</p> <p>TEMPO Faster and slower</p> <p>DYNAMICS Louder and quieter</p> <p>TIMBRE The tone quality of each instrument and their voices</p> <p>SEQUENCE Ordering sounds, first, second, Beginning, end etc.</p> <p>STRUCTURE Ordering sounds, repeats</p>

William Law CE School Long Term Modern Foreign Languages Overview 2023-24

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3 FRENCH	Dinocrocs story 1 Hocus le petit Dinocroc VOCABULARY: Use words & actions to retell a French story (using choral speaking), count, recognise & use numbers to 10, vocabulary relating to French greetings, build short phrases using colour adjectives, Understand & respond to basic classroom vocabulary supported with a gesture. PHONICS: a, e, i, o, u, oi, silent h GRAMMAR: introduce authentic French punctuation ? ! and how to write the French date, write colour adjectives in a phrase recognising that the adjective comes after the noun. INTERCULTURAL Consider how people greet each other in different cultures. Identify France on a map of Europe. Learn some nouns linked to Christmas.		Dinocrocs story 3 The Storm VOCABULARY: Use words & actions to retell a French story 'The Storm' (using choral speaking), recognise words & short phrases relating to body parts, use a simple sentence builder to give the day of the week and the weather. PHONICS: on, an, en, ch GRAMMAR: use an alphabetical word list to find the meaning of a set of nouns, recognise the gender of a noun using the determiner 'the' le and la. INTERCULTURAL Explore how Easter is celebrated in France.		Dinocrocs story 5 & 6 The Magic Box & Rat's Treasure VOCABULARY: Use words & actions to retell a French story 'The Magic Box' (using choral speaking), identify and use words and phrases relating to musical instruments and animals with a given adjective, consolidate number & colour knowledge by exploring French playground games. Ask 'How are you?' and give own answers in a simple role play. PHONICS: ç, and recap of all sounds taught this year GRAMMAR: recognise that some adjectives have 2 spellings, replace the noun in a simple sentence model to create a new sentence. INTERCULTURAL To explore a French and playground games. Appreciate that books can be translated into different languages (based on Cher Zoo / Dear Zoo story.)	
4 FRENCH	Rigolo 1 unit 1 Bonjour VOCABULARY: use a wider variety of greetings, ask and answer introductory questions including names, ages and feelings. Numbers to 20 PHONICS: recap & apply sounds learnt in yr 3 to new vocabulary GRAMMAR: introduce plural nouns (musical instrument counting) INTERCULTURAL Discuss greetings from French speaking countries around the world.	Rigolo 1 unit 2 En Classe VOCABULARY: recognise and use vocabulary relating to classroom instructions (imperative verbs), build simple phrases to describe classroom objects (colour), ask questions using tu as + noun. PHONICS: EZ, QU. Apply year 3 sounds to improve pronunciation of numbers to 20. GRAMMAR: using a simple table to agree the spelling of colour adjectives (masculine & feminine) & position correctly in a sentence. Using et (and) to extend sentences. INTERCULTURAL Use traditional greetings to write a French Christmas card. Discuss Christmas celebrations in France. Make comparisons between a typical French primary school and an English school.	Rigolo 1 unit 3 Mon Corps VOCABULARY: identify and use vocabulary in phrases and sentences for parts of the body and to describe hair, eyes and basic appearance PHONICS: EU / EUX GRAMMAR: apply knowledge of gender (le, la, les) to body parts, forming plurals. Use word mats and a bilingual dictionary to translate a noun into French. INTERCULTURAL Read & discuss a traditional bed time story in French (Va t'en Grand Monstre Vert.)	Rigolo 1 unit 4 Les Animaux VOCABULARY: words and phrases relating to animals, conducting a pet survey and using a sentence builder to design an imaginary animal. PHONICS: silent letters GRAMMAR: revising masculine & feminine determiners. Forming plural nouns ending in s or x and introducing a simple negative sentence using je n'ai pas. INTERCULTURAL Discuss which types of pets are popular in French homes.	Rigolo 1 unit 5 Ma Famille continued... VOCABULARY: Introduce family members in the 3 rd person (he / she is called.) Recognise & spell with letters of the French alphabet. PHONICS: awareness of accented letters (é, è) & ai GRAMMAR: recognise the 3 spellings of 'my' & when they are used (mon, ma, mes.) Using the 3 rd person (il and elle) to give names. INTERCULTURAL Opportunities to discuss family life shown in French video clips, including families from other Francophone countries.	Rigolo 1 unit 5 Ma Famille continued... / unit 6 Bon Anniversaire VOCABULARY: Read & write adjectives to describe someone in the 1 st person (using I 'je') Recognise and ask politely for snacks & give basic opinions about food. PHONICS: consolidate knowledge of all phonic sounds learnt this year. GRAMMAR: masculine & feminine spellings of some common adjectives to describe people. INTERCULTURAL Compare traditional French and English foods Identify some well-known French landmarks & symbols of French culture.

<p>5</p> <p>FRENCH</p>	<p>Rigolo 1 unit 7 Encore</p> <p>VOCABULARY: Describe people in the 3rd person including appearance, personality & nationality. Identify French speaking (Francophone) countries around the world.</p> <p>PHONICS: IN and recap / apply all taught phonics sounds from yrs 3&4</p> <p>GRAMMAR: Recognise masculine & feminine spellings of adjectives & consolidate knowledge of word order (adjectival agreement.)</p> <p>INTERCULTURAL Recognise that French is spoken around the world (Francophone countries.) Identify some symbols & objects which represent France and the UK.</p>	<p>Rigolo 1 unit 8 Les Passe-Temps</p> <p>VOCABULARY: identify & use vocabulary relating to sports & hobbies. Give personal opinions and preferred sports & hobbies.</p> <p>PHONICS: compare accented letter e - è é and e, beginning to recognise the way in which these accented letters change the way in which words are pronounced.</p> <p>GRAMMAR: Extend sentences with the conjunction car (because) Use adverbs très (very) and trop (too) Conjugate regular er verbs (jouer, écouter, regarder.)</p> <p>INTERCULTURAL Discuss popular sports and leisure activities in France and the UK</p>	<p>Rigolo 1 unit 9 Les Fêtes</p> <p>VOCABULARY: identify & use vocabulary relating to festivals, forming dates using the day and month, recognising and using numbers to 60.</p> <p>PHONICS: revisit the en / an qu phonemes and apply knowledge to improve pronunciation with numbers to 60</p> <p>GRAMMAR: Conjugate simple regular er verbs (e.g. regarder, écouter) identify and use imperative verbs</p> <p>INTERCULTURAL Discuss key French festivals including cultural & historical significance of Bastille Day</p>	<p>Rigolo 1 unit 11 On Mange !</p> <p>VOCABULARY: relating to food shopping, asking for and giving prices, giving opinions about food & drinks in extended sentences.</p> <p>PHONICS: begin to apply knowledge of liaisons (link to money.)</p> <p>GRAMMAR: Use the main codes in a bilingual dictionary to check word class & gender. Recognising when to use du, de la and des for 'some.' Choosing & using a suitable conjunction to join elements in a sentence (ce pendant, mais, et.)</p> <p>INTERCULTURAL Discuss popular foods originating from France & make comparisons in traditional eating habits in England / France</p>	<p>Rigolo 1 unit 10 Ou Vas-tu ?</p> <p>VOCABULARY: asking for & following directions in relating to the 4 compass points, building sentences to describe the weather and create own weather report.</p> <p>GRAMMAR: introduction to past tense regular verbs in a written text.</p> <p>PHONICS: begin to apply knowledge of accents, elisions & some silent letters when reading aloud. Introduce phonic sound OU and AI</p> <p>INTERCULTURAL: Compare the weather in France and the UK. Locate some key French cities on a map and discuss what they are famous for.</p>
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<p>6</p> <p>FRENCH</p>	<p>Décris -moi !</p> <p>VOCABULARY: Revision & extension of vocabulary & sentence structures to create detailed descriptions of people in the 1st & 3rd person including famous French people.</p> <p>PHONICS: Apply past phonics knowledge to improve pronunciation when reading aloud.</p> <p>GRAMMAR: Use the codes in a bilingual dictionary to agree the spelling of chosen adjectives (masculine & feminine.) Consolidation of word order. Conjugating irregular verbs avoir and être.</p> <p>INTERCULTURAL</p> <ul style="list-style-type: none"> *Explore links between a variety of languages (language families.) *Identify some famous French speakers past and present. *Describe a traditional French festival (La Fête des Lumières à Lyon.) 	<p>Ou habites-tu ?</p> <p>VOCABULARY: Describing where you live using a variety of nouns & adjectives. Adapt given sentence models by translating own vocabulary using preferred resource. Ask for & give directions to places in town.</p> <p>PHONICS: apply knowledge of silent letters, accents, liaisons to improve pronunciation in oral presentations.</p> <p>GRAMMAR: forming negative sentences to say what there is & what there is not. Apply knowledge of adjectival agreement, conjunctions & articles.</p> <p>INTERCULTURAL</p> <p>Discuss and perform own version of Paul Eluard's 'Dans Paris' poem.</p> <p>Explore authentic French handwriting</p>	<p>La Musique</p> <p>VOCABULARY: Express personal opinions with reasons relating to music & musicians</p> <p>PHONICS: introduce GNE& IQUE</p> <p>GRAMMAR: apply knowledge of plurals, gender & word order when building sentences (including singular & plural forms of s'appelle & venir.)</p> <p>INTERCULTURAL</p> <ul style="list-style-type: none"> *Discuss music across different French speaking countries. 	<p>Introduction to Spanish (¡Hola!)</p> <p>VOCABULARY: explore greetings and numbers to 10 in Spanish. Make comparisons between the French they know & the Spanish they are learning.</p> <p>PHONICS: make comparisons with sounds heard in Spanish numbers & greetings to French</p> <p>INTERCULTURAL</p> <p>Identify some countries where Spanish is spoken & recognise symbols of Spanish culture.</p>
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William Law Foreign Languages Skills progression

ORACY (speaking and listening)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	<ul style="list-style-type: none"> Use words and actions to retell a French story in chorus ('Hocus le petit Dinocroc') Show awareness of the social conventions when speaking to someone. Ask for someone's name and give my own name. Recall the French phonic sounds (a, e, i, o, u and say them with clear pronunciation. 	<ul style="list-style-type: none"> Respond to single classroom instructions delivered slowly and clearly in French with the support of a gesture. Listen for an individual familiar word in the context of a song and perform a matching action (numbers and colours.) Recall the French phonic sound silent h and oi and be able to say it with clear pronunciation 	<ul style="list-style-type: none"> Use words, short phrases and actions to retell a French story in chorus ('The Storm'). Repeat single words and short phrases with clear pronunciation (weather topic). Speak in chorus to ask a simple question. Give a pre-rehearsed answer on the topic of weather. Repeat and say the days of the week with understandable pronunciation Recall the French phonic sound en and an and be able to say them with clear pronunciation 	<ul style="list-style-type: none"> Perform a song about body parts, singing in chorus and respond with an action to key words. Respond to a growing range of single classroom instructions when delivered slowly and clearly in French with the support of a gesture. Recall the French phonic sound ch and be able to say it with clear pronunciation 	<ul style="list-style-type: none"> Use words and actions to retell a French story in chorus ('The Magic Box'). Ask and answer the question 'Ça va?' in a simple role play (in the format of greeting, one question and answer.) Extend French vocabulary by exploring musical instrument words. Recall the French phonic sound Ç, be able to say it with clear pronunciation. 	<ul style="list-style-type: none"> Use words and actions to retell a French story in chorus 'Rat's Treasure.) Read aloud in chorus from a familiar text (Cher Zoo) Recall all phonic sounds taught this year and begin to recognise them in new words.
Y4	<ul style="list-style-type: none"> Memorise and present a short role-play with three or more exchanges (greetings topic.) Ask a variety of questions to find out about others including names, feelings and ages. Perform songs in French, producing phrases from memory with good pronunciation (greetings song.) 	<ul style="list-style-type: none"> Form own questions using 'Tu as' to ask for classroom equipment. Give and follow a series of classroom instructions using the imperative form of verbs. Listen to simple, short sentences containing familiar vocabulary (classroom equipment, numbers and colours) and pick out the main point. 	<ul style="list-style-type: none"> Recognise and use the plural form of 'the' (les) in relation to body parts. Recognise and name parts of the body in French Use the conjunction et (and) to link two elements in a spoken and written sentence Recall the French phonic sounds eu / 	<ul style="list-style-type: none"> Ask pre learned questions in French to conduct a simple survey and discuss the findings. Recognise and name animals and pets in a spoken sentence in singular and plural form 	<ul style="list-style-type: none"> Listen, identify and respond to a growing vocabulary of familiar words and phrases from the topics studied (including family members.) Listen attentively to songs in the French language to identify simple rhyming words 	<ul style="list-style-type: none"> Identify the letter sounds of the French alphabet. Begin to produce these sounds to spell familiar words. Express simple opinions (I like, I dislike.)

	<ul style="list-style-type: none"> Use intonation when asking questions. 	<ul style="list-style-type: none"> Recognise, use and write numbers to 20 applying past phonics knowledge to improve pronunciation. Recall the French phonic sounds qu and ez 	eux and be able to say them with clear pronunciation	<ul style="list-style-type: none"> Identify some silent letters on the end of words when forming plurals 	<p>and respond to key phrases.</p> <ul style="list-style-type: none"> Say two or more short sentences that contain an adjective. Recall the French phonic sound è, recognising that accents affect the way letters are pronounced 	<ul style="list-style-type: none"> Demonstrate knowledge of sound-spelling links (applying knowledge of taught phonics sounds to support writing.)
ORACY (speaking and listening)						
Y5	<ul style="list-style-type: none"> Engage in a short conversation or role-play with several exchanges using a range of simple familiar questions. Recognise, use and respond to a range of vocabulary in predictable classroom interactions. Use adjectives to create spoken and written sentences, describing themselves and others (simple 1st person and 3rd person descriptions including nationality and personality.) Recall the French phonic sound in and pronounce it clearly 	<ul style="list-style-type: none"> Talk and write about their interests and express a wider range of personal opinions (hobbies.) Pick out the main points and a detail from short, spoken passages, spoken clearly and made up of familiar language from various sources (e.g. songs and video clips.) Use simple adverbs to make spoken and written sentences more interesting (e.g. quite, very.) Recognise the effect of elision on pronunciation and apply knowledge when using opinion words (j'aime, j'adore) <ul style="list-style-type: none"> Recall the French phonic sounds è, é and e recognising that 	<ul style="list-style-type: none"> Recognise French numbers to 60, applying phonics knowledge to improve pronunciation Ask for and give the date of birthdays (number and month) Apply past phonics knowledge to read aloud bigger numbers with greater accuracy 	<ul style="list-style-type: none"> Use transactional language to communicate for different purposes (food shopping role plays.) Apply number knowledge to ask for and give prices Recognise why liaison is used and apply knowledge to improve pronunciation (giving prices) 	<ul style="list-style-type: none"> Locate some famous French cities on a map, following compass points Give and follow a simple series of directions using sequencers to order them. Form a variety of weather expressions using the impersonal form il (spoken and written) Appreciate the impact of accents, elisions and some silent letters on sound and apply this knowledge to pronouncing words with a growing confidence (weather song) Recall the French phonic sound ou and pronounce It clearly 	<ul style="list-style-type: none"> Say a longer sentence using familiar vocabulary (weather and temperature in different cities) Pronounce familiar words clearly, paying attention to accents, elisions and silent letters Present ideas and information to different audiences (group weather report presentation of 4-5 sentences or more using a text model.) Recall the French phonic sound ai and pronounce It clearly

		accents affect the way letters are pronounced				
Y6	<ul style="list-style-type: none"> Revise necessary classroom language. Consolidate knowledge of key question words to ask and answer a variety of key questions across topics (role plays) Apply past phonics knowledge to improve pronunciation when reading aloud. 	<ul style="list-style-type: none"> Listen to, read and understand the main points and some details given in a short text based on a familiar topic. Orally present a written description to an audience (class or small group) applying knowledge of phonics, silent letters, accents and liaisons to improve pronunciation. 	<ul style="list-style-type: none"> Say where I live and describe it. Say what there is and is not where you live (forming negatives) Use mais (but) to present two contrasting ideas. Listen attentively, understand and respond to some longer and more complex sentences describing a French city Recall the French phonic sound gne and pronounce it clearly in words and phrases. 	<ul style="list-style-type: none"> Rehearse and perform an authentic French poem (Dans Paris by Paul Eluard) discussing and developing own preferred techniques to memorise new vocabulary Ask for, give and follow a series of directions to places in town using a variety of sequencers to order directions (role play) Consolidate past knowledge of phonics when reading and spelling new words 	<ul style="list-style-type: none"> Ask for an express a personal opinion about music, singers and bands giving reasons to support the opinion (Eurovision link) Listen attentively and respond to other people's opinions Write, rehearse and present information in French about a singer or band to an audience, using a clear audible voice. Improve accuracy of pronunciation and intonation so that others understand when they are reading aloud. Recall the French phonic sound ique and pronounce it clearly in words and phrases. 	Spanish taster lessons <ul style="list-style-type: none"> Use a simple greeting, ask for and give a name in Spanish Choral speak and begin to identify and use some Spanish numbers up to 10 Make simple comparisons between French and Spanish (e.g. the sound and spelling of numbers)

LITERACY (reading and writing)

SUBJECT NAME	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	<ul style="list-style-type: none"> Count, recognise and use numbers to 10 in simple games, songs and rhymes. Read aloud single, familiar words and short phrases including numbers, colours and days of the week. 	<ul style="list-style-type: none"> Recognise some nouns from the nativity story and label them in writing by copying the correct spelling in French. Recognise and write colour adjectives in a simple phrase, understanding that the colour adjective comes after the noun. 	<ul style="list-style-type: none"> Write a simple sentence using a basic model to give the weather. Notice letters which have an accent above them and copy these accents carefully when writing individual words. Recognise that days of the week are only capitalised at the beginning of a sentence 	<ul style="list-style-type: none"> Use an alphabetical word list (English to French) to find new nouns. Appreciate that all French nouns have a gender (masculine or feminine) and that this is shown with the spelling of 'the' in front of the noun (le, la.) Recognise some masculine and feminine nouns in the context of body parts. 	<ul style="list-style-type: none"> Adapt a simple spoken sentence by changing the noun (musical instrument.) Perform the sentence as a chant, tapping the syllables out loud. Write own role play to ask and answer the question 'Ça va?' (greeting, one question and answer.) 	<ul style="list-style-type: none"> Read aloud in chorus from a familiar text (Cher Zoo) using the context and visual cues to aid understanding. Read and understand short, simple phrases on a word mat (animal topic.) Read a short, simple phrase with an adjective. Choose a suitable phrase to describe an animal and copy it in writing. Recognise that some adjectives change spelling when they are describing a feminine noun (notices the difference in spelling of some familiar adjectives when they are written side by side.) Write some simple familiar French words from memory with understandable spelling (e.g. numbers, colours.)

Y4	<ul style="list-style-type: none"> Look for cognate words as a reading strategy to help understanding. Ask a variety of questions to find out about others including names, feelings and ages (. Recognise, use and write numbers to 20 applying past phonics knowledge to improve pronunciation and spelling. 	<ul style="list-style-type: none"> Write conventional French greetings in a Christmas card. Change the number and spelling of the noun in simple sentences to form plurals (e.g. musical instruments.) Read simple, short sentences containing familiar vocabulary (classroom equipment, numbers and colours) and pick out the main point. Adapt a simple question model (Tu as +noun) to write own questions 	<ul style="list-style-type: none"> Use a word mat and a bilingual dictionary to check a spelling, translate a specific word or choose an appropriate word to complete a short sentence or phrase. Use the conjunction et (and) to link two elements in a spoken and written sentence. . Write one or two simple sentences to describe body parts using a model. Recognise that many French adjectives have more than one spelling (masculine, feminine and the plural forms.) Use a word mat to choose the correct colour spelling to agree with the noun used. 	<ul style="list-style-type: none"> Use strategies for memorisation of new vocabulary linked to animals and pets Substitute one element in a sentence to change its meaning (such as the noun and colour adjective), using a word mat or dictionary. 	<ul style="list-style-type: none"> Read aloud a wider range of words, phrases and short sentences linked to the topic/s of study (family members) Follow a simple, short text made up of four or more sentences, reading some of the words out loud. Give someone's name in the 3rd person (he / she) Identify the plural form of brothers and sisters words Recognise and use masculine and feminine adjectives and a sentence model to write three or more descriptive sentences in the first person. (Je suis + adjective.) 	<p>Identify the letter sounds of the French alphabet. Begin to produce these sounds to spell familiar words.</p>
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LITERACY (reading and writing)

Y5	<ul style="list-style-type: none"> Use adjectives to create spoken and written sentences, describing themselves and others (simple 1st person and 3rd person descriptions including nationality and personality.) Recognise and use some common masculine and feminine adjective endings (e.g. sportif - sportive, intelligent - intelligente.) Adapt a sentence model successfully to give their own information (e.g. changing the noun, adjective or opinion on a French ID card.) Read and understand some of the main points in a short, written text based on a familiar topic. Research, write and present information about a Francophone country. 	<ul style="list-style-type: none"> Talk and write about their interests and hobbies. Express a wider range of personal opinions Use simple adverbs to make spoken and written sentences more interesting (e.g. quite, very.) Use the conjunction car (because) to extend some written sentences (giving reasons for opinions about hobbies.) 	<ul style="list-style-type: none"> Apply knowledge of numbers and months of the year to form a variety of dates (including those of common festivals.) Recognise how to conjugate a regular 'er' verb using a resource as support (e.g. regarder.) 	<ul style="list-style-type: none"> Understand and use the main codes in a bilingual dictionary to check whether a word is masculine, feminine, a noun, verb or adjective (word class.) Change two or more elements in a given sentence to create a new sentence (e.g. opinion, noun, adjective, verb or adverb) using a word mat, sentence builder or bilingual dictionary as support. 	<ul style="list-style-type: none"> Form a variety of weather expressions using the impersonal form il (spoken and written) 	<ul style="list-style-type: none"> Write a short text consisting of three or more sentences on a familiar topic using a model (weather report.) Can spot a new word introduced into short sentences made up of familiar vocabulary and use the surrounding words to guess its meaning (holiday postcard reading.) Use a preposition to describe where an object is located (on, in front of, behind.)
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Y6	<ul style="list-style-type: none"> • Conjugate irregular verbs avoir and être using a verb table • Write some familiar words and short phrases from memory using knowledge of phonics and word order • Revise adjectives to describe personality, nationality and appearance (masculine and feminine) 	<ul style="list-style-type: none"> • Use the codes in a bilingual dictionary to choose and agree the spelling of own chosen adjectives in a descriptive sentence. • Create descriptions of what people are like (e.g. personality, family and appearance) using the present tense singular and plural forms of être and avoir, including negative forms (link to famous French people.) 	<ul style="list-style-type: none"> • Collect own personal list of vocabulary choosing the correct spelling of adjectives using an online dictionary • Choose, use and apply strategies to read and understand short texts (ranging from 1-2 paragraphs long) • Use mais (but) to present two contrasting ideas. 	<ul style="list-style-type: none"> • Adapt given sentence models by translating, choosing and using own ideas for vocabulary in the target language to write own version of the 'Dans Paris' poem • Adapt text models to describe where you live, using a variety of nouns and adjectives (applying knowledge of adjectival agreement and position in sentence, articles and conjunctions). 	<ul style="list-style-type: none"> • Choose and use a variety of sources to translate words accurately and effectively (e.g. online resources, bilingual dictionaries and word lists) • Use a verb table to conjugate the verbs appeler and venir to build sentences about singers and bands (singular and plural forms) • Adapt text models to write own text for different purposes and audiences using a range of familiar language and other language translated or collected by the pupil (writing about a singer, band or group of their choice.) 	<ul style="list-style-type: none"> • Make simple comparisons between French and Spanish (e.g. the sound and spelling of numbers)
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INTERCULTURAL UNDERSTANDING

SUBJECT NAME	Autumn	Spring	Summer
Y3	<ul style="list-style-type: none"> Use an atlas to identify France on a simple map of Europe and discuss ways of travelling there. Ask questions about France and the French language. 	<ul style="list-style-type: none"> Explore and discuss an aspect of French culture (French Easter celebrations.) 	<ul style="list-style-type: none"> Research and play some traditional French playground games, applying knowledge of colours and numbers. Recognise that books can be translated into many languages. Appreciate a familiar story translated into French.
Y4	<ul style="list-style-type: none"> Make comparisons about an aspect of French culture, recognising some key similarities and differences (schools topic and Christmas celebrations.) 	<ul style="list-style-type: none"> Appreciate authentic stories in the French language (Va t'en Grand Monstre Vert story.) 	<ul style="list-style-type: none"> Identify some well-known French landmarks and some symbols of French culture.
Y5	<ul style="list-style-type: none"> Identify a variety of French speaking (Francophone) countries in the world. 	<ul style="list-style-type: none"> Compare and contrast some celebrations and festivals in France and the UK, discussing the cultural and historical significance of a key French festival (e.g. Bastille Day.) 	<ul style="list-style-type: none"> Recognise the names of some well-known French cities and find out why these cities are significant (e.g. their geography and why they are well-known.) Recognise some famous French landmarks and discuss their significance (artist focus: Ben Heine.) Identify symbols of French culture and countries where French is spoken in the world (Francophone countries.)
Y6	<ul style="list-style-type: none"> Recognise that many English-language words have their origins in other languages. Show awareness that stereotypes of other nationalities exist and that they are not representative of all people and should be challenged (link to famous French speakers) Discuss La fête des Lumières à Lyon. Use a verb table to conjugate regular er verbs in the present tense (danser, chanter, manger, regarder) to describe the celebrations (create captions for a poster / flier) 	<ul style="list-style-type: none"> Rehearse and perform an authentic French poem (Dans Paris by Paul Eluard) Explore authentic French handwriting. 	<p>Spanish taster lessons</p> <ul style="list-style-type: none"> Recognise that as Spanish and French are romance languages they share many similarities Identify Spain on a map of Europe in relation to France